BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
APRIL 25, 2005

Annual Organizational Meeting of the Board of School Directors called to order by the Director, Office of Board Governance/Board Clerk at 6:50 PM.

The Director, Office of Board Governance/Board Clerk read into the record the certification of the City Clerk that the following persons, who were elected or re-elected to membership on the Board on April 5, 2005, have taken the oath of office and are duly qualified to serve:

District 4.....Charlene Hardin
District 5.....Jennifer Morales
District 6.....Peter Blewett
District 7.....Danny Goldberg

Directors Balistreri, Dannecker, Horton, Johnson, and Spence are continuing members.

The following members responded to roll call:

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

Absent—None.

Director Goldberg was elected temporary Chair by unanimous consent.

ELECTION OF BOARD PRESIDENT

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

A point of order was raised as to whether nominations and a period of debate were in order.

Director Dannecker moved that the Board proceed with the roll call vote.

Director Morales moved a substitute motion for a nomination process with a period of debate.

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

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

Noes—Directors Dannecker, Goldberg, Horton, Johnson, and Spence—5.

The question being on Director Dannecker's motion to proceed with the roll call vote, the motion prevailed, the vote being as follows:

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

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

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

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

Director Johnson—5
Director Blewett—3.
Director Dannecker—1.

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

Director Dannecker—5.
Director Hardin—4.

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

DESIGNATION OF BOARD CLERK

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

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

APPOINTMENT OF REPRESENTATIVE TO THE LIBRARY BOARD

President Johnson announced that he would continue to serve as the Board's representative to the Library 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

Director Horton nominated Director Goldberg to CESA #1.

The appointment was approved on the following vote:

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

Noes—None.

Voting "present"—Director Balistreri—1.

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

The term for the Board's current WASB delegate, which commenced in January of 2003, is three years and will expire in January of 2006; however, the President asked for nominations for the new term, which is to begin in January of 2006.

Director Horton nominated Director Dannecker.

The appointment was approved on the following vote:

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

Noes—Director Balistreri—1.

UNFINISHED BUSINESS

A. Disposition of Items Pending Before the Board and Its Committees on April 21, 2005.

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 21, 2005

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

Finance/Personnel Committee

(1) Resolution 9899R-113 by Directors *O'Neil,* Hardin, *Fisher, Small, Todd*

Subject:	Analysis of Middle School Budgets
Introduced:	January 27, 1999
Committee Action:	None
Board Action:	Carried over, 04-26-99, 04-24-00, 05-3-01, 04-29-02, 04-29-03, and 04-26-04

(2) Resolution 0102R-019 by Directors Blewett, Hardin

Subject:	Develop an MPS Block Parent Program
Introduced:	September 25, 2001
Committee Action:	None
Board Action:	Carried over, 04-29-02, 04-29-03, and 04-26-04

(3) Resolution 0203R-027 by Director Hardin

Subject:	Revision in Reimbursement to Board Members for In-city Travel on Board-related Business
Introduced:	September 26, 2002
Committee Action:	None
Board Action:	Carried over, 04-26-04

(4) Resolution 0203R-035 by Directors Hardin, *Gardner*

Subject:	Recognition of AMI-certified Montessori Teaching Experience
Introduced:	November 21, 2002
Committee Action:	None
Board Action:	Carried over, 04-26-04

(5) Resolution 0304R-001 by Director Blewett

Subject:	Study of the Fiscal Relationship between MPS and the City of Milwaukee
Introduced:	April 29, 2003
Committee Action:	None
Board Action:	Carried over, 04-26-04

(6) Resolution 0304R-014 by Director Balistreri

Subject:	Teacher Recognition Program
Introduced:	September 24, 2003
Committee Action:	None
Board Action:	Carried over, 04-26-04

(7) Resolution 0304R-031 by Director Balistreri

Subject:	Bar-coding Student IDs
Introduced:	January 29, 2004
Committee Action:	Sent to full Board
Board Action:	Sent back to committee for additional work, 04-22-04; carried over, 04-26-04

(8) Resolution 0405R-001 by Director Johnson

Subject:	Qualified staff to allocate minimum portion of school day to direct classroom instruction
Introduced:	May 27, 2004
Committee Action:	None
Board Action:	None

(9) Resolution 0405R-002 by Directors Johnson and Spence

Subject:	District travel
Introduced:	May 27, 2004
Committee Action:	None
Board Action:	None

(10) Resolution 0405R-003 by Directors Johnson and Spence

Subject:	Outsourcing of District's Food Service Function
Introduced:	May 27, 2004
Committee Action:	None
Board Action:	None

(11) Resolution 0405R-004 by Directors Johnson and Spence

Subject:	School Safety Assistants to Milwaukee Police Department
Introduced:	May 27, 2004
Committee Action:	None
Board Action:	None

(12) Resolution 0405R-008 by Director Hardin

Subject:	Continuity of Transportation to Students
Introduced:	May 27, 2004
Committee Action:	None
Board Action:	None (Author agreed to pull item from consideration, 09-12-04)

(13) Resolution 0405R-014 by Director Blewett

Subject:	Clarify the Property Tax Levy as it Relates to MPS
Introduced:	June 24, 2004
Committee Action:	None
Board Action:	None

(14) Resolution 0405R-015 by Director Blewett

Subject:	Require Employees of Contracted Educational Programs to Maintain Milwaukee Residency
Introduced:	June 24, 2004
Committee Action:	None
Board Action:	None

(15) Resolution 0405R-025 by Directors Balistreri and Hardin

Subject:	Review and Audit of the Chargeback/Buyback System
Introduced:	August 26, 2004
Committee Action:	None
Board Action:	None

(16) Resolution 0405R-031 by Director Balistreri

Subject:	Outsourcing of MPS Baking Services
Introduced:	September 30, 2004
Committee Action:	None
Board Action:	None

(17) Resolution 0405R-40 by Director Blewett

Subject:	Racially Insensitive Comment Broadcast by a Local Radio Personality
Introduced:	November 23, 2004
Committee Action:	None
Board Action:	None

(18) Resolution 0405R-048 by Director Balistreri

Subject:	Reporting of Administrative Vacancies within MPS
Introduced:	February 24, 2005
Committee Action:	None
Board Action:	None

(19) Resolution 0405R-049 by Director Balistreri

Subject:	Facilities Leased by MPS
Introduced:	February 24, 2005
Committee Action:	None
Board Action:	None

(20) Resolution 0405R-050 by Director Dannecker

Subject:	Tracking of the District's Fixed Assets
Introduced:	February 24, 2005
Committee Action:	None
Board Action:	None

(21) Resolution 0405R-052 by Director Balistreri

Subject:	Tracking of Tangible District Assets
Introduced:	February 24, 2005
Committee Action:	None
Board Action:	None

(22) Resolution 0405R-055 by Director Blewett

Subject:	Recognize provisionally licensed personnel as being fully licensed
Introduced:	March 24, 2005
Committee Action:	None
Board Action:	None

Innovation/School Reform Committee

(23) Resolution 0001R-014 by Director *O'Neil*

Subject:	Development of a State-wide Tracking System for Students Who Leave Their Districts Prior to Graduation
Introduced:	March 27, 2001
Committee Action:	None
Board Action:	Carried over, 05-03-01, 04-29-02, 04-29-03, and 04-26-04

(24) Resolution 0102R-037 by Director Hardin

Subject:	Establish a Five-year High School Program
Introduced:	02-28-02 — ISR; Considered by ISR 3-12-02, by Bd. 03-26-02: admin. To report on programs of 2 to 6 years by May 02.
Committee Action:	03-12-02
Board Action:	Admin to report by May 02, 03-26-02. Carried over, 04-29-02, 04-29-03, and 04-26-04

(25) Resolution 0102R-049 by Director Dannecker

Subject:	Create a Collaborative Body for School Governance Councils
Introduced:	02-28-02 — ISR
Committee Action:	None
Board Action:	Carried over, 04-29-02, 04-29-03, and 04-26-04

(26) Resolution 0304R-022 by Director *O'Neil*

Subject:	Hands-on Education in Shop, Home Ec., Art and Music
Introduced:	November 20, 2003
Committee Action:	None
Board Action:	Carried over, 04-26-04

(27) Resolution 0405R-027 by Director Hardin

Subject:	Give Academic Credit for the Successful Completion of the RITZ Program
Introduced:	August 26, 2004
Committee Action:	None
Board Action:	None

(28) Resolution 0405R-042 by Director Balistreri

Subject:	Full Disclosure of the District's Plan for Small High Schools
Introduced:	November 23, 2004
Committee Action:	None
Board Action:	None

Legislation, Rules & Policies Committee

(29) Communication 0001C-002 from SCOPE and PUPS

Subject:	Request for the Board to Seek Legislative Intervention for Emergency Financial Aid
Introduced:	April 24, 2000
Committee Action:	None
Board Action:	Carried over, 05-03-01, 04-29-02, 04-29-03, and 04-26-04

(30) Resolution 0102R-001 by Director Hardin

Subject:	Establish a Safety and Security Standing Committee
Introduced:	05-03-01 — LRP
Committee Action:	None
Board Action:	Carried over, 04-29-02, 04-29-03, and 04-26-04

(31) Resolution 0304R-008 by Director Hardin

Subject:	No Child Left Behind Accountability
Introduced:	July 31, 2003
Committee Action:	Held in Committee, to be brought back at later date
Board Action:	Carried over, 04-26-04

(32) Resolution 0304R-030 by Director Balistreri

Subject:	Vending Machines in High Schools
Introduced:	January 29, 2004
Committee Action:	None
Board Action:	Carried over, 04-26-04

(33) Resolution 0405R-002 by Directors Johnson, and Spence

Subject:	District Travel
Introduced:	May 27, 2004
Committee Action:	None
Board Action:	None

(34) Resolution 0405R-022 by Director Johnson

Subject:	Monitoring of Staff Time Spent on Researching Resolutions
Introduced:	August 26, 2004
Committee Action:	None
Board Action:	None

(35) Resolution 0405R-024 by Director Balistreri

Subject:	Ensure a Dinner Period for Personnel Who Staff After-hours Board and District Functions
Introduced:	August 26, 2004
Committee Action:	None
Board Action:	None

(36) Resolution 0405R-029 by Director Spence

Subject:	Develop a Statement of Economic Interest to be Submitted Annually by Board Members
Introduced:	September 30, 2004
Committee Action:	None
Board Action:	None

(37) Resolution 0405R-033 by Director Blewett

Subject:	Analyze the Idea Funding Coalition's Mandatory Funding Proposal for the Individuals with Disabilities Education Act
Introduced:	October 28, 2004
Committee Action:	None
Board Action:	None

(38) Resolution 0405R-034 by Director Morales

Subject:	Amend Administrative Procedure 5.02(3)(D), Use of School Facilities: Use by Community: Public Forum Meetings, to Allow Political Forums within two weeks of an election
Introduced:	October 28, 2004
Committee Action:	None
Board Action:	None

(39) Resolution 0405R-036 by Director Johnson

Subject:	Revision to Board Rule 1.08, Committee Agendas & Reports
Introduced:	November 23, 2004
Committee Action:	None
Board Action:	None

(40) Resolution 0405R-037 by Director Johnson

Subject:	Recitation of the Pledge of Allegiance at Board and Committee meetings
Introduced:	November 23, 2004
Committee Action:	None
Board Action:	None

(41) Resolution 0405R-038 by Director Johnson

Subject:	Revision to Board Rule 1.13, Parliamentary Procedures
Introduced:	November 23, 2004
Committee Action:	None
Board Action:	None

(42) Resolution 0405R-039 by Director Johnson

Subject:	Revision to Board Rule 1.02, Regular Board meetings
Introduced:	November 23, 2004
Committee Action:	None
Board Action:	None

(43) Resolution 0405R-041 by Director Blewett

Subject:	Partnership with Private Schools to Lobby for Increased Federal Funding for IDEA
Introduced:	November 23, 2004
Committee Action:	None
Board Action:	None

(44) Resolution 0405R-045 by Director Morales

Subject:	Revision to Board Governance Policy 1.01, Vision and Mission
Introduced:	February 24, 2005
Committee Action:	None
Board Action:	None

(45) Resolution 0405R-053 by Director Johnson

Subject:	Limit the term for receiving transportation outside the established transportation regions for grandfathered students and for sibling preference
Introduced:	March 24, 2005
Committee Action:	None
Board Action:	None

(46) Resolution 0405R-057 by Directors Blewett

Subject:	Create a policy to establish a contract programs review panel
Introduced:	March 24, 2005
Committee Action:	None
Board Action:	None

Strategic Planning & Budget Committee

(47) Resolution 9900R-023 by Director Hardin

Subject:	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
Introduced:	March 28, 2000
Committee Action:	None
Board Action:	Carried over, 04-24-00, 05-03-01, 04-29-02, 04-29-03, and 04-26-04

(48) Resolution 0102R-002 by Director Hardin

Subject:	Conduct a Study of the MPS Budget Process
Introduced:	May 29, 2001
Committee Action:	None
Board Action:	Carried over, 04-29-02, 04-29-03, and 04-26-04

(49) Resolution 0102R-004 by Director Hardin

Subject:	Cease Further Decentralization of the Budget Pending a Study of Its Effectiveness
Introduced:	May 29, 2001
Committee Action:	None
Board Action:	Carried over, 04-29-02, 04-29-03, and 04-26-04

(50) Resolution 0102R-005 by Director Hardin

Subject:	Align the Strategic Plan, Individual School Educational Plans, and the Budget
Introduced:	May 29, 2001
Committee Action:	None
Board Action:	Carried over, 04-29-02, 04-29-03, and 04-26-04

(51) Resolution 0102R-035 by Director Johnson

Subject:	Investigate the Possibility of MPS's Taking Over the City Libraries
Introduced:	January 31, 2002
Committee Action:	None
Board Action:	Carried over, 04-29-02, 04-29-03, and 04-26-04

(52) Resolution 0405R-009 by Directors Morales and Balistreri

Subject:	Establish a Board Advisory Committee to study MPS budget process
Introduced:	May 27, 2004
Committee Action:	None
Board Action:	None

(53) Resolution 0405R-044 by Directors Balistreri and Morales

Subject:	Continued Funding for Successful Schools Program
Introduced:	January 27, 2005
Committee Action:	None
Board Action:	None

(54) Resolution 0405R-056 by Director Balistreri

Subject:	Direct the Administration to address the issue of school deficits prior to the release of its proposed FY06 budget
Introduced:	March 24, 2005
Committee Action:	None
Board Action:	None

Special Education Committee

(55) Resolution 9899R-027 by Director Hardin

Subject:	Ensure the Provision of Appropriate Placements for Students with Exceptional Education Needs
Introduced:	05-27-98 - ISR
Committee Action:	8-11-98; 10-13-98; referred back to admin; 05-11-99
Board Action:	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, and 04-29-03; discharged from Committee on Innovation/School Reform and referred to Committee on Special Education, 10-28-03; carried over, 04-26-04

(56) Resolution 9899R-099 by Director Hardin

Subject:	Analysis of MPS Special Education Programs
Introduced:	November 28, 1998
Committee Action:	None
Board Action:	Carried over, 04-26-99, 04-24-00, 05-03-01, 04-24-02 and 04-29-03; discharged from Committee on Finance/Personnel and referred to Committee on Special Education, 10-28-03; carried over, 04-26-04

(57) Resolution 0405R-047 by Directors Balistreri and Hardin

Subject:	Investigate and Close the Achievement Gap between Special-Needs and Non-Special-Needs Students in MPS
Introduced:	February 24, 2005
Committee Action:	None
Board Action:	None

(58) Resolution 0405R-054 by Director Dannecker

Subject:	Minimize state-imposed Special Education Requirements under IDEA 2004
Introduced:	March 24, 2005
Committee Action:	None
Board Action:	None

Separate consideration was requested of Items 2, 3, 4, 6, 7, 11, 12, 15, 24, 27, 30, 31, 37, 43, 44, 46, 47, 48, 49, 50, 55, 56, and 57.

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

The motion prevailed, the vote being as follows:

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

Noes—None.

The items set aside were referred as indicated.

B. Annual Review of Board Compensation

Background

At its meeting on November 28, 2000, the Board set salaries of $18,121 per year for Board members and $18,667 per year for the Board President.

The Board's action of November 28, 2000, also contained a provision that the Board's compensation be reviewed annually at the organizational meeting. The compensation has remained unchanged since the November 28, 2000, Board action.

Recommendation

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

Director Morales moved to maintain the compensation for both Board members and the Board President at the same level as the previous year.

The motion prevailed, the vote being as follows:

Ayes—Directors Balistreri, Dannecker, Hardin, Horton, Johnson, Morales, O'Neil, Spence and President Johnson— 9.

Noes—None.

NEW BUSINESS

A. Introduction of the 2005-2006 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 2005-06 Board year:

Brittany Balash.....Ronald Wilson Reagan College Preparatory High School
Mallory Barnett.....Ronald Wilson Reagan College Preparatory High School

* * * * *

The Board adjourned at 7:55 PM.

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

Committee Assignments

Finance/Personnel Committee:
Directors Horton, Chair; Goldberg; Johnson; Morales; Spence

Innovation/School Reform Committee:
Directors Goldberg, Chair; Dannecker; Hardin; Horton; Spence

Legislation, Rules and Policies Committee:
Directors Dannecker, Chair; Balistreri; Goldberg; Horton; Johnson

Special Education Committee:
Directors Dannecker, Chair; Balistreri; Blewett; Johnson; Spence

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
MAY 5, 2005

Special meeting of the Board of School Directors called to order by President Johnson at 5:52 PM.

Present—Directors Balistreri (5:56 PM), Blewett (6:55 PM), Dannecker, Goldberg, Hardin, Horton, Morales, Spence (6:20 PM), and President Johnson—9.

Absent—None.

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

May 3, 2005

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Johnson, a special meeting of the Milwaukee Board of School Directors will be held at 5:30 p.m. on Thursday, May 5, 2005, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the following purposes:

1. to receive an update with respect to litigation in which the Board is involved regarding special education;
2. to consider collective bargaining negotiations strategy with respect to contract negotiations with the following bargaining units: Milwaukee Teachers Education Association (Teachers, Substitute Teachers, Educational Assistants, School Accountants/Bookkeepers), PAMPS, and Local 150 (Food Service Helpers and Building Service Helpers), and
3. to take action on a negotiated labor agreement with Local 950.

In regard to Item 1, and pursuant to Wisconsin Statutes, Section 19.85(1)(g), the Board may retire to executive session to confer with its legal counsel who is rendering legal advice regarding the litigation.

In regard to Item 2, the Board, pursuant to Wisconsin Statutes Section 19.85(1)(e), may retire to executive session for the purpose of formulating strategies concerning collective bargaining negotiations matters with respect to the bargaining units mentioned above.

The Board will reconvene in open session to take any action on matters discussed in executive session and to take up the final item on the agenda.

LYNNE A. SOBCZAK
Board Clerk

Director Dannecker moved that the Board retire to executive session to consider item 1, pursuant to Wisconsin Statutes, Section 19.85(1)(g), to confer with its legal counsel who is rendering legal advice regarding litigation; and to consider item 2, pursuant to Wisconsin Statutes Section 19.85(1)(e), to formulate strategies concerning collective bargaining negotiations matters with respect to the bargaining units mentioned in the call of the meeting.

The motion prevailed, the vote being as follows:

Ayes—Directors Dannecker, Goldberg, Horton and President Johnson—4.

Noes—Director Hardin—1.

The Board retired to executive session at 6:03 PM.

The Board reconvened in open session at 7:12 PM.

With respect to item 3, Director Spence moved to approve the negotiated labor agreement with Local 950.

The agreement was approved on the following vote:

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

Noes—None.

The Board adjourned at 7:14 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
MAY 10, 2005

Special meeting of the Board of School Directors called to order by President Johnson at 11:09 PM.

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

Absent and excused—Directors Balistreri, Blewett, Hardin and Morales—4.

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

May 6, 2005

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Johnson, a special meeting of the Milwaukee Board of School Directors will be held at 8:00 p.m. (or immediately upon adjournment of the meeting of the Committee on Innovation/School Reform, scheduled to begin at 6:30 p.m.) on Tuesday, May 10, 2005, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of considering and taking action on proposed revisions to Administrative Procedure 6.23(3), Filling Principal Vacancies.

Notice is hereby given that a motion made be made for the Board to resolve itself into a Committee of the Whole in order to receive public testimony before taking action on this item.

LYNNE A. SOBCZAK
Board Clerk

(Item 1) Action on a Recommendation to Revise Administrative Procedure 6.23(3): Filling Principal Vacancies

Administration's Analysis

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 Human Resources to create a new principal-selection process.

2. On September 30, 2004, in response to this request, the Administration brought forward extensive revisions to Administrative Procedure 6.23(3), Filling Principal Vacancies, which had been last revised on March 30, 1999. The most recent set of revisions were brought forward in September 2004 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. The Board approved the revisions at the September 30, 2004, meeting.

4. At this time, the Administration is bringing forward for the Board's consideration minor revisions to Administrative Procedure 6.23(3), Filling Principal Vacancies. These revisions, which are based on feedback obtained during the current school year from various stakeholders, are designed to increase teacher participation in the principal selection process and to make the school governance council the point of contact relative to the principal-selection process.

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 Plan

6. Upon approval by the Board, the Administration will enact the revisions to Administrative Procedure 6.23(3), Filling Principal Vacancies.

Fiscal Impact Statement

7. This item does not authorize expenditures. No funding is required.

Administration's Recommendation

The Administration 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. ~~Whenever possible, the Superintendent will seek to have principal positions filled 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. 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

1. 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. 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

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, that 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

1. 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. An earned master's degree;

b. A Wisconsin principal's license at the time of appointment;

c. Five years' successful professional education experience (including a minimum of three years' teaching experience);

d. At least two (2) years of successful school administrative/supervisory experience in a K-12 setting;

e. Satisfactory performance evaluations for the past three years;

f. 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. Successful completion of the Principal Perceiver or Principal Insight interview or more than five (5) years of successful experience as a principal.

2. 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

1. 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 Leadership Support or Designee
- A Staffing Specialist from Certificated Staffing
- Director of Academic Excellence or Designee

2. 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

1. 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 ~~Learning Team~~ School Governance Council's chair (excluding any administrative applicants), consistent with the Boards' commitment to having school constituencies ~~select~~ elect their own representatives to the school interview panel, ~~will be responsible for developing a democratic process to determine which non-administrative employees will serve on the 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. The School Interview Panel must consist of the following members:

   a. ~~One~~ Two regular education teachers, ~~as recommended by the regular education teachers;~~ chosen by an election conducted by the MTEA building representatives;

   b. One certificated special education employee (special education teacher, psychologist, DT, OT/PT, social worker, etc.), as ~~recommended~~ chosen by those employees;

   c. One administrator (principal coach, retired principal, assistant principal from school with a minimum of five (5) years of successful experience);

   d. One classified staff member (secretary, engineer, educational assistant, etc.), as ~~recommended~~ chosen by the classified staff;

   e. Two parents from the school (not employed by the school), as ~~recommended~~ chosen by the parent organization;

   f. One school governance council member (not an MPS employee), as ~~recommended~~ chosen by the governance council

      (i) 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.

3. 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.

4. 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

1. Upon presentation of the three (3) finalists by the School Interview Panel, the Superintendent will either:

   a. Select one candidate from the list of finalists and recommend this candidate to the appropriate Board committee for appointment; or

   b. 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. 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. 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.

Director Spence moved that the Board approve the proposed changes to Administrative Procedure 6.23 (3), Filling Principal Vacancies.

The motion prevailed, the vote being as follows:

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

Noes—None.

The Board adjourned at 11:15 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
MAY 19, 2005

Special meeting of the Board of School Directors called to order by President Johnson at 6:07 PM.

Present—Directors Dannecker, Goldberg, Hardin (6:10 PM), Horton, Morales, and President Johnson—6.

Absent and excused—Directors Balistreri, Blewett and Spence—3.

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

May 13, 2005

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Kenneth L. Johnson, a special meeting of the Board of School Directors will be held at 6:00 p.m. (or immediately upon adjournment of the special meeting of the Committee on Innovation/School Reform, scheduled to begin at 5:00 p.m.) on Thursday, May 19, 2005, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the following purposes:

1. to receive, to consider, and to take action on various Reports of the Independent Hearing Panel of the Board of School Directors (student expulsion reports); and

2. to consider and possibly to take action on the proposed 2005-06 School Calendar.

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

With regard to Item 2, pursuant to Wisconsin Statutes, Section 19.85(1)(e), the Board may retire to executive session for the purpose of formulating strategies concerning collective bargaining negotiations matters.

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

LYNNE A. SOBCZAK
Board Clerk

(Item 1) Action on Reports of the Independent Hearing Panel of the Milwaukee Board of School Directors

Because more than 30 days will have passed between the April and May regular Board meetings, the expulsion reports of the Independent Hearing Panel from hearings held on the following dates and times are now being presented on the following pages for the Board's consideration and action:

April 20, 2005, at 9:30 a.m., 11:30 a.m., and 2:00 p.m.
April 21, 2005, at 9:30 a.m. and 11:30 a.m.
April 22, 2005, at 9:30 a.m., 11:30 a.m., and 2:00 p.m.
April 25, 2005, at 9:30 a.m., 11:30 a.m., and 2:00 p.m.

April 26, 2005, at 9:30 a.m. and 11:30 a.m.
April 27, 2005, at 11:30 a.m. and 2:00 p.m.
April 28, 2005, at 9:30 a.m., 11:30 a.m., and 2:00 p.m.
April 29, 2005, at 9:30 a.m.
May 02, 2005, at 11:30 a.m.
May 03, 2005, at 9:30 a.m.
May 04, 2005, at 9:30 a.m.
May 09, 2005, at 2:00 p.m.
May 10, 2005, at 9:30 a.m., 11:30 a.m., and 2:00 p.m.
May 11, 2005, at 9:30 a.m.
May 12, 2005, at 9:30 a.m. and 11:30 a.m.

These expulsions will be included in the monthly expulsion summary which will be presented to the Board at its regular May meeting.

* * * * *

(Item 2) Action on the 20054-06 School Calendar

The Milwaukee Public Schools (MPS) and the Milwaukee Teachers' Education Association (MTEA) have reached agreement on a calendar for the 2005-05 school year. As it is a negotiated agreement between the MPS and the MTEA, it is being submitted to the Board for adoption.

Please note that, because not all schools bank time or keep the same banking-time schedules, this calendar does not include banking-time days.

With respect to Item 1, Director Dannecker moved that the Board accept the Reports of the Independent Hearing Panel.

The motion prevailed, the vote being as follows:

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

Noes—None.

With respect to Item 2, Director Horton moved that the calendar be approved, exclusive of the August 31 notation of the banking day.

Ayes—Directors Dannecker, Goldberg, Hardin, Horton, Morales and President Johnson—6.

Noes—None.

The Board adjourned at 6:20 PM.

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

Milwaukee Public Schools

2005-2006 SCHOOL CALENDAR

AUGUST

MON	TUE	WED	THUR	FRI
29	30	B31		

30 Organization day – no student attendance
31 Banking day – no student attendance

SEPTEMBER

			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

1 First day of school for all students
5 Labor day – no student attendance

OCTOBER

3	4	5	6	7
10	11	12	13	14
17	18	19	KC20	EMHC21
24	25	26	27	28
31				

20 Kindergarten-conference day
21 Elementary, middle, and high school conference day – no student attendance
27 & 28 Convention days – no student attendance

NOVEMBER

	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

24 & 25 Thanksgiving recess -- no student attendance

DECEMBER

			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

22 through 30 Winter recess - no student attendance

JANUARY

2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
F23	F24	F25	26	27

2 Winter recess – no student attendance
3 Classes resume
16 M.L.King day – no student attendance
23, 24, 25 High school final exams
27 Record day/Staff planning day – no student attendance

JANUARY

MON	TUE	WED	THUR	FRI
30	31			

FEBRUARY

		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28			

20 Mid-semester break – no student attendance

MARCH

		1	2	3
6	7	8	9	10
13	14	15	KC16	EMHC17
20	21	22	23	24
27	28	29	30	31

16 Kindergarten conference day
17 Elementary, middle, and high school conference day – no student attendance

APRIL

3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

14 through 21 Spring recess - no student attendance
24 Classes resume

MAY

1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

29 Memorial day – no student attendance

JUNE

			1	2
5	6	7	8	F9
F12	F13	14	15	16
19	20	21	22	23

9, 12, 13 High school final exams
13 Last day of student attendance
14 Record day – no student attendance
15 Emergency make-up day

Shaded days have no student attendance. Individual schools may have additional non-attendance days which do not appear on this calendar. Also, methods and dates for distributing report cards may vary from school to school.

Should you have questions, contact the Division of Labor Relations, 475-8280.

2005-2006 School Year

TEACHER WORK YEAR

Organization Day – Tuesday, August 30, no classes scheduled
Banking Day – Wednesday, August 31, no classes scheduled
First day of attendance for ALL students – Thursday, September 1
Labor Day – Monday, September 5, schools closed
Kindergarten Parent Conferences – Thursday, October 20
Elementary, Middle and High School Parent conferences – Friday, October 21, no classes scheduled
Convention days – Thursday and Friday, October 27 & 28, no classes scheduled
Thanksgiving recess – Thursday & Friday, November 24 & 25, schools closed
Winter recess – Thursday, December 22 through Monday, January 2, schools closed
Non-paid, non-workday – Dr. Martin Luther King, Jr. Day, Monday, January 16, schools closed
Record/Staff Planning Day – Friday, January 27, no classes scheduled
Non-paid, non-workday – Monday, February 20, schools closed
Kindergarten Parent Conferences – Thursday, March 16
Elementary, Middle and High School Parent conferences – Friday, March 17, no classes scheduled
Spring recess – Friday, April 14 through Friday, April 21, schools closed
Memorial Day – Monday, May 29, schools closed
Last pupil day – Tuesday, June 13
Record Day – Wednesday, June 14, no student attendance
Emergency Make-up Day – Thursday, June 15

TEACHER WORK YEAR 2005-2006

Month	Days	Days No Classes Scheduled	
August	2	Paid Holidays	3
September	22	(Labor Day, September 5)	
October	21	(Thanksgiving Day, November 24)	
November	21	(Memorial Day, May 29)	
December	15		
January	20	Organization Day (8/30)	1
February	19	Conference Days (10/21 & 3/17)	2
March	23	Convention Days (10/27 & 10/28)	2
April	14	Record/Staff Planning Day (1/27)	1
May	23	Record Day (6/14)	1
June	11	Emergency Make-up Day (6/15)	1
TOTAL	191	TOTAL	11
Teacher Days	191	Non-paid, non workday (MLK Day 1/16)	
	-11	Non-paid, non-workday (Mid-semester break 2/20)	
Pupil Contact Days	180		

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
MAY 19, 2005

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

Present—Directors Balistreri (7:10 PM), Blewett (6:50 PM), Dannecker, Goldberg, Hardin, Horton, Morales, Spence, and President Johnson—9.

Absent—None.

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

May 13, 2005

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. (or immediately upon adjournment of the special Board meeting scheduled to begin at 6:00 p.m.) on Thursday, May 19, 2005, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of giving public hearing on the proposed FY2006 School Operations, Construction, and Extension Fund budgets.

The Board is scheduled to take action on the proposed FY2006 budget at its regular monthly meeting on Thursday, May 26, 2005.

LYNNE A. SOBCZAK
Director/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.

Director Hardin left at 8:16 PM.

The Board concluded the hearing and adjourned at 8:27 PM

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
MAY 26, 2005

Regular meeting of the Board of School Directors called to order by President Johnson at 6:45 PM.

Present—Directors Blewett, Dannecker, Goldberg, Hardin, Horton, Morales, Spence, and President Johnson—8.

Absent and excused—Director Balistreri—1.

President Johnson asked that a moment of silence be observed in memory of Joshua Pinkard, a ninth-grade student at Custer High School, who was tragically killed on May 10, 2005, and David Franklin, an eleventh-grade student at Marshall High School, who was tragically killed on May 23, 2005.

AWARDS AND COMMENDATIONS

Special Presentation to Riverside University High School — 2004-2005 Siemens Award for Advanced Placement

A representative from the Siemens Foundation will present Ms. Sandra Peterson, Riverside APIC, and Ms. Joan Cristostomo, Riverside Guidance Director, with the 2004-2005 Siemens Award for Advanced Placement on behalf of Riverside University High School. Riverside was one of only 12 high schools nationally to win the award this year. Winners were chosen based on increased participation in the Advanced Placement Program in science and mathematics. The Siemens Awards for Advanced Placement are presented annually to two high schools in each of the College Board's six regions. Riverside is the midwestern regional winner.

Presentation of the 2004-05 MPS Valedictorians and Salutatorians

For the second year, the Milwaukee Board of School Directors will honor the MPS Valedictorians and Salutatorians for their impressive academic accomplishment. Dr. Aquine Jackson, Chief Academic Officer, will call students by school and by name to walk across the auditorium stage and shake the hands of Board President Kenneth Johnson and Superintendent William Andrekopoulos. In addition, each student will receive a special "Certificate of Merit" signed by the Board President and the Superintendent in recognition of their academic achievement. Once all students have been recognized, there will be a brief reception for the students and their parents in the cafeteria.

Congratulations to the following 2004-2005 MPS Valedictorians and Salutatorians.

School	Valedictorian	Salutatorian
ALAS	Ana Laura Sierra	Adolfo Hernandez
Bay View High School	Katherine Oetlinger	Ashley Schmidt
Bradley Tech High School	Joshua Rauch	Elizabeth Lopez
Custer High School	William Hairl	Kindal Gillum

Grandview High School	Brett Lilach	Rebecca Repinski
Hamilton High School	Srdjan Acimovich	Garima Chawla
	Desiree Lange	
Juneau Business High School	Angela Elwing	Patrick Coan
Kilmer South	Elanor Brown	Nathaniel Whitehead
Rufus International Baccalaureate King	Samuel Daly	Andrew Tillet-Saks
	Elizabeth Reck	
	Nicholas Ruggero	
Lady Pitts High School	Whitney Hoskins	Katricia Trotter
		Renee Ollison
Madison High School	Amy Vogedes	
	Matthew Tolbert	
Marshall High School	Ka Kue	Long Vang
Metropolitan High School	Xoua Xiong	Willie Williams
Milwaukee High School of the Arts	Genevieve Schultz	
	Jenny Delessio-Parson	
Milwaukee School of Languages	Sarah Johnson	Lina Leiva
Milwaukee Spectrum High School	Veronica Carter	Arleisha Wooden
North Division	Terrell Ayala	Brittn'y Simons
Phoenix High School	Ayla Smith	April Schumann
Pulaski High School	Nguytanh Tran	Manuel Sanchez
Riverside University High School	Jasmine Battle	Katlyn Vandunk
Riverside University High School	Rosalie Defino	
	Eric O'Neill	
	Robert Sweatt	
Shalom High School	Maria Wheeler	Sophia Holt
South Division	Kristal Santana	Mai Nmia Xiong
Veritas	Lazandria Skinner	Naportia Ashford
Vincent High School	William Nickolas	Ruby Rogers
Washington High School	Ko Youa Her	Ker Vang
Wisc. Conservatory of Lifelong Learning	Maria Cook	Rebecca Torgerson
		Aisha Barnes

Other awards and Commendations

Students

Samuel Daly, Rufus King International Baccalaureate High School; Rosalie De Fino, Riverside University High School; Jenny De Lessio-Parson, Milwaukee High School of the Arts; and Nicholas Ruggero, Rufus King International Baccalaureate High School, have been named as Wisconsin All-State Scholars.

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Demarco Jones, Stevan Grcic, Christine Rusak, and Jonathan Schmidt, students at Hamilton High School, successfully defended their Finance and Investment Bowl Championship at the 4th Annual competition organized by Asset Builders of American and supported by the Helen Bader Foundation, M&I Marshall & Ilsley Bank, and MPS. They are coached by Eric Radomski.

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Through the generosity of the Mary Horwitt Piano Scholarship Fund, Donnelisha Jackson, Fritsche Middle School; Rose Namajunas, Roosevelt Middle School; Nojus Namajunas, Milwaukee High School of the Arts; Sue Cha, Hamilton High School; Michelle Asuncion, Roosevelt Middle School; and Terry Harris, Milwaukee High School of the Arts, will receive scholarships to study piano at the Wisconsin Conservatory of Music during the 2005-06 school year.

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Samantha Baker, a student at Project Stay, has been named the winner of the 2005 Turn Around Student Scholarship sponsored by the Marcus Corporation. She received the $1, 000 award at the GEARUP/EIP awards banquet held at the Marquette University Memorial Union. The scholarship is awarded to a graduating high-school senior who has made a marked improvement in academic achievement.

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Briana Mason, a student at Madison University High School, and Mai See Vang, a student at Vincent High School, were named the first two recipients of the Kessler Student Leadership Scholarship for 2005. Each student will be awarded $1,000 for college.

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Twenty MPS P-5 schools participated in preliminary spelling bees in February and March. Winners then competed in the Ninth Annual Preschool to Grade 5 Spelling Bee. The winners are:

	3rd-Grade Winners	4th-Grade Winners	5th-Grade Winners
First Place:	Selene Alanis, Riley	Miguel Ramirez, Vieau	Tyniecka Shaw, Holmes
Second Place:	Cordarius Johnson, Siefert	Danielle Hill, Keefe	Julio Cruz, Pierce
Third Place:	Erin McCoy, Palmer	Julian Brown, Clarke	Andrea Davis, Kagel

• • • • •

Staff

Jacqueline Pollman, Nancy Docter, and Dawn Bigalk, teachers at Cooper Elementary School, have been named as the winning team of the 2004-2005 Time Warner cable National "Crystal Apple" Teacher Award. Their project, titled *Presidential Palette*, is among only 20 national winning entries. The awards recognize outstanding efforts to enrich the classroom learning experience using some of the resources which Time Warner provides to the district. Molly Aschuer-Follmer, Erik Conner, Carol George, and Mary Widen, Cooper Elementary, were named as Gold Winners for their project, *Harlem Renaissance Revue*. Linda Port, Project Stay, and Wendy Weiner, Parkview Elementary School, were named as Bronze winners in this year's event.

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At the Annual Awards Banquet held on May 18th, the Milwaukee Area Chapter 31 of the Council for Exceptional Children announced that the following MPS staff were named as recipients of the following Chapter 31 awards:

Jennifer Jacobson, Bell Middle School — *Dominic Bertrucci/Yes I Can! Award*

Sue Smith, Bell Middle School — *Norma Grundemann/Teacher of the Year Award*

Bettye Washington, Hawthorne Elementary — *June Hartenthaler/Team Collaboration*

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Schools

Zablocki Elementary School has been notified of its status as a semi-finalist for the Intel and Scholastic Schools of Distinction Award administered by Blue Ribbon Schools of Excellence, Inc. More than 3,000 school nationwide submitted applications. The award could mean anywhere from $10,000 to $25,000 for Zablocki. Winning schools will be announced in August.

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Rufus King International Baccalaureate High School is listed in *Newsweek* magazine's 1,000 top U. S. Schools, attaining number 213 on the list. This is the list's highest ranking for any Wisconsin high school. *Newsweek* ranked the schools according to the number of Advanced Placement or International Baccalaureate tests taken by all students at a school in 2004, divided by the number of graduating seniors. This is the third time Rufus King has appeared on *Newsweek's* list. Riverside University High school is number 938 on the list, and Milwaukee School of Languages is number 941.

* * * * *

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 15 expulsion orders from the Independent Hearing Panel of the Milwaukee Board of School Directors.

Director Spence moved to accept the reports of the Independent Hearing Panel of May 16, 17, 18, 19, 20, 23, and 24, 2005.

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

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

Noes—None.

* * * * *

APPROVAL OF MINUTES

The minutes of the regular and special Board meetings of April 7, and 21, 2005, were approved as printed.

* * * * *

COMMUNICATIONS FROM THE BOARD CLERK

(Item A) Suspension of Board Rule 1.02(1) and Rescheduling of the Regular June 2005 Board Meeting

Office of
Board Governance

TO THE BOARD OF SCHOOL DIRECTORS:

Board Rule 1.02(1) provides that the regular monthly meetings of the Board shall be held on the last Thursday of each month. Under the provisions of this Rule, the June 2005 Board meeting would be held on June 30. President Kenneth L. Johnson has requested that the regular June 2005 Board meeting be moved from June 30 to June 23.

If the Board chooses to change the date of the June 2005 regular Board meeting, it will have to vote to suspend Board Rule 1.02(1) and to change the date of the meeting to a date of its choosing.

Respectfully,

LYNNE A. SOBCZAK
Director/Board Clerk

Director Spence moved to suspend Board Rule 1.02(1).

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

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

Noes—None.

Voting "present"—Director Blewett—1.

Director Spence moved that the Board reschedule the regular June 2005 Board meeting from June 30 to June 23, 2005.

The motion prevailed, the vote being as follows:

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

Noes—Directors Blewett, Hardin and Morales—3.

* * * * *

REPORTS OF STANDING COMMITTEES

Separate consideration was requested of the following items:

Innovation/School Reform Committee, Report #1, Item 1, waiver of MPS Administrative Policy 9.12(10)(b) and MPS Administrative Procedure 9.12(I2) and to initiate the renewal process for the non-instrumentality charter school contract with Highland Community School;

Innovation/School Reform Committee, Report #2, Item 1, action on the MPS Head Start Program's proposed Federal and State Budgets;
Finance/Personnel Committee, Item 7, authorization to enter into FY06 Pupil Transportation Contracts;
Strategic Planning and Budget Committee, Item 1, adoption of a proposed FY2006 Budget; and
Strategic Planning and Budget Committee, Item, 2, adoption of resolutions regarding the budgets and tax levies for the School Operations, Construction, and Extension Funds for FY2006.

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

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

Noes—None.

COMMITTEE ON INNOVATION/SCHOOL REFORM #1

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 Charter School Contract Review Team and Action on a Recommendation To Waive MPS Administrative Policy 9.12(10)(b) and MPS Administrative Procedure 9.12(I2) and To Initiate the Renewal Process for the Non-Instrumentality Charter School Contract with Highland Community School

Background

1. On June 27, 1996, the Board approved the initial charter school contract establishing Highland Community School as a non-instrumentality charter school. The current five-year contract, which was approved on September 26, 2000, and expires at the close of the 2004-2005 school year, specifies services for 150 full-time equivalents (FTEs) in three-year-old kindergarten through grade 3. No funding is provided for regular-education three-year-old kindergarten students. During the 2004-2005 school year, the school enrolled 108 students (74.8 FTEs) in three-year-old kindergarten through grade three. The school is located at 3030 W. Highland Boulevard.

2. On February 23, 2004, the Board revised Administrative Policy and Procedure 9.12, Charter Schools, to include the MPS charter school contract renewal process. In accordance with the policy, an MPS Charter School Contract Review Team was established to review, evaluate, and make recommendations to the Board, the Superintendent and the Charter School regarding contract renewal.

Administration's Analysis

3. In January through March 2005, members of the MPS Charter School Contract Review Team met to review and evaluate the Highland Community School contract compliance. Documentation relative to compliance and performance was provided to the Team by Highland Community School, the Diversified Community Schools Charter Schools Office, Audit Services, and various Central Services staff. The Review Team visited Highland Community School on January 10, 2005. On March 21, 2005, the Review Team met with Kathy Ronco, administrative leader, to discuss the preliminary findings and recommendations relative to the Highland Community compliance to its non-instrumentality charter school contract and the contract's renewal.

4. In addition to the documentation, the school also emphasized the following information for the Team:

a. Maria Montessori believed that children possess a remarkable ability to absorb the world that surrounds them and that the sooner one reaches a child, the more successful that child will be in school and life. That is why Highland Community School welcomes children into the Children's House program as early as age 2½.

b. At Highland 80% of the classroom teachers hold masters degrees. Not only are they certified by DPI, but they must complete an intensive year-long training program to become Montessori-certified by Association Montessori International before they can lead classrooms.

c. Because Highland Community School is parent-run, it creates a nurturing environment for children and adults and empowers parents to become responsible for, and involved in, their children's education. Parental involvement drives the school, with Highland parents delivering over 3,000 hours of service to the school each year and a parent board directing every aspect of Highland's operations. Because Highland is a community-based school, it provides support and stability for the entire family and the surrounding community.

d. The school proposes maintaining the total number of full-time equivalent seats of 150, based on full funding for the three-year-olds and four-year-olds. Including three-year-olds in the program is necessary to comply with Montessori pedagogy. Montessori classes are multi-age groupings which include three-year-olds. By State law, the children must be included in the charter school, but no tuition may be charged.

(1) In 2000, Highland Community School entered into a five-year contract with MPS that did not include any funding for three-year-old kindergarten children and funded four-year-old kindergarten students at only 0.6 FTE The first year of the contract, through separate Board action, Highland Community School received additional funding on a one-time basis.

(2) Highland Community School is currently in a very difficult financial situation. The Highland Community School Board of Directors has made a commitment to identify and correct the organizational weaknesses that have contributed to the current situation, to re-evaluate the budget process, and to pass a tough, lean, balanced budget for FY06.

5. The Charter School Contract Review Team review record, which documents the Highland Community School's review, is attached to the minutes of your Committee's meeting. The review included documentation relative to financial, performance, and compliance contract audits; educational plan; special education; compliance record; parental complaints; school climate survey; status as a School Identified for Improvement status under No Child Left Behind; crisis plan; site-visitation data; student enrollment and attendance, asbestos management; and budget submission for FY05.

6. The Charter School Contract Review Team recommends to the Board, the Superintendent, and the Charter School, a one-year contract extension to allow the Administration time to develop contract specifications appropriate for early childhood programs such as Highland Montessori. The Charter School Contract Review Team also recommends that the Administration and the Milwaukee Board of School Directors deliberate on the issue of funding for programs that serve three-year-olds and four-year-olds.

7. The Office of the City Attorney has informed the Administration that — because the Highland Community School's current charter school contract has a term of five years, and State of Wisconsin Statute 118.40 limits charter school contracts to terms not exceeding five school years, with renewals for one or more terms, each not to exceed five school years — a one-year extension would be in violation of the State Statute. The Administration, therefore, requests authorization to initiate the contract renewal process for a five-year term.

8. Consistent with the current district school-funding parameters, MPS traditional Montessori schools receive the equivalent of 1.0 full-time equivalent funding for three-year-old and four-year-old pupils, although the pupils attend only half-day. The District's school-funding structure supports the implementation of the Montessori educational model, although the State of Wisconsin provides no funding to the District for three-year-old pupils who do not have special education needs and a maximum of only 0.6 full-time-equivalent funding for four-year-old pupils.

9. MPS Administrative Policy 9.12(10)(b) states,

> The per-pupil revenue amount for an MPS non-instrumentality charter school shall be equal to the amount which the state determines annually for charter schools operated by the Milwaukee Area Technical College (MATC), the University of Wisconsin at Milwaukee (UWM), and the City of Milwaukee.

MPS Administrative Procedure 9.12(4)(i)2 includes similar language.

10. The Administration supports the request of Highland Community School for equitable district funding in the charter school contract renewal, which would require a waiver of Administrative Policy 9.12(10)(b) and Administrative Procedure 9.12(4)(i)2. The Administration intends to include a commitment from Highland Community School to promote and facilitate student transition from grade three to grade four into other Milwaukee Public Schools Montessori programs.

11. In response to the recommendation of the Charter School Contract Review Team relative to the development of contract specifications appropriate for early childhood programs such as Highland Montessori, the Administration has developed proposed charter contract performance criteria consistent with the District's balanced assessment system. The criteria will be included in charter contract negotiations.

Strategic Plan compatibility statement

12. 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

13. This contract amendment 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.

Implementation and Assessment Plan

14. Funds have been reserved as part of the FY06 budget development process to cover the anticipated 82 student FTEs (114 students) (per the confines of the current contract) for the 2005-2006 school year. Unallocated FY06 per-pupil funds have been set aside in the FY06 proposed budget that would cover the additional 32 FTEs upon approval of this item.

Fiscal Impact Statement

15. Adoption of this item alone does not authorize expenditures. The funds for this charter school contract will be approved as part of the school budgets in the 2005-2006 Board-adopted budget. The additional 32 FTEs related to full-time-equivalency funding for three-year-olds and four-year-olds in the FY06 proposed budget are estimated to cost $232,103.

Committee's Recommendation

Your Committee recommends that the Board waive MPS Administrative Policy 9.12(10)(b) and MPS Administrative Procedure 9.12(4)(i)2 and authorize the Superintendent's designee to initiate the contract-renewal process and to draft a renewed non-instrumentality charter school contract, to begin with the 2005-2006 school year and to end with the last regularly scheduled school day of the 2009-2010 school year and to include the following:

1. a maximum of 150 (114 in FY06) student FTEs;
2. 1.0 FTE funding for three-year-old and four-year-old pupils;
3. performance criteria appropriate for early childhood programs; and
4. a commitment from Highland Community School to promote and facilitate student transition from grade three to grade four into other Milwaukee Public Schools Montessori programs.

Director Morales moved that the Board approve the Committee's recommendation, with the following amendments:

2. 1.0 FTE funding for ~~three-year-old and~~ four-year-old pupils;
5. a one-year commitment by the district to 1.0 FTE funding for three-year-old pupils;
6. the Board and Administration will engage the MPS Montessori community in a discussion about the district's three-year-old programs and their funding sources, to inform the Board in its policy making around this issue.

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

Ayes—Directors Blewett, Hardin and Morales—3.

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

Director Spence moved that the Board approve to Committee's original recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Dannecker, Goldberg, Hardin, Horton, Spence and President Johnson—7.

Noes—Director Morales—1.

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(Item 2) Action on a Request for Approval of an Instrumentality Charter School Contract with and Location for the Alliance School

Administration's Analysis

1. On June 21, 2004, the Milwaukee Board of School Directors held a public hearing to consider the charter school petition for The Alliance School. On June 24, 2004, the Board approved the concept of The Alliance School's petition to open as an MPS instrumentality charter high school beginning with the 2005-2006 school year.

2. The Alliance School will be a year-round school with flexible block scheduling. Alliance will adopt best practices in education to ensure that students' needs are met. It will be a safe place where students will be treated fairly at all times. Counseling services and meaningful mentoring opportunities will be employed to help students with the development of self-esteem and academic growth. The curriculum at the school will be based on a service-learning philosophy, with the MPS Learning Targets as the core of lesson planning and curriculum development.

3. The Alliance School 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 diversity is reflective of the community it serves, including at-risk and special education populations.

4. At the time of the approval of the concept, The Alliance School expected to enroll 100 full-time-equivalent (FTE) students during the first year of the contract term and to grow in enrollment each year until it reached the maximum of 300 FTE students in the fifth year of the contract. On April 25, 2005, however, The Alliance School submitted a letter to the Division of Diversified Community Schools to lower the enrollment proposed in its charter school petition from 300 FTE to a maximum of 150 FTE students under the charter contract.

5. At the time of the approval of the concept, a site had not yet been identified. The school requested the assistance of the MPS Administration's Strategic Planning Committee to identify a school facility/location. Subsequently, The Alliance School was offered and accepted space at the Professional Development Center, located at 234 West Galena Street, as a temporary incubation site during the 2005-2006 school year. The acceptance letter from the school indicated that this location would provide the school with a downtown location, close to Alliance's business partners and social services. The Alliance School anticipates relocating to a permanent site at the beginning of the 2006-2007 school year and to continue there through the term of the charter school contract.

6. The Alliance School accepts the model instrumentality charter school contract with the following modifications in terms:

a. The Alliance School will be located and share space at the Professional Development Center, 234 West Galena Street, Milwaukee, Wisconsin, 53212. The school anticipates relocating to a permanent site beginning with the 2006-07 school year.

b. Tina Owen, or her successor, will be the Teacher-in-Charge of the Charter School.

c. The contract term will be for five years, beginning with the 2005-2006 school year and ending on the last regularly scheduled school day of the 2009-2010 school year.

d. The total cost of the contract shall be based on the Charter School's FTE count for up to 100 pupils in grades 9-12 for the 2005-2006 school year, 115 pupils for the 2006-2007 school year, 125 pupils for the 2007-2008 school year, and the maximum of 150 pupils for the 2008-2009 and the 2009-2010 school years of the contract.

Strategic Plan Compatibility Statement

7. 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

8. 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.

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 in light of this item.

10. All approved MPS charter schools are paid in accordance with 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 FY06 Board-adopted budget.

12. In addition to the Board-approved budget allocation, The Alliance School 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

13. This contract will become effective upon Board 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 charter school contract with the Alliance School as an MPS instrumentality charter school, with the following modifications in terms:

1. The Alliance School will be located and share space at the Professional Development Center, 234 West Galena Street, Milwaukee, Wisconsin, 53212. The school anticipates relocating to a permanent site beginning with the 2006-07 school year.

2. Tina Owen, or her successor, will be the Teacher-in-Charge of the Charter School.

3. The contract term will be for five years, beginning with the 2005-2006 school year and ending on the last regularly scheduled school day of the 2009-2010 school year.

4. The total cost of the contract shall be based on the Charter School's FTE count for up to 100 pupils in grades 9-12 for the 2005-2006 school year, 115 pupils for the 2006-2007 school year, 125 pupils for the 2007-2008 school year, and the maximum of 150 pupils for the 2008-2009 and the 2009-2010 school years of the contract.

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

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(Item 3) Relocation of the New School for Community Service to the Eighth Street School Campus

Administration's Analysis

1. This item seeks authorization to relocate the New School for Community Service to the Eighth Street school facility and to spend up to $97,725 on modifications to the Eighth Street School facility to accommodate the move.

2. Since 1997, the District has rented classroom space in the Wisconsin Tower Building, 606 W. Wisconsin Ave., for the New School for Community Service. This lease, which was executed with MJM Partnership, LLP, on October 2, 1997, will expire on June 30, 2008. The current amount of the lease is $97,725 per year.

3. On October 24, 2002, the Administration was notified by Towne Realty, on behalf of MJM Partnership, LLP, that the Wisconsin Tower building was being sold and that the new owners would be developing the facility into condominiums. Towne Realty offered to relocate the New School for Community Service to another facility in exchange for a new 10-year lease, which was declined by the Administration. Several meetings were held with the new owner where it was indicated that the district would consider relocating the program to another location prior to the expiration of the lease as long as it did not cost the district any more than the current lease amount.

4. On March 19, 2005, the Administration received a .communication from Mr. David Leszczynski of City Real Estate Development, who is the new owner of the Wisconsin Tower building. The communication indicated that Mr. Leszczynski had been in discussions with the administrator at New School for Community Service regarding the possibility of relocating the program. It also indicated that the administrator at New School for Community Service had met with the administrator at Project Stay, located in the district-owned Eighth Street School facility at 609 N. 8th St, and the two administrators agreed that it would be possible for their programs to share that facility. The potential sharing of the facility is made possible in part by the Alternative Placement Information Center (APIC) office's having moved from Eighth Street to Central Services.

5. Subsequent investigation by the Administration has determined that it is feasible to locate both the New School for Community Service and Project Stay programs at the Eighth Street School facility with minor modifications to the facility. Mr. Leszczynski has .agreed to cover the cost of the actual moving expenses as well as the cost to salvage, relocate, and install science counters at Eighth Street needed to accommodate the New School's needs. The value of the contribution is estimated at $15,000.

6. The District would be responsible for expenses associated with upgrading electrical service and wiring and room modifications to accommodate equipment, an office, and a staff lounge. Design costs and contingency fees also would be included.

7. The facility-sharing arrangement between New School and Eighth Street School may be temporary, depending on the outcome of school-closing community-engagement efforts and subsequent Administration recommendations and Board decisions.

Strategic Plan Compatibility Statement

8. The recommendation is 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

9. The recommendations are consistent with Administrative Policy 5.01(2)(a)(12), which states, in part, that ". . . as a general practice, the use of leased facilities shall be discontinued as soon as possible."

Fiscal Impact Statement

10. Approval of the recommendation will authorize an expenditure of up to $97,725. This amount, which is required for the modifications associated with relocation of the New School for Community Service to Eighth Street, is totally funded in the New School for Community Service's lease amount that is currently included in the proposed FY06 budget. An avoided cost of $195,450 will be realized due to not having to fund the lease in FY07 and FY08.

Implementation and Assessment Plan

11. Upon approval by the Board, the design of the modifications will begin with work being performed over the summer. The program will be relocated for the start of school in September 2005. The appropriate notice will be given to terminate the current lease. The facility-sharing arrangement between

New School of Community Services and Eighth Street School may be temporary, depending on the outcome of school-closing community-engagement efforts and subsequent Administration recommendations and Board decisions.

Committee's Recommendation

Your Committee recommends that the Board:

1. authorize the Administration to terminate the current lease at 606 West Wisconsin Avenue and relocate the New School for Community Service to the District's Eighth Street facility on a potentially temporary basis; and

2. authorize the use of up to $97,725 from the lease amount budgeted in the New School for Community Service's FY06 budget for the required modifications.

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

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(Item 4) Action on a Request for Approval of a Non-Instrumentality Charter School Contract with the Next Door Foundation, Inc.

Administration's Analysis

1. On August 17, 2004, the Milwaukee Board of School Directors held a public hearing to consider the non-instrumentality charter school proposal submitted by Next Door Foundation, Inc., to create Next Door Charter School. On August 26, 2004, the Board approved the concept of Next Door's proposal in anticipation of opening Next Door Charter School beginning with the 2005-2006 school year.

2. Next Door Foundation, Inc., provides a continuity of care to at-risk children and families during a critical period of child development. As stated in the charter school's proposal, the educational program of the Next Door Charter School will couple quality care and quality instruction as it reflects the Milwaukee Public Schools' commitment to high standards of achievement for all children. Next Door Charter School will be located at 2545 North 29th Street, Milwaukee, Wisconsin, 53210, in the Metcalfe Park neighborhood.

3. Next Door Foundation, Inc., is preparing to open a state-of-the-art Educare center adjacent to its current facilities in the fall of 2005. The Educare model is based on the understanding that comprehensive services provided by highly qualified staff make a critical difference in the growth and development of young children.

4. According to the charter school's proposal, as part of the Educare program design, Next Door's Head Start has adopted the Creative Curriculum for Preschool. This curriculum complements the instructional approach of the Milwaukee Public Schools and particularly, Clarke Street Elementary School, which is less than a block away from Next Door Foundation. The kindergarten classrooms at Clarke Street School will learn to use the Creative Curriculum as well. Next Door has negotiated an agreement that would involve extending limited Head Start services to K4 children and families enrolled at Clarke Street School. Next Door is a recipient of a grant from United Way to provide this opportunity in collaboration with Clarke Street School.

5. Consistent with the educational purpose and focus of the school, Next Door's proposal indicated the school's intent 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 Literacy, Next Door Pediatrics operated by Children's Medical Group, Adult Education/GED, Lifetime Learners operated by Cardinal Stritch University, a Head Start Program for four-year-olds, and a separate

program for three-year-olds within the physical Charter School facility. The Next Door Charter School's contract references these programs as non-charter programs. The Board reserves the right to terminate this charter school contract if any new program operating in the charter school's facility does not meet with Board approval.

6. The Next Door Charter School's financial, performance, and compliance audit statements and certified public accountant reports shall include verification, in a manner acceptable to MPS, that the program's funds under this contract have not been used to support or maintain the non-charter programs.

7. Next Door's four-year-old students enrolled in the charter school shall be funded by MPS at 0.6 full-time equivalency (FTE) per student, provided that the charter school meets the state and federal requirements for that funding level. The Next Door Charter School's 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 Next Door Charter School agree that the non-charter programs are not subject to, or governed by, this charter school contract. Next Door 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.

8. Effective with the 2005-2006 school year, Next Door Charter School will fully convert from a 70 FTE early childhood partnership school to a maximum of 121 FTE non-instrumentality charter school, which is an increase of 51 contract seats.

9. Next Door's proposal requested 92 FTE students for the first year of the charter school's contract and a maximum of 120 FTE students for the second through fifth years of the charter contract term. The school would like to amend its proposal to 93 FTE students (127 headcount) for its first year in operation as a charter school and to maintain a maximum of 121 FTE students (174 headcount) for the second through fifth years of its contract term.

10. Next Door agrees to implement the updated insurance provisions as specified by the MPS Benefits and Insurance Office. The 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.

11. Next Door Foundation, Inc., accepts the model non-instrumentality charter school contract to establish Next Door Charter School, with the following modifications in terms:

a. Sharon F. Schulz, or her successor, will be the person in charge of the Charter School.

b. The contract term will be for five years, beginning with the 2005-2006 school year and ending on the last regularly scheduled school day of the 2009-2010 school year.

c. The Next Door Charter School will fully convert from an MPS early childhood partnership school to an MPS non-instrumentality charter school effective the 2005-2006 school year. The total cost of the contract shall be based on the charter school's full-time equivalent (FTE) count for up to 93 FTE pupils (127 headcount) in K4 through K5 for the 2005-2006 school year, and increase to a maximum of 121 FTE pupils (174 headcount) K4 through K5 in the second through fifth years of this contract.

d. The Next Door Charter School's financial, performance, compliance, and independent certified public accountant reports shall include verification in a manner acceptable to MPS that the program funds under this contract have not been used to support or maintain the non-charter programs.

e. The Next Door Charter School agrees to follow the updated insurance provisions as prescribed by the MPS Office of Insurance and Risk Management.

Strategic Plan Compatibility Statement

12. 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

13. 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.

14. All approved MPS charter schools are paid in accordance with 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 approved as part of the school budgets in the 2005-2006 Board-adopted budget.

16. In addition to the Board-approved budget allocation, the Wisconsin Department of Public Instruction will be reconsidering Next Door Charter School's planning grant proposal for funding prior to June 30, 2005. Once the final responses are received by DPI, it is anticipated that the grant award will be issued to the school.

Implementation and Assessment Plan

17. This contract will become effective upon Board 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.

18. Funds have been reserved as part of the FY06 budget development process to cover the anticipated 92 student FTEs for the 2005-2006 school year. Unallocated FY06 per pupil non-instrumentality charter school funds have been set aside in the FY06 proposed budget that would cover the additional 1 FTE upon approval of this item.

Committee's Recommendation

Your Committee recommends that the Board approve the charter school contract with Next Door, Inc., to establish Next Door Charter School as an MPS non-instrumentality charter school, with the following modifications in terms:

1. Sharon F. Schulz, or her successor, will be the person in charge of the Charter School.
2. The contract term will be for five years, beginning with the 2005-2006 school year and ending on the last regularly scheduled school day of the 2009-2010 school year.
3. The Next Door Charter School will fully convert from an MPS early childhood partnership school to an MPS non-instrumentality charter school effective the 2005-2006 school year. The total cost of the contract shall be based on the charter school's full-time equivalent (FTE) count for up to 93 FTE pupils (127 headcount) in K4 through K5 for the 2005-2006 school year, and increase to a maximum of 121 FTE pupils (174 headcount) K4 through K5 in the second through fifth years of this contract.
4. The Next Door Charter School's financial, performance, compliance, and independent certified public accountant reports shall include verification in a manner acceptable to MPS that the program funds under this contract have not been used to support or maintain the non-charter programs.
5. The Next Door Charter School agrees to follow the updated insurance provisions as prescribed by the MPS Office of Insurance and Risk Management.

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

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(Item 5) Action on a Request for Approval of a Non-Instrumentality Charter School Contract with Aurora WeiEr, Inc.

Administration's Analysis

1. On September 14, 2004, the Milwaukee 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 (Aurora Weier ECB). On September 30, 2004, the Board approved the concept of Aurora Weier's proposal in anticipation of opening Aurora Weier ECB, beginning with the 2005-2006 school year.

2. Aurora Weier ECB's educational program involves principles of high academic rigor and achievement delivered through a highly structured humanities-based curriculum. Students at Aurora Weier will acquire high-level critical thinking skills and will participate in course work and activities that will transform them into agents of community change, preparing them for successful entry into college. Because of the school's bilingual focus, a larger proportion of students will also retain or develop skills that will prepare them to be future bilingual and multicultural members of the workforce with a better understanding of globalization and the need to pursue lifelong learning. During their tenure at the school, and thanks to the relationship with Milwaukee Area Technical College (MATC)., students will be able to take courses for college-level credit that they can use toward a diploma or associate degree.

3. Aurora Weier ECB 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.

4. Aurora Weier ECB will be located at 2669 North Richards Street, Milwaukee, Wisconsin, 53212. Aurora Weier accepts the model non-instrumentality charter school contract, with the following modifications in terms:

a. Eugene Manzanet, Executive Director, or his successor as Principal, will be the person in charge of the Charter School.

b. The contract term will be for five years, beginning with the 2005-2006 school year and ending on the last regularly scheduled school day of the 2009-2010 school year.

c. Effective with the 2005-2006 school year, Aurora Weier ECB will fully convert from a 75 full-time-equivalent (FTE) partnership school to a maximum of 150 FTE non-instrumentality charter school, which is an increase of 75 contracted seats.

d. The total cost of the contract shall be based on the charter school's FTE count for up to 100 pupils in grades 9 through 12 for the 2005-2006 school year, 110 FTE pupils for the 2006-2007 school year, 120 FTE for the 2007-2008 school year, and 150 FTE pupils for the 2008-2009 and 2009-2010 school years under this contract.

e. The school agrees to follow the updated insurance provisions as prescribed by the MPS Office of Insurance and Risk Management.

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. 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.

7. All approved MPS charter schools are paid in accordance with 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 2005-2006 Board-adopted budget.

9. In addition to the Board-approved budget allocation, Aurora Weier ECB is a recipient of grant awards from the National Council of La Raza (NCLR) and the Wisconsin Department of Public Instruction's Charter School Grant Program.

Implementation and Assessment Plan

10. This contract will become effective upon Board 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 charter school contract with Aurora Weier, Inc. to establish Aurora Weier Early College Bilingual High School as an MPS non-instrumentality charter school, with the following modifications in terms:

1. Eugene Manzanet, Executive Director, or his successor as Principal, will be the person in charge of the Charter School;

2. the contract term will be for five years, beginning with the 2005-2006 school year and ending on the last regularly scheduled school day of the 2009-2010 school year;

3. effective with the 2005-2006 school year, Aurora Weier ECB will fully convert from a 75 full-time-equivalent (FTE) partnership school to a maximum of 150 FTE non-instrumentality charter school, which is an increase of 75 contracted seats;

4. the total cost of the contract shall be based on the charter school's FTE count for up to 100 pupils in grades 9 through 12 for the 2005-2006 school year, 110 FTE pupils for the 2006-2007 school year, 120 FTE for the 2007-2008 school year, and 150 FTE pupils for the 2008-2009 and 2009-2010 school years under this contract; and

5. the school agrees to follow the updated insurance provisions as prescribed by the MPS Office of Insurance and Risk Management.

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

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(Item 6) Report of the Charter School Contract Review Team and Action on a Recommendation to Initiate the Renewal Process for the non-Instrumentality Charter School Contract with Wisconsin Career Academy

Background

1. On June 27, 2000, the Board approved a five-year charter school contract establishing Wisconsin Career Academy (WCA) as a non-instrumentality charter school, the contract to begin in the Fall of 2000 and to end with the last regularly scheduled school day of the 2004-2005 school year. The current contract specifies services for 350 full-time equivalents (FTEs) in grades 6 through 12. During the 2004-2005 school year, the school enrolled 345 students in grades 6 through 12. WCA is located at 4801 S. 2nd Street.

2. On February 23, 2004, the Board revised Administrative Policy and Procedures 9.12, Charter Schools, to include the MPS charter school contract renewal process. In accordance with the policy, an MPS Charter School Contract Review Team was established to review, evaluate, and make recommendations to the Board, the Superintendent, and the Charter School regarding contract renewal.

Administration's Analysis

3. From January through April 2005, members of the MPS Charter School Contract Review Team met to review and evaluate WCA's compliance with its contract. Documentation relative to compliance and performance was provided to the Team by WCA, Diversified Community Schools Charter Schools Office, Audit Services, and various Central Services staff. The Review Team visited WCA on January 19, 2005. On March 21 and April 5, 2005, the Review Team met with principal Tarik Celik, several staff members, a student, and a parent to discuss the preliminary findings and recommendation relative to WCA's compliance with its non-instrumentality charter school contract and the contract's renewal.

4. In addition to the documentation, the school also emphasized the following information for the Team.

a. From members of WCA's Board:

> [We] strongly believe that from the beginning of its establishment, WCA has served the Milwaukee community through its outstanding educational achievements. WCA has also provided the Milwaukee educational environment with exceptional examples of original ideas and practices. With its parent-staff relations, Science Fair, openness to the community, sustenance of diversity, academic achievements, success in working with disadvantaged students, and commitment to providing special education, WCA has set an exemplary voice in the community.

b. From the Parent Advisory Council of WCA:

> WCA is a democratically structured environment that fosters natural curiosity, creativity, and self-awareness in students. Students learn to take initiative, and they learn to take responsibility for what they learn, and for their actions. WCA attempts to bridge the gap between school and community with its multicultural educational curriculum, and its hands on approach to teaching. The teachers at WCA attempt to educate the whole child, recognizing that not all children are the same, but all children deserve an education. The students who graduate from WCA meet or exceed the state and national standards. Thanks to their preparation at WCA, students possess effective leadership, communication skills, critical thinking skills, and the desire to remain life-long learners.

c. WCA is providing a unique learning environment that includes a combination of the traditional teaching environment and college prep institutions. WCA values the importance of extracurricular activities for students' college preparation. WCA has been encouraging its students to participate in city, state, and national competitions through which they will be able to improve academic and social skills.

d. WCA is a grades 6-12 charter school and would like to keep its grade-level setting the same. Its plan for year 2005-2006 is to have middle school and high school in two totally separated buildings. The size of the existing facility is conducive for that kind of modification. The school has communicated an intent to seek an increase with the charter contract renewal from 350 to 550 FTEs.

5. The Charter School Contract Review Team review record, which documents WCA review, is attached. The review included documentation relative to financial, performance, and compliance contract audits; educational plan; special education; compliance record; parental complaints; school climate survey; status as a School Identified for Improvement under No Child Left Behind; crisis plan; site visitation data; student enrollment and attendance; graduates; asbestos management; and budget submission for FY05.

6. The Charter School Contract Review Team has determined from its findings that a shorter contract term is appropriate due to the challenge of meeting compliance with the performance standards in the contract and to the developing program; therefore, the Charter School Contract Review Team is recommending to the Board, the Superintendent, and the Charter School a one-year contract renewal with ongoing monitoring of instructional and non-instructional percentages, student performance, and special education compliance. Although it would prefer a five-year contract, the school concurs with the findings and recommendation of the Team.

7. At this time, the Administration requests authorization to initiate the contract renewal process. Due to the challenge of meeting compliance with the contract's performance standards, the Administration does not support the school's request for an increase from 350 FTEs to a total of 550 FTEs, to be funded in the contract. Additional issues regarding the school's financial status are being researched. Upon satisfactory resolution of these financial issues, negotiations will begin.

8. The current charter school contract between the Milwaukee Board of School Directors and WCA states

> MPS will not responsible to Charter School for payment for any cost determined by MPS to be unallowable or to be a non-instructional or a non-instructional support cost in excess of the allowed percentage of 38% for such costs.

Because the FY04 audit reported that approximately 52% of the revenue from MPS had been spent on non-instructional expenses, MPS will pursue a repayment of 14% of the FY04 funding provided to WCA by MPS.

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 Wisconsin State Statute 118.40, Charter Schools; MPS Administrative Policy 9.12, Charter Schools; and Administrative Procedure 9.12, Charter Schools.

Implementation and Assessment

11. Upon the Board's approval of this item, the contract renewal process will be initiated in anticipation of developing a renewed contract to be presented to the Board in June 2005 for the 2005-2006 school year. Funds have been reserved as part of the FY06 budget development process to cover the anticipated 350 student FTEs (per the confines of the original contract) for the 2005-2006 school year.

Fiscal Impact Statement

12. Adoption of this item alone does not authorize expenditures. The funds for this charter school contract will be approved as part of the school budgets in the 2005-06 Board-adopted budget.

Committee's Recommendation

Your Committee recommends that the Board approve the recommendation of the Charter School Contract Review Team — with the amendment that the term of the contract be for two years instead of one — and authorize the Superintendent's designee to initiate the contract renewal process for Wisconsin Career Academy non-instrumentality charter school upon satisfactory resolution of financial issues and to draft a renewed two-year non-instrumentality charter school contract to begin with the 2005-2006 school year and to end with the last regularly scheduled school day of the 2006-2007 school year.

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

* * * * *

(Item 7) Action on a Request to Amend the Instrumentality Charter School Contract with Malcolm X

Background

1. On October 29, 2002, The Milwaukee Board of School Directors and Malcolm X Academy entered into a five-year charter school contract commencing with the 2002-2003 school year and ending on the last regularly scheduled school day of the 2006-2007 school year.

2. In part, the rationale for Malcolm X Academy's becoming a charter school is to offer the community a small school setting that will provide a stable, productive learning environment which will meet the needs of all students, including at-risk students.

3. Presently, Malcolm X Academy has been designated as a School Identified for Improvement (SIFI) — Level 4 under the Federal No Child Left Behind legislation. The school understands that this designation is due to low student achievement, as indicated by state assessment scores, and recognizes that SIFI Level 4 designation resulted in additional support provided by the District's School Identified for Improvement Technical Assistance Team during the 2003-2004 and 2004-2005 school years.

4. Administrative Policy and Procedure 9.12, Charter Schools, state that the Superintendent may request a review of the charter contract, to be conducted by the Charter School Contract Review Team. The Team may conduct a public hearing and make written findings and recommendations to the Superintendent. Upon the Superintendent's request, the Charter School Contract Review Team convened in 2004 and reconvened in 2005 to review the Malcolm X Academy's charter school contract. During a site visit to the school, the Principal at Malcolm X informed the Team of strategies and programs which the school is implementing in order to increase student achievement and to close the achievement gap. Those research-based programs include the Lorraine Monroe Process (BBC — Blackboard Configuration), project-based curriculum, pre-algebra and algebra programs, Direct Instruction, and the community-based music and arts program.

Administration's Analysis

5. The Charter School Contract Review Team and the Malcolm X Principal recognize the positive influence the School Identified for Improvement Technical Assistance Team has had in collaborating with the school and monitoring progress. Consistent with charter policy, the Charter School Review Team provided its recommendations to the Superintendent, which included ongoing monitoring and support for Malcolm X by the SIFI Technical Assistance Team. Based on the recommendations, it is necessary to amend the instrumentality charter school contract with Malcolm X Academy to include oversight by the SIFI Technical Assistance Team for the school's educational program. The Superintendent has attached the review form and recommendations to support this request for an amendment to the Malcolm X Academy charter contract.

6. In consultation with the Office of the City Attorney, section I.C. of the Malcolm X Academy's charter contract will be amended to include the following language:

The Superintendent and the School Identified for Improvement Technical Assistance Team, as required by the No Child Left Behind Legislation, shall work in collaboration with the Charter School to provide binding oversight for the educational program at Charter School.

Strategic plan compatibility statement

7. The recommendation reflects MPS Strategic Plan, Goal 1, student achievement, and Goal 2, student success in further education and employment.

Board Policy or Rule Statement

8. This item supports Milwaukee Public Schools' Administrative Policy and Procedure 9.12, Charter Schools.

Implementation and Assessment

9. Upon approval by the Board, the Malcolm X Academy Charter School will continue mandatory participation and collaboration with the SIFI Technical Assistance Team's support and on-going monitoring of the educational programs for the remainder of the Malcolm X charter school contract's term.

Fiscal Impact Statement

10. This item does not authorize expenditures.

Committee's Recommendation

Your Committee recommends that the Board amend section I.C. of the Malcolm X Charter School's contract, as specified below, to be in effect for the contract term 2004-2005, 2005-2006, and 2006-2007 school years:

C. A description of the educational program of the school.

The Superintendent and the School Identified for Improvement Technical Assistance Team, as required by the No Child Left Behind Legislation, shall work in collaboration with the Charter School to provide binding oversight for the educational program at Charter School.

Charter School shall provide the educational program set forth in Appendix A. Charter School shall ensure that all classrooms are equipped with all materials, equipment and supplies required to provide the educational program set forth in Appendix A.

Charter School shall immediately notify the Division of Diversified Community Schools in the event a significant change in the educational program is contemplated.

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

* * * * *

(Item 8) Action on a Request to Approve a Change in Grade Levels, from Grades K through 5 to Grades K through 8, at Thirty-eighth Street School

Administration's Analysis

1. The number of K-8 schools has significantly increased because of the Neighborhood Schools Plan and through individual schools' initiatives to become K-8 schools. Since 2000, the number of K-8 schools has increased from eleven (11) to sixty (60) sites as of September 2005. Twelve (12) of those K-8 schools are in various stages of grade level expansion.

2. The increased number of K-8 schools has affected the enrollment at the District's middle schools. Since September 2000, the actual middle-school enrollment has decreased from 17,324 to 13,225. The Fall 2005 projected enrollment for the middle schools is 11,050.

3. The reduction in student enrollment in the middle schools has resulted in closure or redefined use of the following middle schools: Jackie Robinson, Andrew Douglas, Steuben, and Sholes.

4. The closure or redefined use of middle schools in the vicinity of Thirty-eighth Street School has resulted in no sixth-, seventh-, or eighth-grade options for students residing in the Thirty-eighth Street attendance area. Converting the school to K-8 will provide sixth-, seventh-, and eighth-grade options for students residing in the Thirty-eighth Street attendance area.

5. In the immediate vicinity of Thirty-eighth Street School, the following schools have or will complete the K-8 conversion: Sherman, Hi-Mount, Townsend, Clarke, Metcalfe, Westside Academy II, and Mary McLeod Bethune Academy.

6. Since Thirty-eighth Street School's conversion from a citywide school to a neighborhood school in 2000, its student enrollment has decreased as demonstrated below. The availability of useable classrooms will enable the expansion to grades six, seven, and eight.

School Year	Number of Students
2000-01	519
2001-02	441
2002-03	389
2003-04	354
2004-05	289
2005-06	*245

*Projected

7. The Thirty-eighth Street School Governance Council, which met on Thursday, March 10, 2005, to discuss the proposed expansion, did not express any objection to the proposed expansion.

Strategic Plan Compatibility Statement

8. 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

9. The recommendation is consistent with state statutes and MPS policies and procedures.

Fiscal Impact Statement

10. Approval of this item authorizes expenditures. Funds from the Neighborhood Schools Initiative's construction program will support the conversion of a classroom to a science room at an estimated cost of $70,000 and will also purchase desks and chairs needed for the sixth-, seventh-, and eighth-graders. Fifty (50) desks at approximately $120 apiece and fifty (50) seats at approximately $35.00 apiece will be purchased the first year, totaling $7,750. Additional desks and seats will be purchased for the following two years as the grade level expands from K-6 to K-8.

11. Contingent upon approval of funding by the Board through the FY06 Budget process, the school will also be eligible to participate on a *pro-rata* basis in $150,000 of K-8 grade expansion funds that are budgeted within School Programs in the Office of Academic Excellence.

Implementation and Assessment Plan

12. Upon the Board's approval, the Administration will implement the grade-level expansion for the 2006-07 school year. The implementation timeline for grade expansion is:

Grade Level	Students	School Year
6th	54	2006-07
7th	54	2007-08
8th	54	2008-09

13. Students in grades six, seven, and eight will be assigned to Ralph H. Metcalfe Elementary School during the conversion period.

Committee's Recommendation

Your Committee recommends that Thirty-eighth Street School be converted to a K-8 school beginning with the 2006-07 school year.

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

* * * * *

(Item 9) Action on a Recommendation for the Adoption of Textbooks

Administration's Analysis

1. In accordance with the textbook adoption rules of the Milwaukee Public Schools (Administrative Policy 7.26), the textbook evaluation committees were formed as a result of the Board's action a year ago which opened subject areas for adoption studies. The committees have made the necessary studies with respect to textbook adoptions and have reported their findings and recommendations to the Superintendent of Schools.

2. The recommendations of the textbook evaluation committees represent a great amount of work. It is important to acknowledge these efforts and to extend a word of appreciation to all who have contributed to this process.

3. Emphasis is placed on selection of materials to promote multicultural understanding and deep thinking. Committee members used a guide by the Council of Interracial Books for Children, "Ten Ways to Analyze Children's Books for Racism and Sexism," and the Council of Great City Schools' document, *Guidelines for Selection Criteria*. The following criteria are illustrative:

a. Materials should present different groups in relation to one another, rather than as isolated and separate. Language and imagery should not present one culture, race, ethnic, religious, or gender group as superior.

b. Materials should be written by, and include the perspectives and viewpoints of, American Indians, Alaska natives, African Americans, Hispanic Americans, Asian Americans, Pacific Islander Americans, women, the elderly, children, different religious groups, and the physically challenged.

c. Materials should promote critical and creative thinking and the development of higher-order thinking skills. The content should be presented thoroughly and accurately.

d. The organization and teaching aids should include stated objectives, frequent checks for understanding, guided and independent practice, and enrichment.

e. Materials should support the Education for Employment standard, which requires school districts to provide all students, throughout their education, with access to classes and programs designed to prepare them for employment.

f. General factors to be considered for book quality should include format, clarity, readability, copyright date, cost, and durability.

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; standards of professional organizations such as the International Reading Teachers Association; the Wisconsin Department of Public Instruction 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-adoption procedure:

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

b. Textbook committee members often obtain the involvement and input of students in the trial use of materials under consideration in their own schools as well as in other schools.

c. All parents of students in the District are invited to serve on the Parent Advisory Textbook Evaluation Committee. In addition, a letter is sent to Urban Day School, the PTA/PTO district president, Title I District Advisory Council president, School Governance Councils, and LaCausa, inviting their participation in the textbook-evaluation process. Parents are inserviced on the process, provided evaluation instruments, and meet with curriculum specialists and the teacher textbook evaluation committees throughout the process.

d. The following number of individuals served on the various textbook evaluation committees:

Parent Advisory Committee for Textbook Evaluation — five parents
Business Education grades 9-12 — two teachers
English grade 10 — 12 teachers
Family and Consumer Education grades 9-12 — four teachers
Mathematics grades 9-12 — eight teachers
Trade and Technical grades 9-12 — four teachers
Reading grades K-8 including French and German Reading) — 49 teachers

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

f. 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.

g. Upon completion of the evaluation process, the textbook evaluation committees submit their recommendations to the Administration, in effect concluding their efforts in the evaluation process.

h. When adopted materials do not suit the needs of a school, proposals to adopt alternate materials must be submitted to the Superintendent for approval.

8. Based on the review of the textbook evaluation committees, the Administration is recommending that the Board adopt and purchase the elementary, middle-, and high-school textbooks for courses in Business Education, grades 9-12; English, grade 10; Family and Consumer Education, grades 9–12; Mathematics, grades 9-12; Trade and Technical Education, grades 9-12; and Reading (including French and German Reading), grades K-8.

9. The French and German Reading Committees have requested to remain open for evaluation in FY06 due to the limited time available in which to obtain preview materials. Publishers have informed them that materials will be available for evaluation during the 2005-2006 school year.

Strategic Plan Compatibility Statement

10. The recommendations support the MPS Strategic Plan, Goal 1, student achievement, and Goal 2, student success in further education and employment.

Statute, Administrative Policy, or Board Rules Statement

11. The above procedure follows Administrative Policy 7.26 and Administrative Procedures 7.26, Textbook Adoptions.

Fiscal Impact Statement

12. Approval of this item authorizes expenditures. The estimated cost for adoption of the recommended textbooks is $6.0 million. Purchases will not be made until the FY06 budget is approved. Funding is included in the Superintendent's proposed FY06 budget, budget code GEN-O-O-INV-DW-ETXB0000. Approximately $25,000 of the $6.0 million will be allocated out of the FY06 textbook budget to cover translation costs.

Implementation and Assessment Plan Statement

13. Textbooks and supplementary materials for Business Education, grades 9-12; English, grade 10; Family and Consumer Education, grades 9–12; Mathematics, grades 9-12; Trade and Technical Education, grades 9 -12; and Reading (including French and German Reading), grades K-8, will be purchased with funds that have been allocated in FY06.

Committee's Recommendation

Your Committee has reviewed the recommendations of the Textbook Evaluation Committees and recommends that the Board adopt the textbooks recommended by the Textbook Evaluation Committees, with modifications. Specifically, your Committee recommends that:

1. the following textbooks, including teacher manuals and resource guides, be approved for the courses indicated;

2. the related supplementary materials, including CD ROMs, be approved for use with the adopted series; and

3. where adopted materials do not meet the needs of a school, proposals to adopt alternative materials must be submitted to the Superintendent for approval.

HIGH SCHOOL

Business Education — Business Law

Understanding Business and Personal Law, Glencoe/McGraw-Hill, 2006

English, Grade 10

Prentice Hall Literature Timeless Voices, Timeless Themes Platium, Pearson Education, Inc., publishing as Pearson Prentice Hall, 2005, including

Prentice Hall Writing and Grammar: Communication in Action Platium, Pearson Education, Inc., publishing as Pearson Prentice Hall, 2004

Family and Consumer Education — Independent Living

Skills for Personal and Family Living, Seventh Edition, Goodheart-Wilcox, 2004

There is no recommendation for Family and Community at this time.

Mathematics — Transition to College Mathematics

(based on the request of high schools to identify textbooks that would allow schools to complement this course with another advanced offering in mathematics)

1. For the high school in which this course could be followed by a traditional Algebra 2 or pre-calculus course:

Algebra and Trigonometry, Second Edition, Pearson Education, Inc., 2004

2. For the high school in which this course could be followed by a senior seminar course or by a project course:

Thinking Mathematically, Third Edition, Pearson Education, Inc., 2005

3. For the high school in which this course follows the International Baccalaureate program's Mathematics Studies syllabus:

Mathematics for the International Student: International Baccalaureate Mathematical Studies SL Course, Haese and Harris Publications, 2004

4. For the high school in which this course might be followed by an AP Statistics course:

Thinking Mathematically, Third Edition, Pearson Education, Inc., 2005

Stats Modeling the World, Pearson Education, Inc., 2004

Mathematics — Calculus

Calculus Concepts and Applications, Second Edition, Key Curriculum Press, 2005 (Advanced Math 3)

Calculus: Graphical, Numerical, Algebraic, Sixth Edition, Pearson Prentice Hall, 2003 (AP Calculus)

Trade and Technical — Woods 1, 2, and 3

Modern Cabinetmaking, Goodheart-Wilcox, 2005

ELEMENTARY AND MIDDLE SCHOOL

Reading, K-8

Trophies 2005, Harcourt School Publishers, 2005 (K-6)

Houghton Mifflin Reading 2005, Houghton Mifflin Company, 2005 (K-6)

Reading Mastery, (Direct Instruction/DI) SRA/McGraw-Hill, 1999-2003 (K-6)

Wright Group materials, (customized selection of materials), Wright Group/McGraw-Hill (K-2)

Reading, Grades 6-8

Bridges to Literature, Levels I, II, and III, McDougal Littell, a division of Houghton Mifflin Company, 2002

The Language of Literature, Grades 6, 7, and 8, McDougal Littell, a division of Houghton Mifflin Company, 2006

Elements of Literature, Introductory Course, First Course and Second Course, Holt, Rhinehart and Winston, a division of Harcourt, Inc., 2005

K-8 Reading — French & German

The French and German Reading Committees request to remain open for evaluation in FY06 due to the limited time available in which to obtain preview materials.

Purchase of the textbooks for Business Education, grades 9-12; English, grade 10; Family and Consumer Education, grades 9–12; Mathematics, grades 9-12; Trade and Technical Education, grades 9 - 12; and Reading (including French and German Reading), grades K-8, will be made using funds in the FY06 budget upon the approval of the FY06 budget.

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

* * * * *

COMMITTEE ON INNOVATION/SCHOOL REFORM #2

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 the MPS Head Start Program's Proposed Federal and State Budgets

Policy Council's Analysis

1. Section 1304.51, paragraphs (a)(1)(i)-(iii), Program Planning, of the federal Program Performance Standards for the Operation of Head Start Programs by Grantee and Delegate Agencies, establishes the Community Assessment as the driving force behind all planning for the program. In particular:

> Sec. 1304.51 Management Systems and Procedures
>
> (a) Program Planning. (1) Grantee and delegate agencies must develop and implement a systematic, ongoing process of program planning that includes consultation with the program's governing body, policy groups, and program staff, and with other community organizations that serve Early Head Start and Head Start or other low-income families with young children. Program planning must include
>
> (i) An assessment of community strengths, needs and resources through completion of the Community Assessment, in accordance with the requirements of 45 CFR 1305.3.

2. The Milwaukee Public Schools Head Start Program Coordinator formed a committee to work on the MPS Head Start Community Assessment for 2004-05. The committee included community partners, MPS administrators, Policy Council members, and Head Start staff. During the initial meeting on December 16, 2004, the mission of the group was to collect data about the community's strengths, needs, and resources. The program was to use the information and data provided to make decisions about program sites and the types of services provided for children and families.

3. The Community Partnership Committee met again on January 13, 2005, and identified program sites and locations that could serve eligible children and families, as well as sustain the funded enrollment levels (see attachment). The committee assessed the enrollment patterns at each site to determine its enrollment history. Committee members examined shifts in student demographics, free and reduced lunch, shifts and changes in the pre-school population in neighborhoods, and parental choice.

4. At both the meeting on December 16 and January 13, federal staff admonished the MPS Head Start management staff that the program must maintain full enrollment in all months. Historically, despite some sites' having struggled with enrollment, the management staff have failed to make changes in locations, which indicated that an assessment must be made.

5. The Community Assessment was presented to the Head Start Program's Policy Council on February 9, 2005. The MPS Head Start Policy Council approved the location of sites based on the data collected and the recommendation of Federal staff to maintain funded enrollment (see attachment).

6. On February 21, 2005, the Head Start Finance Committee reviewed the selection of sites and the number of staff in the budget.

7. On February 26, 2005, the Policy Council met to approve the 2005-06 federal and state budgets.

8. The budgets approved by the Policy Council on February 26, 2005, were used for the development of the Superintendent's proposed FY06 budget. The school-based allocations were provided to school sites, and the budgeting process for the 2005-06 school year, which included the development of staffing needs and student enrollment, was initiated at the proposed school sites.

9. At its meeting on March 8, 2005, the Milwaukee Board of School Directors' Committee on Innovation/School Reform (ISR) directed the MPS Head Start Policy Council and the MPS Administration to solicit more public input relative to development and recommendations for the 2005-06 federal and state budgets and the selection of sites and number of staff in the budget.

10. In order to solicit more input from, and provide more information to, MPS Head Start staff, administrators, parents, and community members, a series of public forums took place on March 19, and 21, 2005, and April 9, 2005. Notice of the meetings was made public through mailings to Policy Council members; delivery of meeting notices to the schools for distribution to staff, parents and principals; faxed distribution to local media, library branches, and other interested parties by the Office of Board Governance; phone calls to principals at current and previously selected school sites; and faxes and e-mails to schools.

11. On April 9, 2005, the Policy Council met and formulated recommendations for the 2005-06 federal and state budgets and the selection of sites and number of staff in the budget.

12. On May 10, 2005, the Policy Council presented its recommendations to the ISR Committee. In light of differences between the Policy Council and the MPS Administration over the recommendations for the 2005-06 federal and state Head Start budgets and the selection of sites and number of staff to be allocated in the Head Start budget, the Committee directed the Administration and Policy Council to "come back to a special ISR Committee meeting on May 19, 2005, with one common recommendation regarding the total FY06 MPS Head Start budget allocation."

13. The Policy Council met on Saturday, May 14, 2005, at the Head Start Service Center, 5575 N. 76th Street, to begin discussions on a compromise budget between the Administration and Policy Council. On Monday, May 16, the two groups agreed on a compromise budget, which is now being forwarded to the Committee on Innovation/School Reform as directed.

Statute, Administrative Policy, or Board Rules Statement

14 The recommendation is consistent with the Department of Health and Human Services' Head Start Performance Standards, Milwaukee Public Schools' policies, and state and federal statutes.

Fiscal Impact Statement

15. This item authorizes expenditures approved in the FY2005-06 budget for Head Start classroom staff. Funds are budgeted in the FY2005-06 budget for the federal amount of $5,672,735 and the state amount of $339,900 (see attachments).

Committee's Recommendation

Your Committee recommends that the Board:

1. approve the federal and state Head Start budgets and the selection of classroom sites as presented in the attachments to this item; and

2. direct the Administration to substitute these Head Start budgets and classroom sites for the Head Start budgets and classroom sites currently outlined in the Superintendent's proposed FY06 budget.

Director Goldberg moved to approve the Committee's recommendation.

The motion prevailed, the vote being as follows:

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

Noes—None.

* * * * *

COMMITTEE ON SPECIAL EDUCATION

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

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Special Education presents the following report:

(Item 1) Monthly Report on Special Education Compliance

Administration's Report

1. Service Information

*Data collected annually reflects activities that began July 1, 2004

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

	4/05	5/05
Population Served	17,249	17,415

b. IEP Evaluations

Open re-evaluations and initial evaluations must be completed within the 90-day timeline or within a timeline extension that is approved by the parent.

	4/05	5/05
Initial Evaluations (completed since 7/04)	2,528	2,927
Percentage Identified Special Education	65%	64%
Active Initial Referrals	1,187	1,158
Re-evaluations (completed since 7/04)	3,810	4,005
Active Re-evaluations	1,398	1,256

2. Special Services Information Management System (SSIMS) Project Status Report As of April 30, 2005

   a. SSIMS (Encore) Applications

      - The MPS production server is running version 6.5.2.12.
      - MPS continues to work with 4GL on requested adjustments to the system.

   b. SSIMS Training/Pilot

      - Encore training for all pilot school staff, including SSAs and supervisors, has been completed.
      - Pilot schools have begun using Encore Forms and Encounter Tracker for all new activities.
      - Weekly drop-in HELP sessions have been available for school staff, and on-going sessions are scheduled.
      - Trainers have provided on-site support to pilot schools on an as-needed basis.

   c. 504 and INTERVENTION Modules

      - MPS is completing the analysis of the 504 and INTERVENTION modules.

   d. Interfaces

      - Interfaces continue to run as follows:

        (1) Inbound daily interface processing (eSIS to Encore) — three times daily

        (2) Outbound daily interface (Encore to eSIS) — nightly

        (3) The Provider daily interface — nightly

        (4) The School Calendar and School Entity interface — ready by Fall 2005.

   e. Reports

      - The Department of Special Services is using a combination of Encore standard reports and customized reports created by MPS staff for purposes of compliance and monitoring.
      - Services Administrators and Special Service Supervisors have been trained on additional customized Crystal reports that have been developed for compliance and monitoring.

   f. Network Access

      - SSIMS technology surveys are being used to ensure that schools have provided meeting rooms and workstations that are networked for IEP meetings.
      - The Department of Technology is currently upgrading teacher workstations for the required eSIS upgrade, which meets SSIMS/Encore specifications.

3. Update On Services to Parentally Placed Non-Public School Students

   a. The Individuals with Disabilities Education Act (IDEA) requires that the District arrange for parentally-placed private-school children with disabilities to participate in district special education services. The District must offer such services, but no private-school child with a disability has an individual right to receive some or all of the services that the child would receive if enrolled in a public school.

b. The IDEA requires that the District annually spend a percentage of its federal funds on special education and related services for parentally placed private-school children with disabilities ages three through 21. The expenditures must be consistent with the other requirements of the IDEA regulations. Whether to spend more than the minimum amount is a local district decision.

c. The District is required to consult in a timely and meaningful way with appropriate representatives of private-school children. The District is further required to give the representatives a genuine opportunity to express their views about which children will receive services, what services will be provided, how and where the services will be provided, and how the services provided will be evaluated.

d. The Administration participates in a monthly dialogue with the Independent and Religious School Steering Committee, in part to have an ongoing dialogue regarding the delivery of the IDEA services to non-public students. In addition, the Administration invites representatives of all independent and religious schools in the City of Milwaukee to participate in an annual meeting to discuss and solicit input regarding the types of services that are to be included in the subsequent year's private-school service plan. Attachment #1 provides additional information regarding the District's obligations to provide services to parentally placed private-school students and provides guidance to assist districts to calculate the dollar amount to spend each year.

e. The current school-year service plan includes the following services:

(1) Speech-and-language services for a total of approximately 150 students (Grades 1 through 12) will be offered at the nearest public schools possible. The decision regarding service location will be dependent on therapists' caseloads within each building.

(2) Itinerant special education teacher services for approximately 30 elementary students (1-5 graders) identified with the following special education needs will be offered: specific learning disabilities, emotional behavior disabilities, and other health-impaired or cognitive disabilities.

(In order to provide services to the greatest total number of students, it was determined that students who are eligible for both speech-and-language services and itinerant services will receive one of the services under the plan.

f. During the 2004-05 school year, the MPS Department of Special Services has provided four staff-development opportunities at no cost to staff members from the Milwaukee-area non-public schools:

- Positive Behavior Support Strategies
  12/09/04, 4:00-6:00 p.m.
  21 participants (29 non-public staff registered)
- Special Education Criteria and Child Find Activities
  12/13/04, 4:00-6:00 p.m.
  8 attended (11 non-public staff registered)
- The Individual Education Program (IEP)
  1/04/05, 4:00-6:00 p.m.
  23 attended (39 non-public staff registered)
- Accommodations and Modifications
  1/11/05, 4:00-6:00 p.m.
  9 attended (24 non-public staff registered)

These staff-development opportunities are outside of the IDEA-mandated requirements for services plans.

g. The Administration has completed its plan for the 2005-06 school year, and the District has identified the following 2005-06 Private School Service Plan:

- Speech-and-language services for approximately 150 students (Grades 1 through 12) enrolled in non-public schools within the City of Milwaukee. A waiting list will be developed after reaching capacity of 150 students. Speech-and-language services will be offered at the nearest public schools possible. The decision regarding service location will be dependent on therapists' caseloads within each building.
- Itinerant special education services for approximately 30 elementary students (grades 1-5) enrolled in non-public schools within the City of Milwaukee who have been identified with the following special education needs: specific learning disabilities, emotional behavior disabilities, or other health-impairment or cognitive disabilities. Services will be offered at the schools of attendance. A waiting list will developed after capacity is reached.
- Staff development will continue to be offered. Topics and dates will be determined during the summer of 2005.

* * * * *

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

Award of Contracts

BOILER ABATEMENT & DEMOLITION — BID PACKAGE #1

Marshall High School

Prime Contractor
Insulation Removal, LTD.
12100 West Silver Spring Road
Milwaukee, WI 53225

Low Bidder, Base Bid of.....$76,700.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	0% MBE 0% WBE	0% MBE	40	16	3	Corporation	0

Funds are budgeted for the Marshall High School project from FY05 account code FAR-0-0-ECP-MR-ECNC (W.O. 2-633834). The project, which is to begin on June 6, 2005, is scheduled for completion on July 15, 2005.

INTERIOR REMODELING

Palmer School

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

Low Bidder, Base Bid of $74,900.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	16% MBE	2	0	0	Corporation	6

Funds are budgeted for the Palmer School project from FY05 account code FAR-0-0-MRP-PA-ECNCREL5 (W.O. 2-682957). The project, which is to begin on May 31, 2005, is scheduled for completion on August 19, 2005.

COILS AND UNIT VENT REPLACEMENT

Palmer School

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

Low Bidder, Base Bid of $190,500.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10%	165	10	12	Corporation	4

Funds are budgeted for the Palmer School project from FY05 account code FAR-0-0-980-PA-ECNCHVA5 (W.O. 2-636884). The project, which is to begin on May 31, 2005, is scheduled for completion on August 19, 2005.

Pierce School

Prime Contractor
Doral Corporation
427 East Stewart Street
Milwaukee, WI 53207

Second-low Bidder:* Base bid of $174,300.00, plus $31,707.00 for Mandatory Alternate Bid #1, to provide coils and unit vent replacement, for a total contract of $206,007.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	11%	60	5	4	Corporation	4

*The low bidder did not meet the HUB requirement; therefore, the contract is recommended for award to the second-low bidder.

Funds are budgeted for the Pierce School project from FY05 account code FAR-0-0-MM2-PA-ECNCHVA5 (W.O. 2-636885). The project, which is to begin on May 31, 2005, is scheduled for completion on August 19, 2005.

MASONRY RESTORATION

Hi-Mount Boulevard School

Prime Contractor
Arteaga Construction, Inc.
4000 South Pine Avenue
Milwaukee, WI 53207

Low Bidder, Base bid of $309,000.00, plus $16,000.00 for Mandatory Alternate Bid #1, for masonry restoration, for a total contract of $325,000.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	15%	100% MBE	80	9	3	Corporation	0

Funds are budgeted for the Hi-Mount Boulevard School project from FY05 account code FAR-0-0-980-HI-ECNCMSN5 (W.O. 2-636688). The project, which is to begin on June 20, 2005, is scheduled for completion on September 2, 2005.

MASONRY CHIMNEY RESTORATION

Hawley School

Prime Contractor
Custom Restoration Inc.
P.O. Box 339
Pewaukee, WI 53072

Low Bidder, Base Bid of.....$51,540.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	5%	5% MBE	5	0	1	Corporation	1

Funds are budgeted for the Hawley School project from FY05 account code FAR-0-0-MM2-HL-ECNCMSN5 (W.O. 2-636686). The project, which is to begin on June 20, 2005, is scheduled for completion on August 19, 2005.

BOILER REPLACEMENT

Marshall High School

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

Low Bidder, Mandatory Alternate #1, Total Cost of.....$67,000.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	15% MBE	15% MBE	170	8	9	Corporation	6

This is a mandatory alternate bid #1 that was provided as part of a proposal for base bid work for a boiler replacement at Marshall High School. The original low bid was approved at the March Board meeting. Subsequently, we are recommending award of the mandatory alternate bid #1. Funds are budgeted for the Marshall project from FY05 account code FAR-0-0-980-MR-ECNCHVA5 (W.O. 2-633834). The project, which began on April 4, 2005, is scheduled for completion on September 30, 2005.

CONSTRUCTION CONTRACTS

Total construction contract dollars awarded.....$876,940.00
Total dollars HUB participation $361,784.00
% of MBE participation.....41.26
% of WBE participation 0.00
% Minority employees within company.....10.27
% Women employees within company 6.20

The following recommendation is made based on proposals received April 28, 2005:

RECYCLING AND TRASH DISPOSAL SERVICES AT DISTRICT SITES

Prime Contractor
Waste Management of Wisconsin, Inc.
W124 N8925 Boundary Road
Menomonee Falls, WI 53051

RECYCLING SERVICES: Annual base cost of $40,000.00, plus proposed unit cost of $1.15 per yard, times an estimated extra 700 yards annually, for a total extended cost of.....$40,805.00

TRASH DISPOSAL SERVICES: Annual base cost of $159,000.00, plus proposed unit cost of $1.95 per yard, times an estimated extra 3,000 yards annually, for a total extended cost of.....$164,850.00.

Funds are budgeted for District-wide recycling and trash disposal services from FY06 account code BLD-0-0-BOP-FM-ESRD. The project is to begin on July 1, 2005. The initial contract is for one (1) year, subject to two (2) one-year renewals.

HUB requirement is 5%, and the proposed participation is 5% MBE.

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 Sound-Field Equipment For Elementary Classrooms

The Administration is requesting authorization to purchase sound-field amplification equipment for MPS kindergarten through 3rd-grade classrooms in certain schools identified for improvement (SIFI) who received school improvement grants. These systems will be purchased from LightSPEED Technologies.

MPS audiologists have analyzed a variety of sound systems after trying them in different applications and believe LightSPEED to have the best system for use in MPS classrooms. In addition to the high quality of the LightSPEED equipment, only LightSPEED offers a below-ceiling-mountable speaker that does not require a drop-in installation. Furthermore, MPS audiologists found this system the easiest for classroom teachers to manage.

The cost is not to exceed $100,000. The account code to be charged is GEN0ITV5DE-EAEQ (Special Ed — Equipment)

HUB-Certified Prime?	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION				
	Total	Minority	Women	Required	Proposed	$Value	Type of Business	Type of Purchase
NO	NA	NA	NA	NA	NA	0	NA	NA

Authorization to Enter into a One-Year Renewal Subscription for Virtual Library Services

The Administration is requesting authorization to renew subscriptions for virtual library services with Grolier Online (four encyclopedias and the Popular Science database) for one year. For the past six years, the K-12 Library Media Council has advocated for all children to learn about online resources through a package of hand-selected resources called the MPS "Virtual Library." These resources, which are specifically targeted to K-12 education, support both teaching and learning with an array of tools, including the indexed databases.

The K-12 Library Media Council, which has broad-based representation from the District, recommends the renewal of this subscription, as it provides encyclopedia coverage in a range of article depth and reading levels, including an encyclopedia in Spanish that has a specialized version for students who are new to the language. The four online encyclopedias are *Encyclopedia Americana, Grolier Multimedia Encyclopedia, New Book of Knowledge,* and *Nueva Enciclopedia Cumbre.* All enjoy heavy usage by MPS students and staff. A newly enhanced search environment that highlights special features often missed by casual users will further enhance the virtual library's core of resources.

The subscription is appropriate to the Common School Fund and extends the walls of the library media center beyond what can be contained on the shelves. The access is available from school or home on a 24/7 basis. The term would be June 30, 2005-June 30, 2006.

The cost is not to exceed $64,717. The account code to be charged is SLB0SCSFDW-ENTB (School Library — Non-Textbooks)

HUB-Certified Prime?	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION				
	Total	Minority	Women	Required	Proposed	$Value	Type of Business	Type of Purchase
NO	NA	NA	NA	NA	NA	0	NA	NA

Authorization to Enter into a Contract for Actuarial Services for the District's Supplemental Pension Plans

The Administration issued a request for proposal (RFP) for actuarial services for the MBSD Early Retirement Supplement and Benefit Improvement Plan ("Administrators Plan") and the MBSD Supplemental Early Retirement Plan for Teachers ("Teachers Plan). The scope of services includes the annual actuarial valuation report, the five-year experience study, and other related consulting services.

Proposals were received from six companies. The incumbent actuary, Ernst and Young, did not submit a proposal. The following proposal, received from Gabriel, Roeder, Smith & Company, ranked the highest. This includes a 16.6% HUB participation with Pension Benefits, Inc., on the following fixed-price assignments estimated to be $21,165 over the three-year period indicated below, which exceeds the 10% requirement assigned to this RFP.

	Plan		
Year	Administrators	Teachers	Total
FY06	$15,000	$20,000	$35,000
FY07	$15,000	$20,000	$35,000
FY08	$15,000	$20,000	$35,000
Experience Study	$7,500	$15,000	$22,500
Total	$52,500	$75,000	$127,500

Hourly fees quoted for any additional actuarial consulting services based on junior to senior actuary status range from $150 to $350 in year 1, $150 to $370 in year 2, and $150 to $390 in year 3. A fourth- and fifth-year guarantee, not to exceed 5% annually for all services, is also a part of their proposal.

The Administration requests authorization to enter into a three-year contract with Gabriel, Roeder, Smith & Company to commence on July 1, 2005. Fees for actuarial services are charged directly to the two pension plans.

HUB-Certified Prime?	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION				
	Total	Minority	Women	Required	Proposed	$Value	Type of Business	Type of Purchase
NO	NA	NA	NA	10%	16.6%	$21,165	Pension Benefits	Actuarial

Purchasing Request Summary — May 2005

Total contract dollars to be awarded.....$292,217
Total dollars eligible for HUB participation.....$292,217
Total HUB dollars $21,165
% of MBE participation.....0
% of WBE participation 0
Total HUB Participation.....7%

Acceptance of the Report of Revenues and Expenses and Monthly Expenditure Control Report

Below is a summary of revenues as of March 31, 2005, 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	$870,427,089	$80,394,964	$950,822,053	$148,087,239	$594,107,340	$356,714,713	62%
Categorically Aided	178,654,593	18,864,696	197,519,289	15,294,786	89,890,924	107,628,365	46%
School Nutrition	29,852,872	1,511,895	31,364,767	2,640,706	15,175,399	16,189,368	48%
Construction	28,796,054	44,294,936	73,090,990	3,748	12,821,955	60,269,035	18%
Extension	11,366,461	377,452	11,743,913	179,952	9,327,180	2,416,733	79%
Total All Funds	$1,119,097,069	$145,443,943	$1,264,541,012	$166,206,431	$721,322,798	$543,218,214	57%

Below is a summary of expenditures as of March 31, 2005, 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 Expend. & Encumbrances	Unexp. Balance	Percent Expended
School Operations	$870,427,089	$80,394,964	$950,822,053	$76,774,559	$665,475,556	$285,346,497	70%
Categorically Aided	178,654,593	18,864,696	197,519,289	15,570,940	125,845,183	71,674,106	64%
School Nutrition	29,852,872	1,511,895	31,364,767	3,193,273	22,895,937	8,468,830	73%
Construction	28,796,054	44,294,936	73,090,990	2,678,879	71,061,737	2,029,253	97%
Extension	11,366,461	377,452	11,743,913	868,298	8,897,898	2,846,015	76%
Total All Funds	$S1,119,097,069	$145,443,943S	$1,264,541,012	$99,085,949	$894,176,311	$370,364,701	71%

[1]Represents Board approved transfers during fiscal year 2005 and appropriations for purchases encumbered in fiscal year 2004.

Respectfully submitted,

Chief Finance and Operations Officer

The monthly report on expenditures has been attached to the min utes of your Committee's meeting.

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.

Report of Contracts Awarded Between $25,000 and $50,000

Month	Sch/Dept	Project Description	Contractor/ Vendor	HUB	Amt
Jan-05	Clemens	Parking Lot Reconstruction	Poblocki Paving Corp.	10% MBE	$49,997.00
Mar-05	68th Street	2005 Coil & Unit Vent Replacements	Butters-Fetting Co., Inc.	13% MBE	$45,000.00
	Madison University H. S.	Athletic Track Resurfacing	American Systems Corp.	0% MBE	$27,670.00
	South Division H. S.	Tennis Court & Parking Lot Resurfacing	Payne & Dolan, Inc.	8%MBE 2% WBE	$29,227.00
TOTAL					$151,894.00

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
Barton	A.O. Smith Foundation	$1,000	Spring Science Camping
Barton	Harley-Davidson Foundation	$550	"Kids on Campus" Program
Clarke	Mr. and Mrs. John Hart	$100	Wanda Raguse Memorial Fund
Clarke	Mr. and Mrs. Gottfried Filipovic	$50	Wanda Raguse Memorial Fund
Clarke	Borst Rev. Trust	$50	Wanda Raguse Memorial Fund
Clarke	Ms. Mary Brazier	$50	Wanda Raguse Memorial Fund
Clarke	Ms. Laura Birmingham	$25	Wanda Raguse Memorial Fund
Clarke	Mr. and Mrs. Mike Milkowski	$20	Wanda Raguse Memorial Fund
Clarke	Ms. Jean Hoffmann	$20	Wanda Raguse Memorial Fund
Clarke	Mr. and Mrs. Dave Raguse	$25	Wanda Raguse Memorial Fund
Clarke	P & H Mining Employees	$142	Wanda Raguse Memorial Fund
Clarke	Ms. Jane Goodrich	$53	Wanda Raguse Memorial Fund
Custer	Greater Milwaukee Association of Realtors	$12,000	Buy Maps, Videos, AV Equipment for Social Studies
Custer	Greater Milwaukee Foundation (Alumni and Friends of Custer High School Fund)	$2,670	Career Day/Student Achievement
Elm	Jo-Ellen Christians	$1,000	Macintosh computer w/26 learning CD's for Special Education Department
Milwaukee Public Schools Facilities and Maintenance	Dolan and Dustin, Inc. Consulting Elec. Engineers	$300	Six file cabinets for storage
Fernwood	Rebecca and Robert Ozelie	$215	HP Deskjet Printer and HP Computer Monitor
Fernwood	Kemps	$130	Monetary donation to school
Fernwood	Roundy's Inc.	$258	Monetary donation to school
Fratney	Kemps Nickels for Schools	$500	4th/5th Grade Camping Trip
Fratney	Joyce Miller	$80	4th/5th Grade Camping Trip
Fratney	Sarah Oszuscik	$80	4th/5th Grade Camping Trip
Fratney	Target Corporation	$500	Classroom Wish List
Fratney	Mary Vega	$3,000	Books/Library-Classrooms
Fratney	Roundy's Inc.	$52	School Fund
Hamilton	Wood Links USA	$63,000	Auto CAD-Design and Manufacturing Software
Juneau	Clayton Chipman	$50	Computer Word Processor (Smith Corona)
Lincoln Ave.	Rockwell Automation	$1,000	Pallet of graph paper for math instruction
Milwaukee Public Schools Recreation Division	Rust-Oleum	$2,500	500 cans of Industrial Precision-Line Inverted Marking Chalk Aerosol (To publicize Milwaukee's Free Summer Meals Program)

School	Donor	Amount	Gift or Purpose
Milwaukee Public Schools Early Childhood Curriculum	Jeffrey and Helo Zink	$1,000	Anne H. Zink Memorial Fund for Early Childhood Curriculum
Milwaukee Public Schools Recreation Division	Golden Guernsey Dairy	$40,000	Advertising space on 1.25 million ½-pint cartons of chocolate milk (to publicize Milwaukee's Free Summer Meals Program)
Riley	Roundy's Inc.	$54	Field Trips
Riverside	John Hight	$50	Spring Baseball Trip
Riverside	John Schmitz	$100	Spring Baseball Trip
Riverside	Don Taylor	$250	Spring Baseball Trip
Riverside	Mary Fowlkes	$100	Spring Baseball Trip
Riverside	Juneau Letter Winner's Alumni Association	$100	Spring Baseball Trip
Riverside	John Schuessler	$10	Spring Baseball Trip
Washington	William Lemieux	$1,000	Yearbooks
Washington	Northwestern Mutual Foundation	$5,000	Robotics Team
Washington	United Water	$500	Robotics Team
WCLL	Stacy Klein	$59	Silent Auction Scholarship (Gift certificate, stamping and scraping supplies)
WCLL	Penzeys Spices	$80	Silent Auction Scholarship (Grill and Broil Crate from Penzeys)
WCLL	Denise Hodkiewicz	$85	Silent Auction Scholarship (Cards, scraping, stamping supplies)
WCLL	Wisconsin Athletic Club	$200	Silent Auction Scholarship (one embroidered athletic bag, one embroidered WAC sweatshirt, one WAC T-shirt, two WAC water bottles, and three 1-week passes)
WCLL	El Rey Plaza	$25	Gift certificate (10 year Celebration Basket)
WCLL	Restaurante Rey Sol	$20	Gift certificate (10 year Celebration Basket)
Zablocki	Bruce and Kathy Stevlingston	$100	Books/Library
Zablocki	Stout University, In Memory of Russell Lasocki	$50	Books/Supplies
Zablocki	Office Max	$85	School Supplies
Zablocki	Target	$993	School Supplies

Committee's Recommendation

Your Committee recommends that the Board:

1. authorize the contracts as listed above;
2. approve the purchases as listed 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; Reappointment of Probationary Personnel; Approval of Leaves of Absence; Report on Resignations; and Affirmative Action Report

Approval of Classified Personnel Transactions

Name and Assignment	Position and Salary	Date
	APPOINTMENTS	
5 Deborrah Nickel Bay View	School Secretary I $19,928.44/yr.	04-04-05
4 Lydia Rivera-Dhillon Forest Home	School Secretary I $19,928.44/yr.	04-06-05
5 Tanya Sperzel-Wuchterl Bay View	School Secretary I $19,928.44/yr.	04-25-05
	PROMOTIONS	
5 James Bachman Bay View	Steamfitter Crewleader $60,400.00/yr.	04-25-05
	RETURN FROM LEAVES	
Lisa Rabideaux Lowell	School Secretary I (Part-time) $12,616.00/yr.	04-25-05
	CHANGES IN STATUS	
Margaret Childs Madison	School Secretary I $32,298.50/yr.	06-27-05
Tasha Lockett North	School Secretary I $32,298.50/yr.	05-23-05
Cheryl Turner Roosevelt	Handicapped Children’s Assistant $14,609.70/yr.	04-11-05

Reappointment of Probationary Personnel

TEACHERS AND TEACHER LIBRARIANS
(Completing One Semester)

Arenson, Jane C.
Bachhuber, Leslie A.
Brown, Paige C.
Busch, Daniel L.
Cotton, Zuwena
Cumbajin, Heidi M.
Czerwonka, Kayla
Dammanna, Manjula R.
Defatte, Keith R.
Fix, Paul
Fritsche, Deanna M.
Gardner, Thomas D.
Garland, Kyle T.
Gill, Luz S.
Green, Karen J.
Hammett, William E.
Jackson, Lena M.
Johns, Christopher M.
Johnson, JoAnn K.
Johnson Ragland, Kimberly R.
Jones, Alisha
Kerkhoff, Molly M.
Koch, Rebecca
Kramer, Carly L.
Kraner, Joshua J.
Kurth, Kristen L.
Kusmirek, Sharon J.
Lauson, Erika A.
McKnight, Zina
Molex, Carol J.
Moss, Jennifer D.
Noll, Stephanie
Nyaga, Pauline
Ocasio, Kelly M.
Palm, Deborah J.
Palmer, Kathryn A.
Paolo, Lucetta M.
Plahmer, Joseph R.
Porter, Wayne S.
Ross, Melissa A.
Sacco, Sara E.
Sanchez, Maria D.
Sanders, Sarah E.
Sayler, Lisa M.
Schmidt, Erica M.
Schnake, Jessica A.
Schoon, Dana J.
Schram, Susan A.
Schweinert, Caroline E.
Singer, Lyndon
Sirin Aysun, Suder
Smith, Shane A.
Tennessen, Julie
Tripoli, Sarahna
Trubac, Marilyn J.
Waeltz, Robin L.
Weatherall, Takisha
Weaver, Michael J.
Wilson, Ryan J.
Zielinski, Kaela A.

TEACHERS AND TEACHER LIBRARIANS
(Completing Two Semester)

Abney, Rachel
Ackley, Darren
Ahler, Marta
Alms, Darryl
Amundson, Janet
Anderson, Vanessa
Anzivino, Ralph
Aranzamendi, Herman
Arnold, Anne
Arteaga Soto, Jorge
Aschoff, Laurel
Ashby, Susan
Ashenbrenner, Brecken
Auberger, Jill
Azinger, Thomas
Babbitts, Brian
Balistreri, Colleen
Bane, Meghan
Baran, Courtney
Baka, Jessica
Baker, Carrie
Barreto, Jazmin
Bayley, Monica
Bearss, Daniel
Beauvais, Claudette
Beger, Katharine
Begolke, Shelly
Behm, Kristen
Bell, Jada
Bensman, Laura
Bentilla, Amber
Benzaquen, Eitan
Berger, Derek
Berndt, Sarah
Berry McDowell, Diana
Blaedow, Erin
Bluhm, Amy J.
Bolander, Jodi
Bonnie, Michael
Borree, Melissa
Botka, Angela
Bradley, Shanna J.
Braggs, Judy
Braun, Elizabeth
Breitrick, Thomas R.
Bremer, Mark
Broman, Elizabeth
Brookshire Cain, Dalyn
Brown, Dorothy
Brown, Lynn
Burnett, Sharon
Burns, Robert
Butters, Matthew
Capozzi, Allegra
Carrington, Keith
Castillo Raclam, Angela
Cerar, Sarah
Christiane, David
Colas, Angela
Coleman, Anthony
Colon, Wanda
Cony, Robert
Cronkright, Darrell
Crymes, Diona
Dalle Valle, Laura
Dallmann, Paul
Danek, Sarah
Danielczak, Jennifer
Davis, Deborah A.
Davis, Ebony
DeLatorre, Gisela
DeWalt, Sheila
Dimick, Elizabeth
Dion, Deborah
Dixon, Isabel
Doro, Paul
Dovhanyuk, Marynz
Drake, Dawn
Ducat, Holly
Ducett, Michael
Dyer, Kelly
Dyson, Christina
Engebretson, John
Fenske, Allison
Fink, Brian
Foss, Alexandra
Frey, Hardy

Galvan, Rose
Garcia, Miguelina
Geracie, Matthew
Gholston, Edwina
Gibbs, Cindy
Gish, Kattie
Glad, Darrin
Glad, Karen
Goelz, Gregory
Green, Latricia
Gretzinger, Said
Gross, Sarah
Grudzina, Matthew
Gulbronson, Whitney
Guzman, Larry
Hall, Victor
Hampton, Sandra
Hansen, Tiffany
Hansen Thiel, Inge
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
Izydor Jagiello, Nicole
Jabir, Mark
Jacobi, Adam
Jacobson, Kimberly
Jimenez, Richard
Johnikin, Kevin
Johns, Kevin
Jordan, Jason
Jossie, Michael
Kania, Michael
Keane, Erin
Kendall Madrigal, Andrea
Kendricks, Kelly
Kizior, Bryan
Kleven, Kady
Koberstein, Nicole J.
Kohloff, Andrea
Kowalke, Shannon
Kracht, Michelle
Krause, Michelle
Kreinz, Donelle
Krewson, Kelly
Kulinski, Kelly
Laird, Allan
Lalicata, Minerva
Lathan, Norma
Lausten, Erin
Lee, Glenda
Levas, Christopher
Lewis, Kimberly
Lien, Elisabeth
Lightfoot, James
Lopez, Maria
Lorenz, Angela
Lucio, Antonio
Lusk, Tamara
Luster, James
Mahdasian, David
Malsom, Jaime
Marrello, Christine
Martin, Brian
Mathieu, Kristin
Mattke, Samuel
McClain, Marie
McDaniel, Maggie
McGinnity, Ann
McKee, Andrea
McKenna, Andrea
Medina Sanchez, Tomas
Messner Cartier, Amii
Miennert, Tanya
Miller, Afrika
Molkentine, Kate
Moniz, Jeffrey
Moore, Paul
Mooren, Tammy
Morales, Hortencia
Morgan, Sally
Munoz Gomez, Flora Noemi
Nelson, Joshua
Nichols, Hatti
Nieland, Corey
Nielson, Patricia
Noffsinger, Jennifer
Nommensen, Bradley
Oliver Stone, Cynthia
O'Meara Rowen, Maureen
Orozco, Jason
Paige, Patricia
Penn, Marybeth
Pentek, David
Perry, Geraldine B.
Perry, Walter C.
Peters, Jennifer
Petito, John
Pinter, Travis
Pugh, Janice
Rajchel, Nicole
Rasmussen, Sara
Ratzburg, Allison
Raut, Sanjay
Reineck, Jennifer
Reinke, Jennifer
Reyes, Julio
Reynolds, Jacob
Ribbeck, Bradley
Rich, Angela
Richard, Patrick A.
Riley, Tyrassa
Rincon, Victor
Robinson, Lettie
Rospenda, Jennifer
Ross, Melissa
Roozeboom, Tom
Rubinstein, James
Rutkowski, Shelley
Sagna, Heidi
Salas Barreto, Adalberto
Saldana, Mary
Santos, Kerri
Sawotka, Kristin
Sayed, Amy C.
Scallon, Ryan
Scharfenberger, Monica
Schell, Valerie
Schiebout, Sara
Schwartz, Christopher
Sensibar, Jordan
Shapiro, Aaron
Siker, Jody
Sims, Jenna
Siragusa, Gino
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
Surdyk, Robert
Susedik, Kristin
Swoyer, Cobey
Tatum, Baboonie
Thiel, Derek
Thomas, Nicole

Ticer, Tracey
Tillman, Deborah D.
Timm, Sara
Trate, Kimberly
Umana Sens, Flora
Vance, Lara K.
VanRyzin, Jay
Vargo, Laura
Volk, Theresa
Wacker, Wayne
Wagner, Brandon
Wang, Chih Yen
Watson, Lesley
Watton, Erin
Watts, Carmelita
Weber, Michael
Weber, Timothy
Welch, Meredith
West, Jamie
White, Leslie
Will, Susan
Williams, Bret
Williams, Michael
Wirth, Thomas
Wisner, Jessica
Wood, Dorothy
Wright, Joshua
Xiong, Bao
Young, Brad
Zawikowski, Emily M.

TEACHERS AND TEACHER LIBRARIANS
(Completing Three Semester)

Abraham, Stacy M.
Baker, Aaliyah A.
Bell, Preston C.
Berg, Eric R.
Birtha, Alisha
Boettcher, Brooke
Boglitsch, Amy A.
Bott, Nichole K.
Bremer, Douglas E.
Chipley, Danielle M.
Climack, Rebecca A.
Colon, Maria T.
Davila, Reina
Debelak, Brian
Dickinson Siefert,Margaret
Earnest, Nequilia J.
English, Tranace
Foley, Nelson
Foster, Dena M.
Fritz, Mark A.
Graham, Jennifer L.
Graves, Holly
Gray, Jerry D.
Grice, Anna M.
Haeuser, Sarah E.
Harding, Thomas E.
Hill, Jeanna C.
Hilson, Patrice M.
Horn, Michelle L.
Hornik, Jill
Jakubiak, Nicole A.
Key Jr., William M.
Kirby-Osborne, Susan M.
Koney, Patrick M.
Kummerow, Alexander F.
Lynk, Sabrina L.
MacArthur, Elaine T.
Melcher, Richard A.
Montoto, Elia P.
Morgan, Jennifer N.
Olson, Karen M.
Ploeger, Tiffanie M.
Potash, Robin L.
Priaulx, Cassandra M.
Prophet, Renee
Rach, David G.
Snyder Chase, Kelly J.
Stewart, Kristina M.
VanLanen, Linda M.
Wehr, James P.
Zajichek, Paul T.

TEACHERS AND TEACHER LIBRARIANS
(Completing Four Semester)

Aagaard, Annie M.
Acevedo, Maria L.
Adams, Nekechia C.
Alpert-Frolkis, Debra A.
Alexopoulos, Bessie
Anderson, Mikaely T.
Aranda, Angela K.
Aschauer, Janet L.
Aschauer-Follmer, Molly M.
Assoa-Adou,Maria K.
Avery, Antonio L.
Baig,Fatima I.
Balkowski, Dale R.
Banton, Elaine
Bates, Ronald M.
Bauer-Gonzalez, 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.
Bly, Rodney
Boland, Diane M.
Bollman, Kate A.
Bonk, Allison M.
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.
Brukman, Emily E.
Brzinski, Christopher
Buck, Gregory O.
Buntrock, Joy L.
Burgos, Jannette
Buswell, Jane A.
Campbell, Gentry
Cannon, Kelly J.
Capcik, Leigh A.
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.
Cole, Karen L.
Collenburg, Lori A.
Collins, Jean M.
Cornejo, Amarilis
Cotton, Shamar
Cotton, Vanessa
Cruz, Sandra L.
Custer, Billee
Davis, Kristin C.
Davis, Laura A.
Davis, Ritchie A.
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-London, 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.
Garvey, Judith A.
Gaston, Gloria L.
Gauger, Carrie J.
George, Nathan D.
Gerard, Lisa M.
Gilmore, Tracey A.
Glad, Eric M.
Goetsch, Erin E.
Gomez, Ana A.
Gordon, Hayley
Gould, Elizabeth M.
Gozdziewski, Joan
Grimm, Maureen M.
Groce, Leon R.
Grunert, Richard G.
Grzegorek, Wendy M.
Haggerty, Michelle M.
Halverson, Kara
Hanna, Danita A.
Hansen, Sarah E.
Hanson, Julia D.
Hardy, Dianne M.
Hawley, Ellen M.
Hedrick, Norman C.
Hegrenes, Daniel P.
Heinz, Angelac
Henderson, Kathleen M.
Hendricks Williams, Shandowlyo
Henn, Paula K.
Herrera, Patricia M.
Hladilek, Mark J.
Hoffman, Paul B.
Holmes, Tamara D.
Horton Kathy Y.
Horton, Tavia L.
Hoskins, Rosalyn D.
Hubbard, Dana
Huckeby, Jennifer L.
Hudak, Jaclyn R.
Hunter, Christopher D.
Hyps, Brian D.
Irwin, Daniel R.
Iselin, Peter J.
Jablonski, Jessica H.
Jackels, Erica A.
Jackson, Dawn
Jackson, Cheryl
Jacocks-Moore, Garnetta J.
Jaka, Traci L.
Janke, Margaret A.
Jasti, Lydia V.
Johnson, Mary
Johnson, Thomas M.
Jones, Katerina A.
Jones, LaQuanda T.
Jones, Marti D.
Judd, Julie K.
Kaiser, Karis Y.
Kaiser, Katheryn A.
Kalawa, Jody L.
Kapp, Andrea A.
Karolewski, Stephanie A.
Kendall, Jacquelyn C.
Kennedy, Kathleen E.
Kerr, Jennifer
Kiblawi, Ela H.
Kieckhafer, Rebecca M.
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.
Krohn, Tammy L.
Kromraj. Lisa D.
Krutina, Jennifer L.
Kuhn, Amy E.
Kurth, Tequila S.
Kushner, Kelly M.
Lackas, Nicole D.
Lance, Erin R.
Landreman, Stephanie S.
Lane, Helen A.
Lane, Peggy
League, Courtney E.
Lefco, Randee B.
Lehninger, Melanie J.
Lemberg, Jessica J.
Lemke, Timothy P.
Lemon, Christine M.
Lezama, Maria C.
Lieske, Katherine R.
Lind, Bronwyn C.
Lisnow, Tara M.
Liss, Bonnie S.
Little, Kathryn R.
Long, Timothy
Loosen, Suzanne A.
Lopez, Monica M.
Losee, Leslie T.
Lovejoy, Andrea
Lozada-Reyes, Eunice C.
Lozano, Sandra A.
Lucht, Katie E.
Luckett, Jerry
Lutzke, Tina M.
Lynch, James B.
MacDonald, Ginger A.
Mackey, April R.
Madison, Toyree
Mahan, Susan M.
Mangan, James P.
Martin, Deborah D.
Martin, Felicia P.
Mattioli, Matthew G.
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
Melnik, Kelly L.

Melody, Deirdre
Meneese, Nancy C.
Menocal, Nora
Meyer, Terri J.
Miles, Dennis W.
Miller, Brianna L.
Miller, Trisha J.
Miranda, Alicia M.
Moore, Rebecca A.
Mullee, Scott M.
Mund, Margaret
Mussomeli, Angelo W.
Navarro, Angela
Nekich, John R.
Nelson, Alicia C.
Neuman, Andrea S.
Nichols, Jeremy
Nichols, Kay J.
Norby, Nichole M.
Nunez, Kareene M.
Nunley, David L.
O'Brien, James P.
O'Connell, Nora K.
O'Keefe, Sue M.
Ocampo-DeRocha, Veronica
Ohlendorf, Chad E.
Ollmann, Laura L.
Olson, Joshua J.
Omo, Michael D.
Ours, Michael J.
Pakroo, Zara H.
Palmer, Jason
Parkinson, Kimberly L.
Paske, Stephen M.
Perkins, Chad J.
Phillips, Vernita V.
Piatek, Marcel M.
Pieper, David W.
Pietenpol, John B.
Pinel, Lettice M.
Pugh, Vonzie
Raffaele, Amanda R.
Raml, Matthew
Ramos, Maribel
Rand, Carlotta D.
Rasavong, Ean Houel
Razaa, Aziza S.
Reitzenstein, Heidemarie
Rex, Jennifer 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.
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.
Simonson, Janice M.
Skinner, Matthew G.
Smith, Donna R.
Smith, Kortney E.
Smith, Ryan D.
Somppi, Elizabeth
Sonsalla, Mary
Sorrell, Tammy
Soumoff, Patricia L.
Spector, Benjamin H.
Spence, Jacqueline N.
Spencer, Rita
St. Lawrence, Scott A.
Stadler, Kristine A.
Stange, Nicole M.
Steele, Paige L.
Steffes, Holly
Steinke, Anna M
Stewart, Gregory D.
Sullivan, Elaina M.
Suminski, Kathryn L.
Taylor, Amy L.
Taylor, Lisa M.
Temke, Brian
Thao-Cha, Sheng
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
Uppal, Sonia
Valadez, Sandra V.
Valentyn, Katherine A.
VanDeYacht, Melissa K.
Vang, Pa
Vang, Yer M.
Vento, Michael K.
Veternick, Sean P.
Voith, Joseph
Waara, Elise E.
Wagner, Kathleen M.
Waters, McNeal I.
Watkins, Monica
Watters, Dorothy A.
Weber, Stephen
Weiss, Vanessa
Weisse, Brian C.
Wekwert, Colleen A.
Wenzel, Marcus E.
Wiedemann, Kerry L.
Wild, Stephanie J.
Wilde-Payne, Patricia
Witczak, Marcy A.
Westemeier, Mary M.
Whalen, Rosemary
Williams, Cecelia R.
Williams, Janissha L.
Williams, Kimberly
Wilson, Abigail H.
Wojtysiak, Heather
Wolter, Susan
Womock, Nataly
Wondra, Jessica
Young, John J.
Zimmermann, David
Ziolkowski, Sara B.

TEACHERS AND TEACHER LIBRARIANS
(Completing Five Semester)

Adetiba, Oluwaseur T.
Al Bassam, Spring D.
Alvarado Patten, Marisol
Anderson, Mark D. Jr.
Aranda, Awilda
Bahr, Jeannette
Banda, Sylvia
Bay, Stephanie E.
Benedict, Tammi L.
Burkett, Carrie A.
Castellini, Katherine A.
Davis, Amandy A.

DeBonis, Nicholas J.
DeLaney, Ryan E.
Droster, Timothy A..
Fitzgerald, Mary A.
Fox Pinter, Elizabeth A.
Fraaza, Heather M.
Froelich, Martin H.
Garcia, Elizabeth
Garrison, Willie E.
Girouard, John R.
Good, Hope E.
Green, Eric A.
Haase, Amy E.
Harmon, Michael H.
Harris, Alida S.
Hicks, Kelly M.
Holze, Lisa M.
Ibarra, Veronica E.
Junge, Noelle A.
Kaisler, Gina M.
Kern, Amy L.
Knight, Jefton A.
Koehn, Patricia A.
Koscielak, Patti A.
Laufenberg, Christina M.
Martens, Cheryl L.
Mendoza, Dulce I.
Mergener, Sharon E.
Morrell, Nola E.
Morris, Celeste M.
Moutry, Tamairo A.
Mueller, Michael
Palkowski, Donna M.
Parker, Jill M.
Perine, Ray S.
Piper, Christopher J.
Puccini, Jennifer L.
Pyles, Dorothy M.
Raymond, Tara L.
Revels, Tracy S.
Reynolds, Myesha L.
Robinson, Charlbert R.
Ryan, Carole P.
Salas, Glorie A.
Scherer, Joseph S.
Schroeder, Jonathan W.
Shokatz, Jospeh M.
Tomich, Jane K.
VanDenPlas, Sara L.
Vele, Shawn A.
Vitrano, Andrew J.
Wachowiak, Elise A.
Waldheim, David C.
Wiazowski, Jaroslaw
Wolf, Steven L.
Wood, Christiane L.

TEACHERS AND TEACHER LIBRARIANS
(Completing Six Semesters)

Adkins, Angela M.
Agwoeme, Anayochukwu E.
Ahner, Lisa M.
Akinsanya, Sherrie
Aleem, Jacquelyn D.
Alexander, Linetta D.
Amini, Shelly L.
Anderson, Rebecca A.
Annaromao, Nancy J.
Arndt, Eric H.
Askew, Gloria W.
Awe, Juliana
Baez, Juan A.
Bailey, Emmain E.
Baima, Diane C.
Baker, Laura C.
Balderas, Cindy J.
Banks, Gregory C.
Banks, Rhenetta M.
Barnes, Stacy M.
Barnharst, Julie A.
Barton, Talaya C.
Baumgardt, Amy R.
Bedtka, Darcie M.
Behr, Jane M.
Beekman, Demetri A.
Beermann, Rindee J.
Bell-McGhee, Mary E.
Bellin, William G.
Belott, Cheryl D.
Benson, Heidi R.
Berge, Tricia L.
Bishop, Sandra R.
Bivins, Gwendolynn L.
Blade, Nikoll C.
Blatt, Bennett A.
Blitz, Leysa
Bloch, Steven J.
Blondet, Alfredo
Boeck, Sara
Boemmel, Jennifer M.
Bowman, Jason S.
Boyle, Amy B.
Boyle, Janet L.
Brieske, Jessica A.
Brown, Thomas E.
Browne, Robert E.
Brownfield, Anna K.
Brucker, Jacqueline K.
Bruno, Deborah S.
Bruno, Molly J.
Buechel, Penny A.
Burns, Daryl D.
Burrell, Donna R.
Burton, Elserita R.
Burton, Gregory D.
Buzzell, Jennifer L.
Campbell, Thomas W.
Carpenter, Shirley F.
Carpenter, Sarah K.
Cassidy, Bridget M.
Cha, Kasana
Chang, Hong J.
Christensen, Jennie V.
Christensen, Stephen R.
Christians, Jose F.
Christopher, Carl A.
Ciepluch, Sharon M.
Colby, Jacqueline D.
Collins, Chad S.
Colon, Gilberto
Comerford, Amy G.
Conhartoski, Susan J.
Conigliaro, Jennifer B.
Conrad, Jennifer L.
Corbett, Aron B.
Cording, Emily J.
Cords, Lisa L.
Cottrell-Pitts, Tenora R.
Coyle, David P.
Crivello, Andrea M.
Cross, Annie
Cruz, Sara S.
Currie, Andrea N.
Dahlke, Joan M.
Das, Ibha
Davis, Sara
Deibel, Jessica L.
DeLeo, Carl
DeLeon, Kathleen M.
Deutsch, Melissa L.
Deutsch, Michelle K.
DeVougas, Steven R.
DiCamelli, Anne
Dicks, William J.
Didion, Jennifer M.
Dillenburg, Jessica A.
Dobson, Renee A.
Drew, Lori A.

Drissell, Matthew R.
Droster, Rebecca K.
Dunbeck, Katherine J.
Dunlap-Parker, Sharnissa T.
Dutilly, Nelida T.
Dykes, Jennifer M.
Dziedzic, Michelle A.
Ehren, Jennifer L.
Elertson, Richard A.
Espinoza, Amy L.
Everson, Thomas J.
Faich, Jodie L.
Fax, Jennifer L.
Fecteau, Tracey J.
Felix, Carmen L.
Fisher, Darren H.
Fleter, Margaret E.
Foro, Elizabeth C.
Fowler, Alison B.
Fowler, Mary G.
Frank, Heather A.
Freese, Natalie A.
French, Jennifer L.
Frias, Jose R.
Fromm, Clay M.
Fulton, Carolyn A.
Funk, Brenda L.
Galloway, Donnie G.
Garcia, Marcela
Garthwatt, Christina L.
Gaudynski, Toni L.
Gauerke, Chad M.
Gavros, Lisa M.
Gee, Antoine
Gemig, Rositta
Gemske, Alissa A.
Gendelman, Lisa A.
Gentz, Sarah M.
Gerrits, Dennis G.
Gervais, Jeffrey C.
Giggar, James H.
Gilliam, Leah E.
Gizelbach, Carrie E.
Goldberg, Jeremy A.
Gomez, Maria I.
Gonzaga, Vongdeuane
Goodrum, Marion P.
Gordon, Calary M.
Gordon, Jane C.
Gorski, Dawn M.
Graham, Shawn
Green, Barbara L.
Green, Montel
Griffin, Gary D.
Grimes, Anne J.
Groe, Erin L.
Gruber, Heather L.
Grubor, Jacqueline M.
Guse, Kristin M.
Gutowski, Amy L.
Guy, Kimberly L.
Guyette-Gerth, Mary M.
Guzzetta, David B.
Haack, Marites O.
Hade Hanson, Kelly M.
Hake, Nancy A.
Halala, Aruna M.
Hall, Monica E.
Hanneman, Jacquelyn M.
Hannemann, Rebecca M.
Hansen, Karin R.
Hansen, Lisa M.
Hansen, Rachele F.
Harris, Ijoister
Harrison, Anita R.
Hart, Joshua L.
Haugom, Darin K.
Haycock, Charles M.
Hayes, Andrew A.
Hayes, Cheryl A.
Heintz, Kristin E.
Heller, Jean C.
Henningfeld, Corrine K.
Henry, Latasha M.
Herbst, Angela C.
Hernandez, Heidi M.
Herrick, Sara E.
Herro, Theresa M.
Hikade, James A.
Hildebrandt, Mindy L.
Hitz, Nancy R.
Hoagland, Steve J.
Hodge, Melissa J.
Hoeser, Karen J.
Holdorf, Kathleen J.
Holland, LaShawna M.
Holloway, Shawn
Holton, Mary P.
Homar, Lisa M.
Hoppe, Sarah L.
Hooker, Carol L.
Horkman, Kathryn C.
Howard, Cynthia
Huber, Jessica R.
Hurse, Kyleta D.
Hyde, Lynnette L.
Ikanih, Joy N.
Irwin, Michael R.
Isberner, Kimberly R.
Jackson, Koren, J.
Jackson, Paula V.
Jacobson, Caroline D.
Jacobson, Ryan V.
Jacoby, Mathhew R.
Janaszek, Jennifer A.
Janecek, Sara
Jeffries, Keyana L.
Jevtic, Bozica
Johnson, Jocelyn M.
Johnson, Melvin
Johnson-Williams, Tanya M.
Jones, Joseph
Joyce, Heather
Julius, Jodi A.
Juzenas, Katie M.
Kaehler, Deanna L.
Kalish, Brian D.
Kaml, Joanne M.
Kane, Adam, M.
Kane, Kristin I.
Kapp, Kristine K.
Kaur, Amrit P.
Kell, Lauren N.
Kelsey-Brown, Monica D.
Kielich, Donald L.
King, Cecilia L.
King, Ophelia T.
Kirkish, Melissa K.
Klein, John P.
Klinger, Kerry A.
Knapp, Jennifer A.
Knox, Marcus R.
Knudson, Susan E.
Koch, Julie A.
Koniar, Valerie
Kopenski, Chad C.
Kordus, Angelic
Korpal, Christine M.
Kowalski, Karen M.
Kraft, Susan T.
Kramer, Charles
Krejcarek, Angela J.
Kukuk, Joseph
LaCount, Wesley
Landre, Linda C.
Lange, Elizabeth A.
Laster, Melinda A.
Laudon, Angela L.
Leigh, Cynthia M.
Lerand, Carol A.
Lewis, Lynn
Levy, Tamira S.
Lindner, Andrew A.
Lisiecki, Lisa M.
Lock, Marisa L.
Locke, Sheila A.
Lofton-Wheeler, Deleta
Long, Fay E.

Lopez, Lynette J.
Lopez, Rosa
Love, Julie M.
Lucero, Laurie K.
Ludwig, Jacqueline V.
Luedtke, William J.
Lunz, Ruth
Luthi, Sara J.
Maas, Clare V.
Madlock, John F.
Maierhafer, Douglas W.
Mainville, Kristin L.
Maisonet, Shane L.
Malone, Angelena
Malzer, Colleen R.
Mandel, Jennifer B.
Manders, Julie A.
Manns, Regina R.
Marincic, Joseph E.
Marquez, Merari
Martin, Anne L.
Martinez, Jessica
Martorano, Stephanie K.
Mathews, Jessica L.
Mathews, Phyllis R.
Mazzetti, Maria S.
McCarthy Jr., Bernard J.
McCoy, Joe A.
McCusker, Terry J.
McElrone, Joel T.
McGinley, Rebecca F.
McGinnis, Kristine A.
McGrath, Jennie M.
McInerney, Kevin M.
McIntyre, Felicia L.
McKenna, Amanda L.
McLemore-Torres, Jineen R.
McMahon, Kelly R.
Meaux, Rachel M.
Meier, Jennifer L.
Melendez, Fabiola
Melton, Pamela K.
Mess, Kerry L.
Messmer, Susan E.
Metz, James J.
Michaels, Cheryl V.
Moe, Jessica A.
Moll, Barbara L.
Monahan, Annie E.
Monato, Elizabeth H.
Moreau, Leah M.
Morgan, Laura E.
Morris, Carolyn A.
Morrissey, Debra J.
Moseler, Ty A.
Moser, Donald J.
Mosley-Magee, Debra A.
Mroz, Danette J.
Mucino, Erica A.
Muhammad, Bramouse F.
Mulhern, Jill E.
Nadolny, Nicholas J.
Nash-Perkins, Jill A.
Navratil, Jessica A.
Nemeth, Mary A.
Netterfield, Brian J.
Neumann, Joan M.
Newcomb, Jonathan E.
Nichols, Robert W.
Noe, Robert B.
Nowak, James R.
Nusbaum, Robert J.
O'Clary, Michael P.
O'Connor, Shanna M.
Oelerich, James E.
Oldenburg, Jacqueline A.
Oldham, Donna L.
O'Neil, Heather A.
Osterman, Michelle
Oszuscik, Sarah B.
Overall, Rosalind Y.
Overholser, Nina K.
Page, Jill M.
Palmer, Zerda Q.
Palzewicz, Kenneth W.
Papp, Mary J.
Paris, Elise N.
Parks, Monique P.
Parrales, Ernestina
Paske, Anna C.
Peck, Titus O.
Peer, Zene
Peoples, Joyce D.
Pinon, Marta S.
Piojka, Anne V.
Pionek, Scott C.
Poethig, Jennifer L.
Pogue, Jessica L.
Polasky, Stephen C.
Polley, Christina M.
Pollock, Cathleen
Polzin, Julie J.
Porn, Maria L.
Preston, Kristy F.
Price, Heather E.
Price, Jennifer K.
Princer, Stephen S.
Pugh, Alice D.
Pullen-O'Donnell Brenda K.
Purefoy, Trish T.
Purifoy, Robert O.
Puzia, Melissa A.
Raasch, Kathleen A.
Ramirez, Christina R.
Ramsey, Clary
Ramsey, Holly A.
Randall, Jenny R.
Ray, Sarah R.
Ready, Nora E.
Reed, Jennifer L.
Reeves, Rebecca M.
Reifschneider, Michelle A.
Reisinger, Nicole R.
Resch, Debra
Reuter, Nancy M.
Robinson, Ernice A.
Robinson, Jennifer
Robinson, Shashina R.
Rodriguez, Bertha A.
Rodriguez, Marta
Rodriguez, Yadira
Rodriguez-Thomas, Carmen L.
Rojas, Patricia A.
Roland, Alpha M.
Rucka, Loreve A.
Ruiz, Rudy
Ryan, Julie A.
Salas, Lisa M.
Saler, Gail M.
Sanders, Jacinta
Santiago, Ana B.
Santos, Bernardo
Santos, Maria
Scheibe, Ryan R.
Schieffer, Jennifer A.
Schilz, Joanne L.
Schlipmann, Julie M.
Schlipp, Dawn A.
Schmidt, Michael P.
Schmidt, Timothy
Schofield, Kevin
Schroeder, Casey A.
Schuenemann, Theodore F.
Schultz, Nicole M.
Schultz, Sarah J.
Schultz, Tanja J.
Schwartz, Kathy L.
Sekula, Amy A.
Semanko, Mindy B.
Serocki, Jeremy J.
Sevenz Coleman, Patricia A.
Severin, Richard
Shackelford, Linda L.
Shady, Lisbeth A.
Shaw, Jesse J.
Shreffler, Zoe E.
Silveria, Rose C.

Smith, Nicole M.
Smith, Phebe H.
Smith, Timothy E.
Smith, Trina N.
Sobek, Kelly M.
Solorzano, Marty M.
Sosa, David A.
Spiers, Chris W.
Sprouse, Katharine J.
Stacker, Glenda L.
Stangel, Garrett E.
Stapleton, Linda M.
Starck, Charles M.
Staszak, Christine E.
Stich, Derek J.
Stone, Madra Lee
Story, Thomas B.
Straub, Jennifer A.
Streich, Paige
Strobel, Joanne
Stroud, Carrie M.
Sturino, Kathryn T.
Sucevich, Ned
Sura, Carol E.
Sutton, Gwendolyn F.
Swanson, Jeannie M.
Synovic, Stefanie
Taraboi, Sarah L.
Taylor, Beverly A.
Tehan, Rhiana C.
Temke, Melissa A.
Termaat, Jason A.
Theel, Clifford S.
Thiel, Emily L.
Thoennes, Deborah R.
Thompson, Deborah D.
Thorpe, William D.
Tice, Cindi A.
Torbenseon, Sara M.
Trewyn, Ted M.
Trotter, Eugene M.
Tyler, Diallo
Umstot, Carol M.
Urban, Jamie L.
Vacek, Elizabeth E.
Valentino, Margaret A.
Vallee, Andrea K.
VanDuser, Kimberly A.
VanKley, Angela M.
Vang, Kao Y.
Vega, Jennifer
Verhunce, Tammy M.
Waddy-Perine, Denise
Waldron, Andrea M.
Washington, Sharnissa A.
Wayd, Amy L.
Weiss, Jennifer
Wells, Effie M.
Welty, John R.
Wessel, Heather R.
Whalen, Kari A.
White, Audrey J.
Whitehurst, Ada
White-Harper, Sadiqua K.
Williams, Deborah D.
Williams, Joandy
Williams, Leif C.
Williams, Thalia M.
Willingham, Keushum R.
Wills, Jennifer
Wirth, Diane R.
Wisniewski, Patricia L.
Witherspoon, Zena J.
Wolff, Erin K.
Wolter, Lisa A.
Wolz, Julia T.
Womack, Yolanda Y.
Words, Mary A.
Wright, Georgia G.
Wyant-Jansen, Melinda R.
Wytch, Cynthia M.
Xiong, Jou
Yellstrom, Erik J.
Young, Anna M.
Zanow, Renee M.
Zealley, Heidi S.
Zeidler, Michael E.
Zimmerman, Frederick Z.
Zimmers, Josh R.
Zivney, Danielle M.
Zolecki, Jennifer L.

PRINCIPALS
(Completing One Semester)

Thresessa D. Childs
Janine Graber
Hattie Knox
Brenda Sheppard Nelson

PRINCIPALS
(Completing Two 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 Three Semesters)

Winifred A. Tidmore

PRINCIPALS
(Completing Four 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
Mark E. Tenorio
Grace A. Thomsen

PRINCIPALS (Completing Five Semesters)		
Patricia L. Cifax	Janel L. Hawkins	Charles R. Siebert Jr.
Richard A. Cohn	Christine A. Kadow	April M. Swick
Katrice M. Cotton	Robin A. Kitzrow	Floyd E. Williams, Jr.
Cynthia R. Eastern	Dawn Rice	

PRINCIPALS (Completing Six Semesters)		
Virginia R. McFadden	Andrew W. Meuler	Jacquelyn J. Scudder

ASSISTANT PRINCIPALS (Completing Two Semesters)		
Sherlyn Brown	Kathleen E. Horn	Janet B. Miller

ASSISTANT PRINCIPALS (Completing Three Semesters)		
Gilberto Brown	Indyria R. Graham	Ronald M. Ranieri
Francyne T. Dykes	Rex Green	Jennifer L. Smith

PRINCIPALS (Completing Four Semesters)		
Clark E. Addison	Yolanda Hernandez	Mark E. Tenorio
Betty J. Blue	Lisa M. Marion-Howard	Grace A. Thomsen
Myron L. Cain	Wendell J. Smith	
Timothy C. Duax	Christlyn A. Stanley	

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Richard A. Cohn	Christine A. Kadow	April M. Swick
Katrice M. Cotton	Robin A. Kitzrow	Floyd E. Williams, Jr.
Cynthia R. Eastern	Dawn Rice	

PRINCIPALS (Completing Six Semesters)		
Virginia R. McFadden	Andrew W. Meuler	Jacquelyn J. Scudder

ASSISTANT PRINCIPALS (Completing Two Semesters)		
Sherlyn Brown	Kathleen E. Horn	Janet B. Miller

ASSISTANT PRINCIPALS (Completing Three Semesters)		
Gilberto Brown	Indyria R. Graham	Ronald M. Ranieri
Francyne T. Dykes	Rex Green	Jennifer L. Smith

ASSISTANT PRINCIPALS (Completing Four Semesters)		
Derek Brewer	Ervin L. Forgy	Ellease Mayo
Steven P. Emmling	Michelle A. Hagen	Yvette Moore
Mark Fennema	Lizzie M. Hartwell	Sandra J. Peterson

Lonnie J. Pugh	Sandra J. Stommel	Gregg R. Willis
Margarette A. Spears	Susan M. Stoner	
Juanita B. Sprouse	Cynthia L. Walton	

ASSISTANT PRINCIPALS
(Completing Five Semesters)

Phyllis A. Anderson	Rebecca A. Kassulke	Nellie J. Welker
Andrea R. Carroll	Michelle D. Morris	James A. Wisniewski
Ramon Cruz	Trila Pitchford	
David C. Freimark	Jeffery A. Taylor	

ASSISTANT PRINCIPALS
(Completing Six Semesters)

Matthew Boswell	Maria Gonzalez-Edwards	Tyrone E. Nichols
James L. Bradley	Michael C. Harris	Taimi L. Parey
Donna Chandler-Luebke	Steven W. Howell	Jesse J. Rodriguez
Melody D. Cleveland	Jan M. Johnson	Eugene T. Vlies
Derick C. Cornelius	Suzanne M. Kirby	Donna F. Walker
Debra Dimberg	Shannon E. Murray	

SUPPORT STAFF
(Completing Two Semesters)

Olivia Buenrostro Soto	Nicole Crass	Mary C. Martin

SUPPORT STAFF
(Completing Three Semesters)

Kymm Mutch

SUPPORT STAFF
(Completing Five Semesters)

Lauren Baker	Brian Litzsey

SUPPORT STAFF
(Completing Six Semesters)

Cedric Banks	Ann M. Terrell

Approval of Leaves of Absence

	Present Assignment	Effective From
Illness Leave, to June 1, 2005:		
Mary Ann Scherer	Rufus King	May 10, 2005
Illness Leave, to June 17, 2005:		
Lisa Derezinski	Gaenslen	May 31, 2005
Rose Galvan	Sherman	April 28, 2005
Ann Hinkle	Lloyd	January 3, 2005
Elizabeth Rodriguez	Day-to-Day	April 12, 2005
Illness Leave, to June 25, 2005:		
Annette Pleas	Urban Waldorf	May 12, 2005

Maternity Leave, to June 17, 2005:

Mary Seewald	Lloyd	April 15, 2005

Maternity Leave, to June 2006:

Joy Brezovar	Lincoln Center of the Arts	August, 2005
Kathleen Mount	Browning	May 31, 2005
Amy Mudlaff	Day-to-Day	May 18, 2005

Personal Leave, to June 17, 2005:

Sarah Hannes Rucker	Webster	April 25, 2005

Personal Leave, to June , 2006:

Elizabeth Fox Pinter	Lincoln Center of the Arts	August, 2005
Janine Hedges	Hawley	August, 2005
Catherine Poepping	WCLL	August, 2005
Heather Price	Silver Spring Academy	August, 2005
Kelley Salas	Fratney	August, 2005
Miriam Santos Amador	Morgandale	August, 2005
Donna Velez	Morgandale	August, 2005

Sabbatical Leave, to June, 2006:

Jeffrey Cartier	Teacher on Special Assignment	August, 2005
LeeAnne Chappelle	Hawley	August, 2005
Susan Firer	Ninety-fifth Street	August, 2005

Extension of Maternity Leave, to June 2006:

LaShawnda Davis	Leave	August, 2005
Rita Igl Riekkoff	Leave	August, 2005
Nancy K. Smith	Leave	August, 2005
Christine Mahler Yatchak	Leave	August, 2005

Extension of Personal Leave, to June , 2006:

Christine Anderson	Leave	August, 2005
Rebecca Lehn Hilliard	Leave	August, 2005
Michelle Maas	Leave	August, 2005

Report on Resignations

Name	Position	Effective Date
Amy L. Anderson	Teacher	04/20/05
Veronica L. Anthony	Teacher	06/17/05
Molly M. Aschauer Follmer	Teacher	06/17/05
Eileen W. Baldus	Psychologist	06/23/05
Kenneth J. Becker	Teacher	06/17/05
Kimberli A. Benz	Teacher	06/17/05
Julie A. Collier	Teacher	06/17/05
Ned P. Collins	Soc. Worker	06/23/05
Paulette Y. Copeland	Lit. Spec.	06/17/05
Joan M. Dahlke	Teacher	06/17/05
William Davis	Principal	06/24/05
Suzanne F. Drew	Teacher	06/17/05
Lisa M. Gavros	Teacher	06/17/05
Vivian Gorman	Teacher	07/14/05
Elizabeth M. Gould	Teacher	06/21/05

Mary L. Campbell	Teacher	04/27/05
Nicholas J. DeBonis	Teacher	06/17/05
Richard T. Henneberry	Teacher	06/17/05
James G. Johnson	Teacher	06/17/05
Lori Johnson	Teacher	01/03/05
Janet L. Kasbeer	Teacher	06/17/05
Constance A. Knurr	Teacher	06/17/05
June C. Litkowski	Teacher	06/17/05
James P. Mangan	Teacher	06/17/05
Tarita C. Massey	Teacher	06/17/05
Terri S. McDougall	Teacher	06/17/05
Rebecca F. McGinley	Teacher	06/17/05
Sharon Mergener	Teacher	06/17/05
Karen C. Miller	Teacher	06/17/05
Audrey F. Murphy	Teacher	06/17/05
Nicholas J. Nadolny	Teacher	06/17/05
Charles E. Nichols	Teacher	03/30/05
Maureen D. Paasch	Teacher	02/17/05
Anna Paske	Teacher	06/17/05
Stephen Paske	Teacher	06/17/05
Ruth T. Rivera	Teacher	06/01/05
Shelley L. Rutkowski	Teacher	06/17/05
Luis A. Salazar	Asst. Prin.	06/24/05
Susan A. Schram	Teacher	06/21/05
Jana L. Shay	Teacher	06/20/05
Sue E. Smith	Teacher	06/17/05
Janet S. Solsrud	Teacher	06/17/05
Margarette A. Spears	Asst. Prin.	06/21/05
Christine E. Staszak	Teacher	06/17/05
Patricia A. Metin	Teacher	06/17/05
Patricia M. Stotmeister	Teacher	06/17/05
Cobey E. Swoyer	Teacher	06/18/05
Armandia Taylor	Teacher	06/17/05
Geraldine R. Theis	Teacher	06/17/05
Patricia L. Toman	Soc. Worker	06/23/05
James H. Townes	Administrator	07/01/05
Bobbie J. Traywicks	Teacher	06/17/05
Michael A. Turck	Teacher	06/17/05
Keith M. Weber	Teacher	06/17/05

Affirmative Action Report

5. The Affirmative Action Report for April 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 listed above;
2. the reappointment of probationary teachers, teacher-librarians, principals, assistant principals and members of the support staff, contingent upon proper Wisconsin certification, as listed above; and
3. the 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 to the classifications indicated, effective upon assignment following approval by the Board:

2(r)	Felice Beal	Assistant Principal Franklin School	Schedule III, Range 10Z $57,453.36
2(r)	Eric Gallien	Assistant Principal Holmes School	Schedule III, Range 10Z $57,453.36
2(r)	Lynell Daniels	Curriculum Generalist Congress School	Schedule III, Range 6A $50,758.00

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

*Position created by Board action after budget approved.

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

Codes:
2 African American
r Resident who must remain resident

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

* * * * *

(Item 4) Action on a Request for Authorization to Continue an Agreement with University of Wisconsin-Milwaukee Children's Center to Provide Kindergarten Classes in Conjunction with Hartford University School

Background

1. In FY02, the Board approved a two-year agreement between Hartford University School and UWM Children's Center (UWM), to provide kindergarten services for 30 FTE (full-time-equivalent) K4 and K5 students. The Board again approved the program for FY03, FY04, and FY05.

2. This collaboration, which develops a feeder pattern into MPS, increases the number of students choosing the Milwaukee Public Schools who would otherwise be enrolled in private schools or programs. It supports the Neighborhood Schools Initiative by drawing in parents who live or work in the Hartford neighborhood, the great majority of whom will likely transport their children themselves. It provides MPS children with premier-quality early childhood education that is expected to fuel future academic success. And it strengthens the relationship between UWM and MPS. For example, UWM staff and Hartford early childhood staff will engage in dialogue, co-planning, and staff development about the teaching of young children.

3. The Hartford-UWM Children's Center program has been lauded by the Governor, legislators, and educators as representing a model school-daycare collaboration of the sort which Wisconsin policymakers have worked to promote.

Administration's Analysis

4. The Administration is requesting authorization to continue the contract for up to 35 FTE K4/K5 kindergarten seats from FY06 through FY08 via a one-year contract with an option for two annual extensions. The students are included in the Hartford membership count. UWM will provide kindergarten services to the children at $5000 per FTE. Hartford University School, which will assure the students of a seat at Hartford in K5 or first grade, will administer the contract and fund the contract through the per-pupil allocation. An MPS teacher will be assigned to the UWM Children center. The maximum annual cost of the contract, including the cost of an MPS teacher, will be $175,000 for 35 children.

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

6. The program is an ongoing part of the Hartford University School program. A contract for one year, along with the option of two one-year extensions, allows parents to reasonably count on continuation of the program: when parents sign up for 4-year-old kindergarten in the fall before their child is four, they are making a decision based on the expectation that the program will continue in place when their child enters first grade.

Strategic Plan Compatibility Statement

7. The recommendation supports the MPS Strategic Plan, Goal #1, student achievement: High-quality kindergarten and wrap-around daycare can lead to future academic achievement.

Statute, Administrative Policy, or Board Rules Statement

8. The recommendation complies with existing administrative policies.

Fiscal Impact Statement

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

Implementation and Assessment Plan

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

Committee's Recommendation

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

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

* * * * *

(Item 5) Action on Resolution 0405R-048 by Director Balistreri to Provide a Monthly Report Listing Principal and Administrative Vacancies

Background

At its meeting on February 24, 2005, the Board referred Resolution 0405R-048 by Director Balistreri to the Committee on Finance and Personnel:

WHEREAS, The Milwaukee Public Schools recognizes, and has adopted as part of its vision, the statement that children learn and achieve more when they are cared for, when they are safe, and when they have a healthy well-being; and

WHEREAS, The school leader plays a valuable part in creating a school climate that is conducive to the learning process; and

WHEREAS, When school leadership changes, or a school operates without a leader to take ownership and drive the vision for the school, learning is disrupted; and

WHEREAS, The current procedure for administrative placement at schools allows schools to operate for lengthy periods with temporary leadership or temporary administrators until an appointed leader can be assigned; and

WHEREAS, It is vital to a successful school year that, at the beginning of the school year, parents and children know who will be leading their school; and

WHEREAS, Besides parents and students being unaware of who their administrator will be, administrators are not informed of what schools they will be leading until weeks before the first day of school, leaving little time for planning and preparation; and

WHEREAS, Currently, administrative positions are occupied by highly qualified, non-appointed individuals; and

WHEREAS, The practice of having non-appointed individuals, who have served faithfully and have no assurance of appointment, filling in for vacant positions is a disservice to these qualified individuals; and

WHEREAS, Along with its fiduciary responsibility, the Milwaukee Board of School Directors has a responsibility to ensure adequate leadership at every level of district operations, and especially at schools; now, therefore, be it

RESOLVED, That the Administration provide the Board with a monthly report listing principal and other administrative vacancies throughout the district.

Administration's Analysis

1. It would not be difficult for the Department of Human Resources to compile a list of principal and other administrative vacancies throughout the district on a monthly basis and forward it to the Board.

2. In order to provide this information in the most efficient manner, the final report will be forwarded to the Office of Board Governance each month as soon as it is completed for timely distribution to the Board.

3. Providing this report to the Board on a monthly basis will allow the Board an opportunity to support the Administration in the important process of providing leadership throughout the District through the selection of principals and other administrators.

Strategic Plan Compatibility Statement

4. 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

5. This item is in accordance with administrative policy and procedure.

Fiscal Impact Statement

6. This item does not authorize expenditures. Besides the cost of additional duty staff time to develop the monthly report, there are no costs associated with this item.

Committee's Recommendation

Your Committee recommends that the Board adopt Resolution 0405R-048 and direct the Administration to forward a report listing principal and other administrative vacancies throughout the District to the Office of Board Governance on a monthly basis.

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

* * * * *

(Item 6) Action on a Request for Approval of Organizational Changes

Background

1. The Administration has brought forth adjustments to the organizational structure in October 2002, March 2004, and January 2005, all of which have been approved by the Milwaukee Board of Schools Directors. At this time, it is necessary for the Administration to bring forward organizational changes due to the July 1, 2005, resignation of the current Chief of Pupil Services.

Administration's Analysis

2. Leadership capabilities, adjustments based on function and not on funding, and organizational design should provide the foundation on which decisions relative to the organizational design of a district are made. This research-based approach allows good organizational designs to become great. Based on this — and consistent with prior adjustments made to the organizational structure — the Administration is proposing organizational changes that reflect the strengths of the individual administrators in order to match the specific leadership needs of the organization in light of the resignation of the Chief of Pupil Services.

3. The proposed structure eliminates one position — the Chief of Pupil Services — and reassigns all divisions and departments that formerly reported to the Chief of Pupil Services. This will have the effect of further reducing the layers of bureaucracy, as the Department of Special Services and the Division of Student Services and Parent Information Center will now report directly to the Superintendent.

4. With the elimination of the position of Chief of Pupil Services, the Director of the Division of Student Services and Parent Information Center will have greater responsibilities, including the preparation and oversight of the budget for the Division of Student Services and Parent Information Center, and the planning, delegation, and monitoring of tasks involving district-wide compliance to state and federal laws and statutes involving the Individuals with Disabilities Act (IDEA), 504, Wisconsin Chapter 115, Wisconsin Chapter 118, Elementary and Secondary Education Act (ESEA), McKinney Vento Act (including the supervision and evaluation of three homeless liaisons), HIPPA, and FERPA.

5. Two divisions that formerly reported to the Chief of Pupil Services — the Division of Bilingual/Multicultural Education and the Division of Early Childhood Services — will now report to the Chief of Academic Excellence: The latter change in reporting structure allows the District to organize around early childhood services, as it is a key focal point in using our resources to improve student success.

6. The Coordinator of Community and Child Care Partnership Programs will assume additional duties, including:

- leadership, management, coordination, and accountability of MPS early childhood programs and services such as Head Start, SAGE, High/Scope, and contracted and partnership early childhood programs, services and grants
- promoting the cognitive, social, emotional and physical development of the youngest learners by providing programs and services that support the goals of the district and create an environment in which families with young children make MPS schools their choice; and
- collaborative planning and alignment with other district departments and divisions — such as Teaching and Learning, Bilingual/Multicultural, Special Services, Student Services, and recreation services and programs — that share in or have an impact on early childhood services.

7. The Division of Bilingual/Multicultural Education is aligned to Academic Excellence through the commonality of language and reading acquisition, the implementation of the Comprehensive Literacy and Mathematics Frameworks to support student achievement, and the academic reform initiatives which are common to both English- and non-English-dominant students.

8. Other adjustments within the Office of the Superintendent include the elimination of the position of the Director of Strategic Planning and Community Outreach, for a savings of $185,090. Duties associated with this position will be reassigned to other staff. To further align accountability functions, the Division of Assessment and Accountability and ESEA Implementation and Compliance Services will report to the Department of Administrative Accountability.

Strategic Plan Compatibility Statement

9. This request is consistent with the Board 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

10. Upon the Board's approval, the appropriate personnel recommendations will take place. Any 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

11. Upon approval by the Board, the Administration will implement the organizational changes.

Fiscal Impact Statement

12. This item does not authorize expenditures. The FY06 Proposed Budget is based on the organizational changes put forth in this item.

a. Savings of $184,453 realized through the elimination of the position of Chief of Pupil Services have been reallocated to support those positions that have increased duties as a result of the proposed organizational changes and to maintain a position in Student Services. The position provides extensive support to the Chapter 220 Program and was originally slated to be cut as part of the FY06 Proposed Budget.

b. Savings of $185,090 realized through the elimination of the position of Director of Strategic Planning and Community Outreach was part of FY06 cuts to Central Service made to reduce chargebacks to schools and to keep funds at the school level.

c. There is no fiscal impact due to the Division of Assessment and Accountability and ESEA Implementation and Compliance Services reporting to the Department of Administrative Accountability.

Committee's Recommendation

Your Committee recommends that the Board approve the organizational changes as presented in the organizational chart attached to the minutes of your Committee's meeting.

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

* * * * *

(Item 7) Action on a Request for Authorization to Enter into FY06 Pupil Transportation Contracts

Administration's Analysis

1. The Administration is seeking Board approval of five (5) contract categories for transportation services in FY06:

- Regular/Suburban service (607 buses)
- Special Education service (196 buses)
- Orthopedically Impaired (OI) (60 buses)
- Miscellaneous/Homeless (35 buses)
- Milwaukee County Transit System.

2. The Regular/Suburban and Special Education contracts are for the second year of a three-year award. OI and Misc./Homeless contracts are in the third year of a three-year award. The contract for the Milwaukee County Transit System is based on weekly bus-pass usage.

3. For FY06, 72 fewer buses are projected to be required, for a total of 1,027 buses. The Administration projects purchasing $5,508,983 in bus passes and tickets for the 2005-2006 school year. The costs of a weekly bus pass are $11.00 (student pass), $11.50 (special activity pass), and $13.00 (24/7 pass). A summary of the contract amounts is found as Table I below.

Table 1

Bus Contractor	Regular/Suburban	Special Education	OI, Misc., Homeless	Total
Altas Transit	$1,223,048	$361,091		$1,584,139
Bee Bus[1]	$2,471,416	$199,958		$2,671,374
Bestway Services[2]	$1,701,238			$1,701,238
Dairlyand Bus	$599,074	$1,771,871		$2,370,945
Johnson Bus[2]	$482,916			$482,916
Joy Farm Bus	$1,731,885			$1,731,885
Laidlaw Bus	$7,021,211	$525,808	$2,746,875	$10,293,894
Lakeside Bus	$5,048,321	$2,210,780	$1,720,710	$8,979,811
Lamers Bus	$4,872,003	$1,536,085		$6,408,088
Milwaukee Transit*	$5,508,983			$5,508,983
Riteway	$370,714			$370,714
Specialized Care	$407,890	$894,701		$1,302,591
Totals	**$31,438,699**	**$7,500,294**	**$4,467,585**	**$43,406,578**

*Based on FY06 budget request

4. Currently, no bus company is certified as a MBE or WBE. One company is owned by a minority male,[1] and two are 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 FY06 are projected at $1,326,415.

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%	$1,326,415	Transportation	Service

5. Pursuant to School Board action of April 21, 2005, the Administration is required to provide the results of the Highway Patrol's inspection of school buses. 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. The order is by percentage of Approved.

Bus Contractor	Number of Buses					Percent Approved	Percent Disapproved
	Total	A	B	C	RDI		
Bestway	63	58	5	0	0	92%	8%
Johnson	39	36	3	0	0	92%	8%
Lakeside	266	242	25	0	24	91%	9%
SCT	40	36	5	0	4	90%	10%
Dairyland	56	49	7	0	7	88%	12%
Atlas	62	53	9	0	8	85%	15%
Lamers	136	108	28	0	23	79%	21%
Laidlaw	289	225	66	0	48	78%	22%
Riteway	13	10	3	0	3	77%	23%
Bee	83	54	29	0	7	65%	35%
Joy Farm	52	34	18	0	12	65%	35%
Totals	**1099**	**905**	**198**	**0**	**136**	**82%**	**18%**

Strategic Plan Compatibility Statement

7. 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

8. Contracts are being presented to the Board pursuant to Board Policy 3.09.

Fiscal Impact Statement

9. Total cost for these contracts in FY05 is $43,406,578. This item does not authorize expenditures. The contract amounts are within the FY06 budget request. Final authorization will be given with the adoption of the FY06 budget.

10. Depending on student enrollment through the Spring and Summer, the Administration may need to adjust the FY06 bus routes and, subsequently, bus contracts. Contract rates for FY06 and FY07 are based on the Consumer Price Index: Urban Midwest, with a minimum increase of 2% and a maximum increase of 5%. For FY06, the Consumer Price Index: Urban Midwest is 2.9%.

Implementation and Assessment Plan

11. Bus contracts are for FY06 and will take effect on July 1, 2005. FY07 contracts and contract renewals are scheduled to go to the Board for approval in May 2006.

Committee's Recommendation

Your Committee recommends that the Board approve contracts with the following contractors and for the following amounts. Contracts will be for the 2005-2006 school year.

Bus Contractor	Regular/Suburban	Special Education	OI, Misc., Homeless	Total
Altas Transit	$1,223,048	$361,091		$1,584,139
Bee Bus	$2,471,416	$199,958		$2,671,374
Bestway Services	$1,701,238			$1,701,238
Dairlyand Bus	$599,074	$1,771,871		$2,370,945
Johnson Bus	$482,916			$482,916
Joy Farm Bus	$1,731,885			$1,731,885
Laidlaw Bus	$7,021,211	$525,808	$2,746,875	$10,293,894
Lakeside Bus	$5,048,321	$2,210,780	$1,720,710	$8,979,811
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Milwaukee Transit*	$5,508,983			$5,508,983
Riteway	$370,714			$370,714
Specialized Care	$407,890	$894,701		$1,302,591
Totals	**$31,438,699**	**$7,500,294**	**$4,467,585**	**$43,406,578**

Director Blewett moved that the Board authorize the Administration to enter into contract negotiations with the contractors listed for the 2005-2006 school year, with the negotiated contracts to be brought back to the Committee on Finance/Personnel for consideration and recommendation to the Board.

Director Goldberg's moved a substitute, to (1) approve the Committee's recommendation and (2), to further report to the Board the new language included by the June, 2005 Board meeting.

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

Ayes—Directors Blewett, Dannecker, Goldberg, Hardin, Horton, Spence and President Johnson—7.

Noes—None.

Temporarily absent—Director Morales—1.

* * * * *

(Item 8) Action on a Request for Authorization for the Continuation of a Sole-Source Contract for the Purchase of Longitudinal Assessment Materials

Administration's Analysis

1. On October 31, 2000, the MPS Board of School Directors adopted Policy 7.38, Balanced Assessment System. One of the three components of the Balanced Assessment System — longitudinal assessments of student growth — has required the purchase of standardized assessments that align with the state assessment at grades 4, 8, and 10.

2. Each school year since that time, the Board has approved entering into a sole-source contract with CTB/McGraw-Hill for the purchase of TerraNova to use as the MPS longitudinal assessments of student growth. In compliance with No Child Left Behind (NCLB), the Wisconsin Department of Public Instruction (DPI) will assume the costs of purchasing assessments for students enrolled in grades 3-8 and 10, beginning with the 2005-06 school year.

3. In order to maintain the continuity of the longitudinal assessment system and to provide achievement data for ninth grade, the District proposes to again enter into a contract with CTB/McGraw-Hill for the TerraNova Multiple Assessments. CTB/McGraw-Hill qualifies as the sole-source vendor for the MPS longitudinal assessments in grade 9 in the subject areas of reading, English/Language Arts, and mathematics for the following reasons:

- the TerraNova aligns with the State standards and assessments;
- the custom system requires an accounting of all students enrolled at the time of testing and provides a vehicle for reporting results on alternate assessments for students with disabilities and English-language learners. Further, as a part of the contract, both Braille and large-print versions of the assessment will be provided to students who are visually-impaired;
- common scale scores with the WKCE will provide the most reliable information possible for measuring growth in student achievement over time, allowing the Administration to calculate value-added growth measures.

Strategic PlAn Compatibility Statement

4. The recommendation supports the MPS Strategic Plan Goal #1, Student Achievement.

Statute, Administrative Policy, or Board Rules Statement

5. The Administration's recommendation is consistent with Policy 7.37-, MPS Promotion and Graduation Requirements; Policy 7.38, MPS Balanced Assessment System; and Policy 2.16, District Accountability System. CTB-McGraw Hill meets the requirements set forth in Policy 3.09, Purchasing and Bidding Requirements, for receiving sole-source consideration and has been approved by the Superintendent's designee as a sole-source vendor.

Fiscal Impact Statement

6. Approval of this item alone does not authorize expenditures. The cost of the longitudinal assessment is $178,500. Funds are budgeted in the proposed FY06 Assessment and Accountability budget, SYS-0-0-ASM-RH-ETTX (Teacher Texts/Tests) and SYS-0-0-ASM-RH-ESUP (Supplies). Approval of the Assessment and Accountability budget that is included in the Superintendent's proposed FY06 budget, along with approval of this item, would authorize the expenditure of $178,500 in FY06.

Implementation and Assessment Plan

7. Timeline

Pre-test Workshop .....September 2005

Assessment window .....October 24-November 25, 2005

Education Plan workshops.....Spring 2005

Committee's Recommendation

Your Committee recommends that the Board approve entering into a sole-source contract for grade-nine assessment materials with CTB/McGraw-Hill for an amount not to exceed $178,500.00. Funds are budgeted in the proposed FY06 Assessment and Accountability budget, account SYS-0-0-ASM-RH-ETTX (Teacher Texts/Tests) and SYS-0-0-ASM-RH-ESUP (Supplies), subject to the following terms and services:

1. the term of the contract will run from July 1, 2005, through June 30, 2006;
2. test materials will be provided for all MPS students in grade nine, including test booklets, manipulatives, and test directions;
3. base program will include custom covers, custom manuals, custom packaging of tests and manuals, shipping and handling to and from each school, tracking information, pre-test workshops for all schools, and scoring and reporting;
4. also included will be accountability for all students, special grids for reporting performance on alternate assessments, and Braille and large-print test booklets; and
5. MPS will be compensated for breaches of contract for failure to meet reporting deadlines.

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

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(Item 9) Action on a Recommendation to Modify the Middle-School Attendance Areas to Reflect the Closing of Andrew Douglas Academy

Administration's Analysis

1. At its meeting of December 18, 2004, (Proc. pp. 584-586) the Board approved the closing of Andrew Douglas Academy at the end of the 2004-2005 school year.

2. Closing this facility now requires reassignment of the former attendance areas assigned to the school. The following recommendations take into consideration several factors, including:

a. the administrative policy on grade organization;
b. the ability of the students to attend the schools closest to their homes;
c. recommendations contained in the High School Redesign Blueprint; and
d. impact of the Neighborhood Schools Initiative.

3. At its meeting of December 16, 2003, (Proc. pp. 657-658) the Board approved attendance-area changes created by the closing of the Sholes and Steuben Middle Schools. In those changes, the feeder K-8 schools were assigned their portions of the former attendance areas, and the non-K-8 schools were assigned to adjacent middle-school attendance areas. A similar reassignment normally would have been used for the Andrew Douglas closing, with the non-K-8 schools being assigned to Malcolm X; however, in this instance, it is being recommended that the 6-8 grade students in the non-K-8 schools be assigned to an adjacent K-8 school. This action is being taken for several reasons:

a. in August, the Administration will be making recommendations to the Board for reassignment of Malcolm X's attendance area due to the school's phase-out as a middle school. This action would require that Douglas School's attendance area be reassigned a second time.

b. it will provide seats in Grades 6-8 within walking distance and would not require transportation;

c. it would increase the potential number of students attending K-8 schools.

4. Using those guidelines, the following schools would be reassigned to the adjacent K-8 attendance areas as indicated:

Elementary Attendance Area	Middle School Assignment (Grades 6-8)
Clemens	35th Street School
Frederick Douglass	Townsend
Garden Homes	Franklin
Green Bay	King, Jr.
Philipp	Keefe Avenue
Silver Spring	McNair Academy

5. At this time, the 38th Street School attendance area is not being included, as it has been proposed for conversion to a K-8 school. A separate item authorizing this change was approved by the Committee on Innovation/School Reform at its meeting of May 10, 2005.

Strategic Plan Compatibility Statement

6. The recommendation supports the MPS Strategic Plan, Goal 3, family satisfaction, as measured by their choices in the education marketplace.

Statute, Administrative policy, or Board Rules Statement

7. The creation, modification, and assignment of attendance areas is required by Wisconsin statutes 119.16(2).

Fiscal Impact Statement

8. There is no immediate fiscal impact related to the proposed attendance-area changes.

Implementation and assessment plan

9. Upon approval by the Board, the Administration will make the appropriate changes in the various databases so that the information can be incorporated into materials for use in the next phase of student-assignment process to be conducted for FY06. These changes will also be transmitted to the appropriate school principals as soon as possible so that they can incorporate them into their local school efforts.

Committee's Recommendation

Your Committee recommends that the Board approve the changes in school attendance areas reflecting the closing of the Andrew Douglas Academy as shown 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 10) Action on a Request for Authorization to Increase the District's Borrowing Authority and to Award a Contract for the Renovation and Construction of an Addition to Fratney School

Administration's Analysis

1. This resolution requests Board approval to award a construction contract for a project at Fratney School, to increase district borrowing authority by $2,415,000, and to proceed with issuing debt in the amount of $12,415,000 for costs associated with a total of three district projects.

2. The FY05 final adopted budget contained $10 million of "other" borrowing authority to fund a portion of additions to Craig ($650,000), Congress ($4,630,000) ,and Fratney School ($4,720,000). The Fratney project includes a renovation to the original facility, which was built in 1903, as well as an addition. The District had previously budgeted $5,433,902 toward the cost of renovating the school. The borrowing authority contained in the final adopted budget for FY05 was based on actual bids received and accepted for the Craig and Congress projects and on an estimated project cost for Fratney that was based on the Craig and Congress bids.

3. On March 29, 2005, two bids were received for the construction of the addition at Fratney as follows:

J.P. Cullen & Sons, Inc.....$10,077,423
Voss Jorgensen Schueler Co. Inc.....$10,275,574

4. The lowest bid exceeds the project budget by $2,132,821. Analysis of the bids attribute the increased cost to continuing volatile price increases in materials such as lumber, steel, and concrete.

5. One of the strategies ordinarily available when bids come in substantially higher than project budgets is to revise the scope of the project by eliminating or scaling back on various components. The re-estimated project budget for the Fratney addition, as represented by the FY05 final adopted budget, represented a substantial reduction in the size and the scope of the original project. The redesign was initiated as a result of updated construction estimates that are routinely performed throughout the design process. Most significantly, the total square footage of the addition was reduced from 51,900 sq. ft. to 37,600 sq. ft. — a 28% decrease. To achieve this reduction, the size of the gymnasium was reduced, the lunchroom was combined with the gymnasium, and six (6) classroom spaces were eliminated, with some functions shifting back to the original building. Corridor, circulation, and mechanical room space was also reduced.

6. The result of all of the changes reduced the addition from two stories to a single story. The project now consists of an addition that contains a new gymnasium/cafeteria, kitchen, main office, administration area, library, CLC/Parent Center, four SAGE classrooms and two (2) K-4 classrooms, new ADA-accessible entry, toilet rooms, and elevator. The new addition is air-conditioned and will be ADA compliant.

7. In the existing building, the old administration area, third-floor gymnasium, and library will be converted into instructional space. Sinks will be added in all classrooms, along with minor painting and revisions to chalkboards and tack-boards. Windows and boilers will be replaced, the exterior of the building will be painted, and mechanical systems will be upgraded. The existing building will be air-conditioned and made ADA compliant.

8. Site work modifications included the purchase of the railroad right of way that will be converted to a hard-surface play area, re-construction of the playground, and a new parking area. The site will be landscaped along with some limited amount of green space.

9. The Administration and the school community do not believe the project can be reduced any further without significant educational impacts on the students and their achievement.

10. Given the current market conditions, rebidding the project would likely not result in any significant decrease and may result in higher bids. As a result, the Administration is recommending that the Board award the contract to J.P. Cullen & Sons, Inc., so that the project can be completed by September 2006.

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. The recommendations are consistent with Administrative Policy 3.09, Purchasing and Bidding Requirements, which requires Board approval to enter into contracts over $50,000.

Fiscal Impact Statement

13. In order to award the construction contract, additional borrowing authority in the amount of $2.2 million will be required.

14. An additional $215,000 borrowing authority is required in order to fund the cost of issuance. Issuance costs include bond placement fees and bond insurance. These costs are customarily added to a bond at the time of issuance. This will bring the total amount of required "other borrowing" to $12,415,000.

15. The FY06 Proposed Budget contains sufficient debt service for the first year of debt service. Annual debt service thereafter is expected to be between $936,000 and $941,000 over the next 20 years.

Implementation and Assessment Statement

16. On October 25, 2004, the Board approved a resolution granting authority to enter into an intergovernmental agreement with the Redevelopment Authority of Milwaukee (RACM) and the City of Milwaukee to assemble a financing team and to develop a financing plan for $10 million of improvements to Congress, Craig, and Fratney schools.

17. Upon approval of this file, the financing plan will be amended to $12,415,000, and the District will move forward with the borrowing.

18. The contract with J.P. Cullen & Sons, Inc., will be awarded and construction will commence.

Committee's Recommendations

Your Committee recommends that the Board:

1. approve an increase of $2,415,000 in "other" borrowing authority to support the increased cost of the Fratney project and to fund borrowing costs; and

2. authorize the award of a contract to J.P. Cullen & Sons, Inc., for the construction of an addition to Fratney School at a cost of $10,077,423.

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

* * * * *

(Item 11) Informational Follow-up Report to Resolution 0405R-019 by Director Morales Regarding the Sexual Harassment Process

Administration's Report

1. At its meeting on January 27, 2005, in response to Resolution 0405R-019 by Director Morales regarding sexual harassment, the Milwaukee Board of School Directors directed the Administration to "move forward, with outside assistance, with all documentation and training in reference to [MPS administrative polices regarding sexual harassment] and to bring a report back to the Board no later than May 2005."

2. On Tuesday, February 22, and Thursday, February 24, 2005, the Division of Student Services, in collaboration with the Department of Human Resources, held a "Management Practice Series" that focused on anti-sexual harassment policy, disability accommodation law, and intimidation.

3. Staff members responsible for the respective areas presented information on MPS policy and procedures. Staff members presenting were Betty Nicholas-Braxton, Sexual Harassment Policy Coordinator; Paulette Douglas, Human Resource Compliance Officer; Debra Rash, Community Specialist; and James Gorton, Administrative Law Specialist.

4. Thirty-eight administrators, including principals, assistant principals, principal coaches, and Central Office administrators, attended the seminar.

5. The Management Practice Series focusing on anti-sexual harassment policy will be repeated at the beginning of the 2005-2006 academic school year for all administrators. In addition, a consultant/expert from outside MPS will be invited to review and provide input on the content of the seminar. The Administration will continue to consult with the City Attorney for expert legal advice relative to matters of sexual harassment.

* * * *

(Item 12) Action on a Request to Convert Pension Obligation Bonds From Auction Rate Securities to Index Bonds

Administration's Analysis

1. On December 23, 2003, the Milwaukee Public Schools (MPS), through the Redevelopment Authority of the City of Milwaukee (RACM) and the City of Milwaukee (City), issued approximately $168 million of pension obligation bonds to retire its unfunded actuarial accrued liability (UAAL) owed to the State of Wisconsin's retirement system. The financing, which consisted of $37.2 million in fixed-rate securities and $130.8 million in auction-rate securities, enabled MPS to pay off the Wisconsin Retirement System debt in January 2004 and save approximately $11.8 million in interest costs for Fiscal Year 2004, while also establishing a final pay-off date for the UAAL of October 1, 2043 (Fiscal Year 2044). An opportunity has now arisen for MPS to further reduce the costs associated with the pension obligation bonds.

2. As a means to lower its borrowing costs, when compared against fixed-rate bonds at the time of issuance in December 2003, the District issued auction-rate securities, which are variable-rate bonds, and entered into interest-rate swap agreements, with the purpose of effectively changing the variable interest rate on the bonds to a synthetic fixed rate of 5.56%.

3. In October 2004, through the City, MPS received a plan from Morgan Stanley & Co. wherein a purchaser for the auction-rate securities has been found which will purchase the auction-rate securities in the form of Index Linked Securities (index bonds) at a rate of 25 basis points over the London Interbank Offering Rate (LIBOR), a short-term rate between European banks, for the life of the bonds. The length of maturity of the bonds will not change, with the final payment remaining due on October 1, 2043.

4. With auction-rate securities, there is an auction every five weeks in order to set the interest rate on the securities for the next period. The auction rate approximates short-term borrowing rates; however, because of the auction process, rates can be higher or lower than short-term rates. For the past year and one-half, the MPS auction-rate securities have averaged 7 basis points over LIBOR, with a range of –5 to +23 basis points over or under LIBOR. This variation over and under LIBOR is known as basis risk. In addition, MPS has been paying remarketing fees of 25 basis points per thousand dollars of auction-rate securities outstanding for each auction.

5. By converting from auction-rate securities to index bonds, MPS will be able to eliminate basis risk and save an average of 6.3 basis points variance from auction rates versus LIBOR while also eliminating the remarketing fees of 25 basis points per thousand dollars of auction-rate securities resold at auction. The resulting savings from the conversion to index-linked securities will total approximately $2.3 million over the life of the index bonds. The table below shows the projected reduction in costs that would result from converting to index rate securities.

Fiscal Year	Savings	Fiscal Year	Savings	Fiscal Year	Savings
FY06	$82,436	FY19	$82,436	FY32	$46,951
FY07	$82,436	FY20	$82,436	FY33	$43,013
FY08	$82,436	FY21	$82,436	FY34	$39,076
FY09	$82,436	FY22	$82,436	FY35	$35,138
FY10	$82,436	FY23	$82,436	FY36	$31,201
FY11	$82,436	FY24	$78,498	FY37	$27,295
FY12	$82,436	FY25	$74,513	FY38	$23,389
FY13	$82,436	FY26	$70,576	FY39	$19,483
FY14	$82,436	FY27	$66,638	FY40	$15,577
FY15	$82,436	FY28	$62,701	FY41	$11,671
FY16	$82,436	FY29	$58,763	FY42	$7,765
FY17	$82,436	FY30	$54,826	FY43	$3,859
FY18	$82,436	FY31	$50,888	FY44	$0
				Total	$2,305,658
			Average savings per year:		$59,119

6. Upon review by MPS, the City, and the City's financial advisor, this offer has been determined to be of greater benefit to the Board than leaving the bonds outstanding in the form of auction-rate securities.

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 authorizes expenditures. Upon approval of this item by the Board, the MPS Taxable Pension Funding Bonds 2003 Series D auction-rate securities, totaling $130,850,000, will be converted to index bonds in July 2005. Conversion costs of approximately $500,000 in fees for a placement agent, legal advisors, financial advisor, and cost of issuance will be paid by MPS. The sources of funding for these costs will be from eliminated FY06 remarketing fees of $327,000 that are available due to conversion of the auction-rate securities to index-linked securities and from $173,000 of accumulated interest savings on the auction-rate securities.

Implementation and Assessment Plan

10 Upon approval by the Board, the Administration will work with the City, the financial advisor, the underwriter, and others to implement the Morgan Stanley plan to convert the auction-rate securities to index bonds.

Committee's Recommendation

Your Committee recommends that the Board adopt the following resolution:

Resolution of the Milwaukee Board of School Directors
Relative to the Outstanding Redevelopment Authority of the
City of Milwaukee Taxable Pension Funding Bonds, 2003 Series D
(Milwaukee Public Schools)

WHEREAS, pursuant to the request of the Milwaukee Board of School Directors (the "Board") by its resolution adopted by the Board on November 20, 2003, the Redevelopment Authority of the City of Milwaukee ("RACM") has issued and there are presently Outstanding Taxable Pension Funding Bonds, 2003 Series D (Milwaukee Public Schools) (the "Bonds"), originally issued in order to finance the payment of unfunded prior service liability contributions under the Wisconsin Retirement System for the Board;

WHEREAS, the Bonds are presently Outstanding in the form of Auction-rate securities (as defined in the Indenture hereinafter referred to);

WHEREAS, Morgan Stanley & Co. Incorporated has presented a plan to the Board and the City of Milwaukee, Wisconsin (the "City") wherein a purchaser for the Bonds (DEPFA BANK plc, acting through its New York Branch [the "Investor"] has been found which will purchase the Bonds in the form of Index Bonds (as defined in said Indenture) at the Index Rate (as defined in the Indenture) for the life of the Bonds (or until such time as the Bonds are converted to another Mode), which the Board, the City and the City's financial advisors have determined to be of greater benefit to the Board than leaving the Bonds Outstanding in the form of Auction-rate securities;

WHEREAS, in connection with the Bonds, the Board was a party to a Loan Agreement (the "Loan Agreement"), dated as of December 1, 2003, among the Board, RACM and the City as agent of the Board;

WHEREAS, in connection with the Bonds, the City on behalf of the Board was a party to Swap Agreements, dated December 17, 2003, with Lehman Brothers Special Financing, Inc. and Morgan Stanley Capital Services, Inc. (the "Swap Agreements");

WHEREAS, in connection with the Bonds, RACM entered into a Trust Indenture (the "Indenture"), dated as of December 1, 2003, with Deutsche Bank National Trust Company, Chicago, Illinois, as trustee (the "Trustee");

WHEREAS, in connection with the Bonds, the Board was a party to an Insurance and Reimbursement Agreement, dated December 1, 2003, with the City on behalf of the Board, the Trustee and MBIA Insurance Corporation (the "Insurance and Reimbursement Agreement");

WHEREAS, to accomplish the conversion of the Bonds outstanding as Auction Rate Securities to Index Bonds, it will be necessary to amend the Loan Agreement, the Swap Agreements and Insurance and Reimbursement Agreement and to amend and supplement the Indenture;

WHEREAS, drafts of the following bond documents (the "Bond Documents") have been proposed for use in connection with the conversion:

(a) Bond Purchase Agreement, to be dated on or prior to the date of conversion of the Bonds (the "Bond Purchase Agreement"), by and among the Board, RACM and the Investor;

(b) Amendatory Loan Agreement, to be dated as of a date mutually agreed upon by the parties thereto (the "Amendatory Loan Agreement"), by and among RACM, the Board and the City; and

(c) Amendatory Swap Agreements, to be dated as of a date mutually agreed upon by the parties thereto (the "Amendatory Swap Agreements"), by and among the City on behalf of the Board and Lehman Brothers Special Financing, Inc. and Morgan Stanley Capital Services, Inc., respectively.

(d) Amendment to Insurance and Reimbursement Agreement to be dated as of a date mutually agreed upon by the parties thereto (the "Amendatory Insurance and Loan Agreement"), by and among the Board, the City, the Trustee and MBIA; and

(e) First Supplemental Trust Indenture, to be dated as of a date mutually agreed upon by the parties thereto between RACM, as grantor, and the Trustee, as trustee;

(f) Placement Agent Agreement, to be dated as of a date mutually agreed upon by the parties thereto (the "Placement Agent Agreement"), by and among the Board, RACM and Morgan Stanley & Co., Incorporated;

WHEREAS, it is recommended to this Board that it is in the best interests of the Board and the best public interest to convert the Auction-rate securities to Index Bonds and to sell them as so converted to the Investor;

NOW, THEREFORE, THIS BOARD RESOLVES AS FOLLOWS:

RESOLVED FIRST, the Board hereby determines that it is in the best interests of the Board and the best public interest to convert the Auction-rate securities to Index Bonds, to sell them as so converted to the Investor and to ratify and approve the City's direction to RACM to do all things necessary to undertake the conversion;

RESOLVED SECOND, that the terms, conditions and provisions of the Bond Documents (including, without limitation, those provisions which impose financial or operational restrictions on the Board) be, and they hereby are, in all respects authorized and approved.

RESOLVED THIRD, 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, the Amendatory Loan Agreement, the Amendatory Insurance and Reimbursement Agreement and the Placement Agent Agreement in the forms 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 FOURTH, 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, the Amendatory Loan Agreement, the Amendatory Insurance and Reimbursement Agreement and the Placement Agent Agreement and to take such actions as they shall deem necessary or appropriate to accomplish the provisions of the Bond Purchase Agreement, the Amendatory Loan Agreement, the Amendatory Insurance and Reimbursement Agreement and the Placement Agent Agreement.

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 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, 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.

* * * * *

COMMITTEE ON STRATEGIC PLANNING AND BUDGET

Director Spence 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 Recommendations to Adopt a Proposed FY2006 Budget

1. Your Committee reports having reviewed the Superintendent's proposed FY2006 budget for the School Operations, Extension, and Construction Funds, dated April 26, 2005.

2. Your Committee held work sessions on the budget on May 5 and 17, 2005.

3. Your Committee gave public hearing on the budget on May 5, 11, 12, and 17, 2005.

4. In accordance with statutory provisions, the budget was published in the *Milwaukee Journal Sentinel* on May 12, 2005.

5. The full Board held its statutory public hearing on May 19, 2005.

Committee Recommendation

Your Committee recommends that the Board adopt the Superintendent's proposed budget for FY2006, dated April 26, 2005.

Director Dannecker moved to approve the Committee's recommendation.

Director Blewett moved the following amendments to the budget:

1. To improve the ability of schools to order supplies by restoring the supply warehouse;
2. To restore the portion of the Warehouse operation used for School Nutrition Services
3. To pilot in-house student transportation (busing) in a specific region or area of the District

Separation of the question was ordered.

With respect to amendment #1, it failed of adoption, the vote being as follows:

Ayes—Director Blewett—1.

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

With respect to amendment #2, it failed of adoption, the vote being as follows:

Ayes—Director Blewett—1.

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

With respect to amendment #3, it failed, of adoption, the vote being as follows:

Ayes—Directors Blewett, Hardin and Morales—3.

Noes—Directors Dannecker, Horton, Spence and President Johnson—4.

Voting "present"—Director Goldberg—1.

The question being on the original motion to approve the FY2006 budget as recommended by the Committee, it was adopted, the vote being as follows:

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

Noes—None.

* * * * *

(Item 2) Action on Recommendations to Adopt Resolutions Regarding the Budgets and Tax Levies for the School Operations, Construction, and Extension Funds for FY2006

Your Committee recommends that the Board adopt the following resolutions:

FY06 PROPOSED BUDGET

School Operations Fund

RESOLVED, That pursuant to the provisions of Section 119.46, Wisconsin Statutes, relating to the School Operations Fund, the Board of School Directors hereby advises the Common Council that the amount of $916,572,946 will be required for the operation of the Milwaukee Public Schools, for the repair and keeping in order of school buildings and equipment, and the making of material improvements to school property during the 2006 Fiscal Year; and that $188,090,133 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 2006, 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 $25,267,640 will be required for the 2006 Fiscal Year Construction Fund budget purposes and that it is to provide, in accordance with Section 65.07(1)(f), Wisconsin Statutes, $13,237,640 by a tax levy on all real and personal property in the City of Milwaukee subject to taxation for Milwaukee public school purposes in 2006, 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 $11,366,461 will be required for the maintenance of playgrounds, recreation centers, and similar activities during the 2006 Fiscal Year, and that $8,002,455 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 2006, pursuant to the provisions of Section 65.07(1)(g), Wisconsin Statutes, said amount being required in addition to other miscellaneous sources.

Director Blewett moved that the Board adopt the resolutions.

The resolutions were adopted, the vote being as follows:

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

Noes—None.

* * * * *

UNFINISHED BUSINESS

(Item 1) Appointment of 2005-06 Board Representatives

At the beginning of each new Board year (May-April), the Board President appoints representatives to the various Boards and Committees on which the MPS Board is represented. The appointments listed below were not made at the Board's Organization on April 25, 2005:

Milwaukee Area Technical College Appointment Committee

President Johnson nominated Director Goldberg, Tim Sheehy, Bruce Thompson, and Daschal Young to the Milwaukee Area Technical College Appointment Committee for 2005-2006.

The appointments were approved on the following vote:

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

Noes—Directors Blewett and Morales—2.

Temporarily absent—Director Hardin—1.

Head Start Program Policy Council

The President announced that he would serve for 2005-2006 as the Board's liaison to the Head Start Program Policy Council.

Milwaukee City Council of PTAs/PTSAs

President Johnson nominated Director Spence to the Milwaukee City Council of PTAs/PTSAs for 2005-2006.

The appointment was approved on the following vote:

Ayes—Directors Blewett, Dannecker, Goldberg, Horton, Morales, Spence, and President Johnson —7.

Noes—None.

Temporarily absent—Director Hardin—1.

Title I District Advisory Council

President Johnson nominated Director Goldberg to the Title I District Advisory Council for 2005-2006.

The appointment was approved on the following vote:

Ayes—Directors Dannecker, Goldberg, Horton, Morales, Spence, and President Johnson—6.

Noes—None.

Temporarily absent—Directors Blewett, and Hardin—2.

* * * * *

NEW BUSINESS

REPORTS OF BOARD DELEGATES

(Item 1) Report of the Board's Delegate to the Head Start Policy Council

Submitted by: Director Kenneth L. Johnson

Date: May 26, 2005
Delegate to Head Start Policy Council

Previous month's summary:

The Milwaukee Public Schools Head Start Policy Council, the Head Start management staff, and members of the Milwaukee Board of School Directors on Saturday, May 14, 2005, participated in a training session on shared governance in the Gymnasium of the Head Start Service Center, 5575 N. 76th Street, Milwaukee, Wisconsin. The agenda included:

I. Program Overview

II. Shared Governance Compliance Requirements

III. Strengthening Head Start Communications

IV. Impasse Procedures

The Head Start Policy Council met on Saturday, May 14, 2005, in the Gymnasium of the Head Start Service Center, 5575 N. 76th Street, Milwaukee, Wisconsin. Included on the agenda were the following:

- Administrative Report
- Policy Council election process for 2005-06 school year
- community representatives

- meeting locations
- impasse procedure
- state and federal budgets to be presented to the Milwaukee Board of School Directors for approval and inclusion in the FY06 MPS budget, as directed by the MPS Board's Committee on Innovation/School Reform on May 10 as a result of differences between the Policy Council and the MPS Administration over the recommendations presented to that Committee for the 2005-06 federal and state Head Start budgets and the selection of sites and number of staff.

Having adjourned that meeting without having reached a satisfactory compromise on the budgets, the Head Start Policy Council reconvened on Monday, May 16, 2005, in Rooms 206-208 of the Central Services Building, 5225 W. Vliet Street, Milwaukee, Wisconsin, to consider and to act on the FY06 state and federal MPS Head Start budgets. The resultant budgets, which were presented at the special meeting of the Milwaukee Board of School Directors' Committee on Innovation/School Reform on Thursday, May 19, 2005, have been forwarded to the Milwaukee Board of School Directors for its consideration at its regular May 2005 meeting.

* * * * *

COMMUNICATIONS AND PETITIONS

The Director, Office of Board Governance/Board Clerk, presented the following communication:

(Item A) Communication 0506C-001 from Dierks Waukesha Requesting a Hearing on an RFP Issued for Prime Vendor Services

Referred to the Committee on Finance/Personnel

* * * * *

RESOLUTIONS

Resolution 0506R-001

by Director Blewett

WHEREAS, Section 121.53(6) of the Wisconsin Statutes requires that, "Within 10 days after its occurrence, every accident involving a motor vehicle while providing transportation under this subchapter shall be reported to the appropriate school board and promptly by the school board to the state superintendent on forms provided by the state superintendent," the stated purpose of this report being to minimize the number of school bus accidents; and

WHEREAS, Section 346.70(1), Wis. Stats., dictates that, if an accident results in injury or death to any person or total property damage to an apparent extent of $200 or more, a separate report must also be filed with the local or state law enforcement officer, while Section 346.70(2), Wis. Stats., directs that the same must be reported to the Department of Transportation; and

WHEREAS, According to a recent news report, almost daily in the City of Milwaukee, there is at least one traffic accident, of whatever degree of seriousness, involving a school bus; and

WHEREAS, According to the same news report, the State Superintendent's office has only 36 reports of bus accidents in the City of Milwaukee on file since 2002, while the Milwaukee Public Schools has more than 700 crashes — 20 times more than reported to the State — in its records during the same time period; and

WHEREAS, Due to alleged shortage of staff and apparent bureaucratic squabbling, the Office State Superintendent does not now — nor does it intend to in the future — analyze the school bus accident reports; and

WHEREAS, The school bus industry apparently is not concerned in policing itself in this matter and, according to the news report, has even encouraged its members not to file these reports since there is no penalty for failing to do so; and

WHEREAS, Student safety is of primary concern to the Milwaukee Board of School Directors; and

WHEREAS, If both the State Superintendent and the school bus industry refuse to live up to their obligations to protect the children under their charge, it becomes incumbent upon the Milwaukee Board of School Directors to fulfill its duty and to do all in its power to monitor and report accidents involving school buses that carry our students; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors direct the Administration to modify all MPS student transportation contracts to include a requirement, along with appropriate penalties for failure to meet the requirement, that each company contracting with MPS to provide student busing report all accidents involving its buses in accordance with Sections 121.53(6), 346.70(1), and 346.70(2) of the Wisconsin State Statutes; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors direct the Administration to set up, and to follow, procedures to ensure that all school bus accidents involving MPS students are recorded and reported in accordance with Sections 121.53(6), 346.70(1), and 346.70(2) of the Wisconsin State Statutes; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors further direct the Administration to present a monthly report of school bus accidents to the Board's Committee on Finance/Personnel, said report to be included among its monthly finance and facilities matters, such as has been the case with the Report of the Independent Monitor on Participation Performance in the Neighborhood Schools Initiative.

Referred to the Committee on Finance/Personnel

Resolution 0506R-002

by Director Blewett

WHEREAS, The Milwaukee Public Schools (MPS) has implemented a plan for smaller high schools; and

WHEREAS, A primary focus of smaller high schools is to provide the students with the same level of service at a more personalized level of attention because of the smaller classroom population; and

WHEREAS, Many of the small high schools are designed with no means to cover the costs for support services that are in schools with large student populations; and

WHEREAS, Costs for support services such as personnel (guidance counselor, psychologist, social worker, equipment, librarian) or all other ongoing costs necessary to operate a school sufficiently, would normally be absorbed through per pupil allocations in schools with larger student populations; and

WHEREAS, To ensure student success in small high schools, the school must offer a strong curriculum with support services such as physical education, art classes, and library service, just as with students in larger higher schools; and

WHEREAS, Students attending small high schools must be afforded an opportunity for success, and the schools must be designed with a mechanism in place to support the innovative ideas brought forth by the schools as well as a plan in place for continued funding and support for the programs' continued growth; and

WHEREAS, To achieve success, students attending small high schools must be receiving the same level of support services they would in large high schools; now, therefore, be it

RESOLVED, That Milwaukee Board of School Directors direct the Administration to ensure that all proposals submitted for consideration as a Milwaukee public high school offer a means to provide library services, as well as physical education and art classes within their curriculum; and be it

FURTHER RESOLVED, That the Board direct the Administration to implement these criteria immediately upon approval of this resolution by the Board.

Referred to the Committee on Innovation/School Reform

The Board recessed from 7:28 to 7:42 PM and from 8:47 to 9:03 PM.

The Board adjourned at 10:48 PM

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
JUNE 9, 2005

Special meeting of the Board of School Directors called to order by Vice President Dannecker at 5:59 PM.

Present—Directors Blewett, Horton, Morales, Spence and Vice President Dannecker—5.

Absent and excused—Directors Balistreri, Goldberg, Hardin and President Johnson—4.

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

June 8, 2005

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Johnson, a special meeting of the Milwaukee Board of School Directors will be held at 5:30 p.m. on Thursday, June 9, 2005, 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 to take action with respect to litigation in which the Board is involved regarding special education; and
2. to receive an update and possibly to take action with respect to litigation with Shannon Fine Arts Auctioneer, LLC; and
3. to take action on a report from the Committee on Legislation, Rules and Policies regarding the state budget and its possible financial impact on MPS.

In regard to Items 1 and 2, and pursuant to Wisconsin Statutes, Section 19.85(1)(g), the Board may retire to executive session to confer with its legal counsel who is rendering legal advice regarding these items. The Board may reconvene in open session to take action on matters considered in executive session.

In regard to Item 3, a motion will be made to waive Board Rule 1.10, regarding the receipt and referral of resolutions, in order to consider and to take immediate action on a related resolution.

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

LYNNE A. SOBCZAK
Board Clerk

With respect to Items 1 and 2, Director Blewett moved that the Board retire to executive session, pursuant to Wisconsin Statutes, Section 19.85(1)(g), to confer with its legal counsel who is rendering legal advice regarding litigation in which the Board is involved concerning special education and Shannon Fine Arts Auctioneer, LLC.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Horton, Morales, Spence and Vice President Dannecker—5.

Noes—None.

The Board retired to executive session at 6:01 PM.

The Board reconvened in open session at 6:55 PM.

With respect to Item 1, Director Spence moved that the Board allow legal counsel to enter into an agreement with National Union Insurance in regards to insurance fees for our special education litigation lawsuit.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Horton, Morales, Spence and Vice President Dannecker—5.

Noes—None.

With respect to Item 3, the Committee on Legislation, Rules and Policies presented the following report:

COMMITTEE ON LEGISLATION, RULES AND POLICIES

Director Dannecker presented the following report for the Committee on Legislation, Rules and Policies:

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee reports having considered the following item at its meeting on June 7, 2005, and is forwarding its recommendations to the Board for its consideration and action.

(Item 1) Action Regarding the State Budget Action and Its Possible Financial Impact on MPS

Administration's Report

1. The state's Joint Committee on Finance is nearing completion of the state budget, which will determine funding for K-12 education over the next biennium. The Milwaukee Board of School Directors recently passed its budget for the FY06 school year, which is based on current law related to K-12 funding and proposals made in the Governor's state budget.

2. Based on the alternative proposals made available in fiscal papers presented to the Joint Committee on Finance, there is the very real possibility that action taken by that Committee could result in further severe cuts to the MPS FY06 Budget.

Committee's Recommendation

Your Committee recommends that the Board:

(a) support the elements of the FY06 MPS Budget in concert with the MPS Legislative Agenda;

(b) amend the MPS Legislative Agenda to include the following four Principles:

1. The Milwaukee Public Schools, under the leadership of the current Superintendent and Board, has been making three years of steady progress in reducing non-classroom spending, increasing meaningful accountability, and targeting resources to classroom effectiveness.

2. The Milwaukee Public Schools, after years of progressive cuts in school aid, cannot accommodate any more funding reductions under existing spending requirements.

3. When the public invests money in MPS, it is investing in schools that are accountable for results and compelled toward continuous improvement.

4. We are One Milwaukee for Quality Schools;

(c) waive Board Rule 1.10, regarding the receipt and referral of resolutions, in order to consider and to take immediate action on the following resolution, which reflects these Principles and which your Committee recommends for adoption; and

(d) direct the Administration to forward the resolution to the proper authorities to reflect MPS's united stance.

Resolution

WHEREAS, On May 26, 2005, the Milwaukee Board of Directors adopted its budget for the 2005-06 school year with an increase in the tax levy of less than one percent; and

WHEREAS, The Milwaukee Board of School Directors has cut the buying power of its central administration by one-third over the past five years; has reduced transportation costs (eliminating 64 buses as a result of new initiatives this year); is taking on the challenge of closing schools; has made progress in working with district bargaining units to fairly address benefits costs; and is making sure that grants taken on will help to move us in the right direction; and

WHEREAS, In the last two fiscal years, the Milwaukee Board of School Directors has had to cut 600 teaching positions, plus an additional 130 teaching positions in the most recent budget, removing a total of 730 teachers from educating our children over the past three years; and

WHEREAS, In addition, MPS has dramatically reduced support staff crucial to student development in order to accommodate the state's fiscal shortage; and

WHEREAS, These dramatic cuts have come during a period when the poverty rate of our students has increased significantly, the poverty rate of students at the fourth-grade level having jumped from 74% to 84%; and

WHEREAS, The state cannot continue to respond to the educational needs of its students — especially students in poverty, who are demonstrably and radically less prepared for schooling than their peers — by whittling away at its commitment to education; and

WHEREAS, In passing this budget, MPS marks yet another year in a long line of years where harmful cuts will be made to programs, schools will have fewer resources, and students will have fewer opportunities to engage in a full range of educational activities; now, therefore, be it

RESOLVED, That the people representing the interests of public schools in Milwaukee subscribe to the following principles:

1. The Milwaukee Public Schools, under the leadership of the current Superintendent and Board, has been making three years of steady progress in reducing non-classroom spending, increasing meaningful accountability, and targeting resources to classroom effectiveness.
2. The Milwaukee Public Schools, after years of progressive cuts in school aid, cannot accommodate any more funding reductions under existing spending requirements.
3. When the public invests money in MPS, it is investing in schools that are accountable for results and compelled toward continuous improvement.
4. We are One Milwaukee for Quality Schools.

Director Morales moved to adopt the report.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Horton, Morales, Spence and Vice President Dannecker—5.

Noes—None.

The Board adjourned at 7:01 PM.

EUGENE JONES
Assistant Director/Assistant Board Clerk

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
JUNE 23, 2005

Regular meeting of the Board of School Directors called to order by President Johnson at 6:50 PM.

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

Absent and excused—Director Morales—1.

AWARDS AND COMMENDATIONS

Special Recognition & Presentation — Rube Goldberg Machine Contest

El Puente and Shalom High Schools —two TransCenter schools, both of which are MPS partnership schools — teamed up for the sixth consecutive year to compete in the state Rube Goldberg Machine Contest. The challenge for this year was to remove both old batteries from a two-battery flashlight, install new batteries, and turn the flashlight on in 20 or more steps. This year the team managed to finish fourth in the state behind Cuba City, Burlington, and New Auburn High School. the state champion. The team from Shalom and El Puente has managed to make it into the finals three times since first entering the contest in 1999.

This year's team was directed by three coaches, Rita Richardson, Rebecca Mitteness-Wendel, and John Surges. The student participants included Tony Bradford, Joe Robinson, Bianca Ortega, Omar Rivera, Denise Davis and DJ Copher. The team met after school and on Saturdays, compiling well over 80 hours constructing the machine.

The students from both schools will conduct a demonstration of their machine at the June meeting of the Milwaukee Board of School Directors..

Excellence in Education Award

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

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

Paul Krajniak
Executive Director
Discovery World

Mr. Krajniak started his career in education working under the leadership of Sarah Scott as a teacher at Bay View High School. He continues his career in education by leading Discovery World in its ongoing effort to create a place where teens and their families can rehearse for a bright future through exhibits, programs, theater, and working with professionals from various walks of life. He has worked collaboratively to create programs that meet the standards of the Department of Public Instruction and help

students and teachers reach their goals. Mr. Krajniak has worked directly with Milwaukee teachers and principals in order to direct resources to deliver programs in the most interesting and effective manner possible.

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

Special Recognition

At the beginning of each new Board year, nominated students are put through a screening process and then selected to be the Student Advisory Representatives to the Milwaukee Board of School Directors for that year. The Milwaukee Board of School Directors would like to extend its appreciation to the following outgoing 2004-2005 Student Advisory Representatives for their diligence and dedication in the past year:

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

In addition, the Board would like to again welcome the Student Representatives for the 2005-2006 school year:

- Brittany Balash (Ronald Reagan High School)
- Mallory Barnett (Ronald Reagan High School)

* * * * *

APPROVAL OF MINUTES

On the motion of Director Hardin, the minutes of the regular and special Board meetings of April 25, and May 5, 10, 19, and 26, 2005, were approved as printed, the vote being as follows:

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

Noes—None.

* * * * *

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 37 expulsion orders from the Independent Hearing Panel of the Milwaukee Board of School Directors.

Director Spence moved to accept the reports of the Independent Hearing Panel of May 25, 26, 27, 31, and June 1, 2, 3, 6, 7, 9, 10, 13, 14, 15, 17, 20, and 21, 2005.

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

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

Noes—None.

* * * * *

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

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, below is a copy of a resolution that is required to be adopted by the Board in order that such borrowing may take place.

The City Comptroller has asked that the resolution be placed on the next available agenda for the Board for its 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.

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 $200,000,000 to meet the immediate expenses of operating and maintaining the public instruction in MPS during the 2005-2006 school year ("Fiscal Year");

Whereas, the Milwaukee Board of School Directors ("Board") deems it necessary and in the best interest of MPS that funds be borrowed and revenue anticipation notes be issued to fund the temporary need;

Whereas, in accordance with Section 67.12(1)(a), Wisconsin Statutes, the total amount borrowed shall not exceed 60% of MPS's total actual and anticipated receipts in the fiscal year, and shall be repaid no later than 18 months after the first day of the fiscal year;

Whereas, the tax for the operations and maintenance of schools of MPS for the Fiscal Year heretofore has been voted to be collected on the next tax roll; and,

Whereas, to the best of the knowledge, information, and belief of the Board, MPS complies with the revenue limits set forth in Sections 121.91 and 121.92, Wisconsin Statutes.

Now, therefore, be it

Resolved, By the Milwaukee Board of School Directors that it hereby requests the City to issue revenue anticipation notes ("RANs") pursuant to the provisions of Section 67.12(1), Wisconsin Statutes, in an amount not to exceed $200,000,000; 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 that the Board adopt the resolution.

The motion prevailed, the vote being as follows:

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

Noes—None.

* * * * *

Director Blewett moved to discharge the Finance/Personnel Committee from further consideration of Resolution 0405R-055, regarding provisionally licensed teachers, introduced March 24, 2005.

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

Ayes—Directors Balistreri, Blewett and Hardin—3.

Noes—Directors Dannecker, Horton, Spence and President Johnson—4.

Voting “present”—Director Goldberg—1.

* * * * *

REPORTS OF STANDING COMMITTEES

Separate consideration was requested of the following items:

Innovation/School Reform Committee, Item 1, an instrumentality charter school petition from Health Sciences Preparatory Institute;

Innovation/School Reform Committee, Item 2, an instrumentality charter school petition from Expressions School of Inter-Arts and Communication Cooperative School;

Legislation, Rules and Policies Committee, Item 3, a request to revise Administrative Policies 6.09, Human Immunodeficiency Virus (HIV) Infection; 7.06, Health Education; and 7.09, Human Growth and Development;
Legislation, Rules and Policies Committee, Item 5, a request to revise Administrative Procedure 6.23(4), Filling Assistant Principal Vacancies;
Finance/Personnel Committee, Item 1, monthly finance and facilities matters;
Finance/Personnel Committee, Item 4, a report on Communication 0506C-001 from Dierks Waukesha requesting a hearing on an RFP Issued for prime vendor services;
Finance/Personnel Committee, Item 9, an informational report on the community-engagement process and the development of a framework for criteria for the closing of schools;
Finance/Personnel Committee, Item 11, recommendations for FY06 renewal of contracts for early childhood through eighth-grade educational programs;
Finance/Personnel Committee, Item 12, approval of allocations for partnership school alternative education; and
Finance/Personnel Committee, Item 16, a request for Contingency Fund transfers;

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

Ayes—Directors Balistreri, Blewett, Dannecker, Goldberg, Hardin, Horton, Spence and President Johnson—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 an Instrumentality Charter School Petition from Health Sciences Preparatory Institute

Background

1. State Statue 118.40, Charter Schools, states that, "Within 30 days after receiving a petition . . . . the school board shall hold a public hearing." Within 30 days following the public hearing, State Statue 118.40 requires the Board to either grant or deny the petition.

2. On May 31, 2005, the Health Sciences Preparatory Institute submitted a petition to become an MPS instrumentality charter school, serving grades 6-12, to begin with the 2006-07 school year. Normally, the MPS Charter School Review Panel would forward its report and recommendations to the Committee on Innovation School Reform prior to that Committee's giving public hearing to a petition or proposal; however, the Panel was unable to convene to consider this petition in sufficient time to be able to present its report to the Committee. In order to meet the statutory requirements, however, it was recommended that the Committee receive public testimony regarding the level of employee and parental support for the establishment of the charter school.

3. Subsequent to the Committee's meeting, and after the members of the MPS Charter School Review Panel have met to review the charter school petition and to receive a presentation from the petition writers regarding their passion, commitment, and support for the Health Sciences Preparatory Institute School, the Panel will forward its recommendations to the Board for consideration along with the report of the Committee on Innovation/School Reform at the Board's regular monthly meeting, scheduled for June 23, 2005.

Analysis

4. The mission of the Health Sciences Preparatory Institute School is to prepare underserved and at-risk students with the knowledge, skills, and dispositions needed to ensure their success in post-secondary programs and to prepare them for future employment in the health and medical science fields.

5. 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 Personal Intervention Plan (PIP) for all students to ensure proficiency in math, science, and reading by the end of the eighth-grade year;

c. small classes structured with a maximum of 25 students operating on 12-week trimesters;

d. an extended-day educational opportunity which focuses on academics on Tuesdays and Thursdays; and

e. a data-driven accountability plan designed to provide information needed to measure and track the school's progress towards its goals.

Strategic Plan Compatibility Statement

6. 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

7. The recommendation is consistent with Wisconsin Statute 118.40, Charter Schools, and Administrative Policy 9.12, Charter Schools.

Fiscal Impact Statement

8. Upon the Board's approval, the FY2006 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 reports having given public hearing regarding the Health Sciences Preparatory Institute's instrumentality charter school petition in compliance with State Statute 118.40, Charter Schools, which requires public hearing within 30 days of a petition's submission.

Your Committee further reports that it has directed the Charter School Review Panel to bring its recommendation directly to the Board prior to the 60-day requirement of State Statute 118.40 that the Board either grand or deny the petition within 30 days after the public hearing.

Your Committee recommends that the Board determine what action it wishes to take in regard to the charter school petition.

The Board Clerk advised the Board that on Friday, June 17, 2005, the Office of Board Governance received both verbally and in writing a request from the petitioner to withdraw the petition for the Health Sciences Preparatory Institute to become an instrumentality charter school.

There being no objection, the request was withdrawn.

* * * * *

(Item 2) Action on an Instrumentality Charter School Petition from Expressions School of Inter-Arts and Communication Cooperative School

Background

1. State Statue 118.40, Charter Schools, states that, "Within 30 days after receiving a petition . . . . the school board shall hold a public hearing." Within 30 days following the public hearing, State Statue 118.40 requires the Board to either grant or deny the petition.

2. On May 31, 2005, the Expressions School of Inter-Arts and Communication Cooperative ("Expressions") submitted a petition to become an MPS instrumentality charter school, serving grades 9-12, to begin with the 2006-2007 school year. Normally, the MPS Charter School Review Panel would forward its report and recommendations to the Committee on Innovation School Reform prior to that Committee's giving public hearing to a petition or proposal; however, the Panel was unable to convene to consider this petition in sufficient time to be able to present its report to the Committee. In order to meet the statutory requirements, however, it was recommended that the Committee receive public testimony regarding the level of employee and parental support for the establishment of the charter school.

3. Subsequent to the Committee's meeting, and after the members of the MPS Charter School Review Panel have met to review the charter school petition and to receive a presentation from the petition writers regarding their passion, commitment, and support for the Expressions School of Inter-Arts and Communication Cooperative School, the Panel will forward its recommendations to the Board for consideration along with the report of the Committee on Innovation/School Reform at the Board's regular monthly meeting, scheduled for June 23, 2005.

Analysis

4. The mission of Expressions 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.

5. The school proposes:

   a. a small, citywide high school with a year-round school calendar 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 demonstrational 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.

Strategic Plan Compatibility Statement

6. 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

7. The recommendation is consistent with Wisconsin Statute 118.40, Charter Schools, and Administrative Policy 9.12, Charter Schools.

Fiscal Impact Statement

8. Upon the Board's approval, the FY06 budget will allocate funds to MPS instrumentality charters in the same manner as it does to other non-contracted MPS schools.

Committee's Recommendations

Your Committee reports having given public hearing regarding the Expressions School of Inter-Arts and Communication Cooperative's instrumentality charter school petition in compliance with State Statute 118.40, Charter Schools, which requires public hearing within 30 days of a petition's submission.

Your Committee further reports that it has directed the Charter School Review Panel to bring its recommendation directly to the Board prior to the 60-day requirement of State Statute 118.40 that the Board either grand or deny the petition within 30 days after the public hearing.

Your Committee recommends that the Board determine what action it wishes to take in regard to the charter school petition.

The Board Clerk advised the Board that the report and recommendation of the Charter School Review Panel regarding this item, which were forwarded to the Board after the Panel's meeting on Tuesday, June 14, 2005, as directed by the Committee, are attached to the minutes of your Committee's meeting.

Director Blewett moved to approve the recommendation of the Charter School Review Panel to approve to petition in concept.

The motion prevailed, the vote being as follows:

Ayes—Directors Balistreri, Blewett, Dannecker, Goldberg, Hardin, Horton and President Johnson—7.

Noes—None.

Temporarily absent—Director Spence—1.

* * * * *

(Item 3) Action on a Request for Authorization to Renew the Non-instrumentality Charter School Contract with Seeds of Health, Inc., for Veritas High School

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 to exceed five school years.

2. On May 30, 2000, the Board approved a five-year charter school contract with Seeds of Health, Inc., establishing Veritas High School as a non-instrumentality charter school, to begin with the 2000-2001 school year 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. During the 2004-05 contract review cycle, the Charter School Contract Review Team met regarding the charter school contract with Seeds of Health, Inc., and recommended a five-year contract renewal for Veritas High School.

4. On April 21, 2005, the Board authorized the Superintendent's designee to initiate the contract-renewal process and to draft a renewed charter school contract with the school. Seeds of Health, Inc., Veritas High School accepts the model non-instrumentality charter school contract, with the following modifications in terms:

a. the contract term is for five (5) school years, to begin with the 2005-06 school year and to end on the last regularly scheduled school day of the 2009-10 school year;

b. the school is requesting to increase its contracted enrollment from 170 FTE (full-time-equivalent) students to 172 FTE students enrolled in grades 9 through 12; and

c. Seeds of Health, Inc., Veritas High School agrees to follow the updated insurance requirements as prescribed by the MPS Office of Insurance and Risk Management.

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. 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 MPS Administrative Procedure 9.12, Charter Schools.

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

Fiscal Impact Statement

8. This item does not authorize expenditures. The funds for this charter school contract were budgeted in the 2005-06 Board-adopted budget.

Implementation and Assessment Plan

9. This contract will become effective upon Board approval.

Committee's Recommendation

Your Committee recommends that the Board approve the charter school contract, as attached to the minutes of your Committee's meeting, with Seeds of Health, Inc., Veritas High School as an MPS non-instrumentality charter school, to begin with the 2005-06 school year and to end with the last regularly scheduled school day of the 2009-10 school year, with the following modifications in terms:

1. the contract term is for five (5) school years, to begin with the 2005-06 school year, and ending on the last regularly scheduled school day of the 2009-10 school year;

2. the school is requesting to increase its contracted enrollment from 170 FTE students to 172 FTE students enrolled in grades 9 through 12; and

3. seeds of Health, Inc., Veritas High School agrees to follow the updated insurance requirements as prescribed by the MPS Office of Insurance and Risk Management.

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

* * * * *

(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 to exceed 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. 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.

4. On April 21, 2005, the Board authorized the Superintendent's designee to initiate the contract-renewal process and to draft a renewed charter school contract with MLTC. The school accepts the model non-instrumentality charter school contract, with the following modifications in terms:

a. the contract term is for one (1) school year, beginning with the 2005-06 school year and ending on the last regularly scheduled school day of the 2005-06 school year. The Charter School Contract Review Team has determined that a shorter contract term is appropriate due to the challenge of meeting compliance with the contract's current performance standards and to the developing program. During this year, the Administration will develop new performance criteria to be included in negotiations for any subsequent contract;

b. the school is requesting to decrease its contracted enrollment from 200 full-time-equivalent (FTE) students to 175 FTE students;

c. MLTC agrees to follow the updated insurance requirements as prescribed by the MPS Office of Insurance and Risk Management;

d. Leslie Seib, or her successor, shall be the person in charge of the Charter School; and

e. MLTC will continue to lease space at the Milwaukee Public Schools' Steuben facility, 2360 North 52nd Street, Milwaukee, Wisconsin, 53216.

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. 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.

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

Fiscal Impact Statement

8. This item does not authorize expenditures. The funds for this charter school contract were budgeted in the 2005-06 Board-adopted budget.

Implementation and Assessment Plan

9. This contract will become effective upon Board approval.

Committee's Recommendation

Your Committee recommends that the Board approve the one-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 2005-06 school year and to end with the last regularly scheduled school day of the 2005-06 school year, with the following modifications in terms:

1. the contract term is for one (1) school year, beginning with the 2005-06 school year and ending on the last regularly scheduled school day of the 2005-06 school year. The Charter School Contract Review Team has determined that a shorter contract term is appropriate due to the challenge of meeting compliance with the contract's current performance standards and to the developing program. During this year, the Administration will develop new performance criteria to be included in negotiations for any subsequent contract;

2. the school is requesting to decrease its contracted enrollment from 200 full-time-equivalent (FTE) students to 175 FTE students;

3. MLTC agrees to follow the updated insurance requirements as prescribed by the MPS Office of Insurance and Risk Management;

4. Leslie Seib, or her successor, shall be the person in charge of the Charter School; and

5. MLTC will continue to lease space at the Milwaukee Public Schools' Steuben facility, 2360 North 52nd Street, Milwaukee, Wisconsin, 53216.

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

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(Item 5) Action on a Request for Authorization to Renew the Non-Instrumentality Charter School Contract with Highland Community School

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 to exceed five school years.

2. On June 27, 1996, the Board approved the initial charter school contract establishing Highland Community School as a non-instrumentality charter school. On September 26, 2000, the Board renewed the charter contract with Highland Community School for five years, to begin with the 2000-2001 school year 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 Highland Community School charter contract and recommended a one-year contract extension to allow the Administration time to develop contract specifications appropriate for early childhood programs such as Highland Montessori. The Charter School Contract Review Team also recommended that the Administration and the Milwaukee Board of School Directors deliberate on the issue of funding for programs that serve three-year-olds and four-year-olds consistent with current district school funding parameters for MPS traditional schools.

5. The Office of the City Attorney has informed the Administration that a one-year contract extension would be in violation of the charter law, which specifies a contract term is not to exceed five school years: a one-year contract extension would allow the current contract to remain in existence for a period of six years. The Administration, therefore, completed the development of contract specifications appropriate for early childhood programs as suggested by the Charter School Contract Review Team and requested that the Board grant authorization to initiate the contract-renewal process for a five-year term with Highland Community School.

6. On April 21, 2005, the Board authorized the Superintendent's designee to initiate the contract-renewal process and to draft a renewed non-instrumentality charter school contract with Highland Community School. The school accepts the model non-instrumentality charter school contract, with the following modifications in terms:

a. Kathleen Ronco, Executive Director, or her successor, shall be the person in charge of the charter school;

b. the contract term is for five school years, to begin with the 2005-06 school year and to end with the last regularly scheduled school day of the 2009-10 school year;

c. MPS shall provide 1.0 FTE (full-time-equivalent) funding for three-year-old and four-year-old pupils consistent with current district school funding parameters for MPS traditional Montessori schools.

d. Highland Community School commits to promote and facilitate student transition from grade three to grade four into other Milwaukee Public Schools Montessori programs;

e. the school agrees to follow the updated insurance requirements as prescribed by the MPS Office of Insurance and Risk Management;

f. Consistent with the District's balanced assessment system, Highland Community 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 Highland meets at least 75% of the following performance criteria developed for early childhood programs:

(1) the percentage of pupils in the charter school who score "Proficient" or "Advanced" on the District's Early Literacy reading assessment must be the same as, or higher than, the percentage of pupils who score "Proficient" or "Advanced" in corresponding grades (five-year-old kindergarten, grade one, and grade two) in all MPS schools as recorded on SPS (Student Proficiency System); and

(2) the percentage of pupils in the charter school who score "Proficient" or "Advanced" on the District's Early Literacy writing assessment must be the same as, or higher than, the percentage of pupils who score "Proficient" or "Advanced" in corresponding grades (five-year-old kindergarten, grade one, and grade two) in all MPS schools as recorded on SPS; and

(3) The percentage of pupils in the charter school who score "Proficient" or "Advanced" on a school-developed and district-approved mathematics classroom assessment based on standards must be the same as, or higher than, the percentage of pupils who score "Proficient" or "Advanced" in corresponding grades (five-year-old kindergarten, grade one, and grade two) in all MPS schools as recorded on SPS; and

(4) The percentage of pupils in the charter school who score "Proficient" or "Advanced" on the Wisconsin Knowledge and Concepts Exam — Criterion-Referenced Test in reading must be the same as, or higher than, the percentage of pupils who score "Proficient" or "Advanced" in corresponding grades (grade three) in all MPS schools; and

(5) The percentage of pupils in the charter school who score "Proficient" or "Advanced" on the Wisconsin Knowledge and Concepts Exam — Criterion-Referenced Test in mathematics must be the same as, or higher than, the percentage of pupils who score "Proficient" or "Advanced" in corresponding grades (grade three) in all MPS schools; and

(6) The percentage of pupils in the charter school who score "Proficient" or above on the MPS writing performance assessment must be the same as, or higher than, the percentage of pupils who score proficient or above in corresponding grades (grade three) in all MPS schools.

g. In addition to the assessment measures listed above, Highland Community School shall also meet the following criteria:

(1) the average daily attendance rate of pupils in charter school must be the same as, or higher than, the average daily attendance rate of pupils in corresponding grades in all MPS schools; and

(2) the mobility rate of pupils in the charter school (registered as of the September Third-Friday Count) must be the same as, or lower than, the mobility rate of pupils in corresponding grades in all MPS schools.

7. Failure to meet criteria g(1) and (2) alone shall not be grounds for termination of the contract, but Highland Community School shall comply with any inquiries made by MPS in an effort to determine the cause of Highland's failure to meet these criteria.

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; MPS Administrative Policy 9.12, Charter Schools; and Administrative 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. The funds for this charter school contract were budgeted in the 2005-06 Board-adopted budget.

Implementation and Assessment Plan

12. 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 Highland Community School as an MPS non-instrumentality charter school, to begin with the 2005-06 school year and to end with the last regularly scheduled school day of the 2009-10 school year, with the following modifications in terms:

1. Kathleen Ronco, Executive Director, or her successor, shall be the person in charge of the Charter School;

2. the contract term is for five school years, to begin with the 2005-06 school year, and to end with the last regularly scheduled school day of the 2009-10 school year;

3. MPS will provide 1.0 full-time equivalent (FTE) funding for three-year-old and four-year-old pupils consistent with current district school funding parameters for MPS traditional Montessori schools;

4. Highland Community School commits to promote and facilitate student transition from grade three to grade four into other Milwaukee public schools Montessori programs;

5. the school agrees to follow the updated insurance provisions as prescribed by the MPS Office of Insurance and Risk Management; and

6. consistent with the district's balanced assessment system, Highland Community 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 based on the performance criteria developed for early childhood programs as indicated in the attached charter contract.

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

* * * * *

(Item 6) Action on a Request to Amend the Instrumentality Charter School Contract with Whittier Elementary School

Administration's Analysis

1. On April 25, 2002, The Milwaukee Board of School Directors and Whittier Elementary School entered into a five-year charter school contract to commence with the 2001-2002 school year and to end on the last regularly scheduled school day of the 2005-06 school year.

2. Whittier Elementary School's current charter school contract indicates a principal shall be in charge at the school. The Whittier Elementary School community is requesting that the Board consider its proposal to amend section I.B of the contract, which specifies the name of the person who will be in charge of the school and the manner in which administrative services will be provided, so that the school is teacher-led, with 0.2 administrative support.

3. On May 3, 2005, Whittier Elementary School submitted a letter to the Division of Diversified Community Schools requesting to amend its contract for the following reasons:

a. Since the 2003-2004 school year, Whittier has used a unique leadership model in order to save programs that help the students consistently achieve success. For the 2003-2004 school year, Whittier was assigned a 0.4 principal, who did all the administrative duties. Whittier also used two teachers for student issues when the principal was out of the building. The leadership model, which gave the Whittier staff more decision-making options, proved to be a step in the right direction.

b. 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. The Administrative Team consists of a 0.2 principal from Fritsche Middle School and two teachers serving as leaders. Under the guidance of Fritsche, the two teachers have learned many administrative functions, including compliance with the charter school contract, the budget, educational plan, and student discipline.

c. Through the leadership changes at Whittier, the students have continued to score above the District in all sections of the Wisconsin Knowledge and Concepts Exam (WKCE), have continued to score above the state in most sections, and continue to strive to be above the state in all areas.

d. The staff, parents, and students of Whittier Elementary School have shown strength, flexibility, and support for the Whittier model of leadership. With their support, Whittier continues to be a very positive place for learning and one of the most successful elementary charter schools in the District.

4. For the 2005-06 school year, Whittier Elementary School would like to operate as a school with a teacher-in-charge with 0.2 administrative support of Fritsche Middle School. The 0.2 administrative support from Fritsche will be used to support special education, to address staff issues that require an administrator according to the agreements with bargaining units, to conduct evaluations of staff and teachers, and to provide leadership for Central Services hearings.

5. In consultation with the Office of the City Attorney, Section I.B of the Whittier Elementary School's charter contract will be amended to include the following language:

B. The name of the person who will be in charge of Charter School and the manner in which administrative services will be provided.

Darrell Williams, the person named in the Charter School petition/proposal (kept on file in the Division of Diversified Community Schools and incorporated herein by reference as Appendix A) or his successors, Peggy Mystrow and Kelly Ehlers, shall be in charge of Charter School. The manner in which administrative services will be provided shall be in accordance with Appendix A.

The person(s) in charge of Charter School shall hold the position(s) of teacher(s) in charge.

Strategic Plan Compatibility Statement

6. This program supports the MPS Strategic Plan, Goal 1, student achievement.

Statute, Administrative Policy, or Board Rules Statement

7. 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.

8. When appropriate, the Administration will negotiate a Memorandum of Understanding regarding proposed modifications to the contract related to the staffing, wages, hours, and working conditions of MTEA-represented employees in light of this Board item.

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

Fiscal Impact Statement

10. Adoption of this item does not authorize expenditures. The funds for this charter school contract amendment were budgeted and considered for approval in the 2005-06 Board-adopted budget.

Implementation and Assessment Plan

11. The amendment to the Whittier Elementary School's charter school contract will become effective upon Board approval.

Committee's Recommendation

Your Committee recommends that the Board approve the amendment to the instrumentality charter school contract with Whittier Elementary School, as attached to the minutes of your Committee's meeting, 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, to begin with the 2005-06 school year and to end with the last regularly scheduled school day of the 2005-06 school year.

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

* * * * *

(Item 7) Action on a Request to Amend the Instrumentality Charter School Contract with Genesis School of Business Technology/Trade Health and Human Services

Administration's Analysis

1. On May 27, 2004, The Milwaukee Board of School Directors and Genesis School of Business Technology/Trade Health and Human Services (Genesis) 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.

2. Genesis, which is currently a teacher-led school, has determined that the manner in which administrative services are provided to the school would be met best by an administrator. On May 19, 2005, Genesis submitted a letter to the Division of Diversified Community Schools requesting that the Board amend Section I.B of its charter contract so that administrative services can be provided by an administrator, effective the 2005-06 school year. The letter from Genesis indicates that an administrator would accomplish the following in alignment with the school's vision:

a. provide leadership for the activities directly supporting the teaching process, including establishing and maintaining the learning climate in the school;

b. program classes within the established guides to meet student needs;

c. supervise the guidance program to enhance individual student education; and

d. establish and maintain a favorable relationship with local community groups and individuals, to foster understanding and solicit support for overall school activities.

3. The teacher currently in charge and named in the charter contract will remain as the teacher in charge of Genesis until the time at which the identification of an administrator is completed, in accordance with district policies and procedures. The date on which the administrator would begin as the person in charge of the school would be the same date on which the teacher-in-charge position would no longer be in effect at the school.

4. Section I.B of the instrumentality charter contract also states that staff shall be assigned to vacancies at the school in accordance with the interview/placement procedures of the negotiated collective bargaining agreements. As an instrumentality charter school, Genesis is not authorized to hire or fire any employees of the school, including the administrator. Genesis may, however, make recommendations with regard to the administrator to be appointed to the position of an administrator. No administrator shall be appointed without the prior approval of the Board.

5. In consultation with the Office of the City Attorney, Section I.B of the Genesis charter contract will be amended to include the following language:

B. The name of the person who will be in charge of Charter School and the manner in which administrative services will be provided.

Kathelyne Dye, or her successor, the person named in the Charter School petition/proposal (kept on file in the Division of Diversified Community Schools and incorporated herein by reference as Appendix A) shall be the teacher in charge of Charter School. The manner in which administrative services will be provided shall be in accordance with Appendix A.

The person in charge of Charter School shall hold the position of teacher in charge until an administrator is identified according to MPS policies and procedures and approved by the Board.

Strategic Plan Compatibility Statement

6. This program supports the MPS Strategic Plan Goal 1, student achievement.

Statute, Administrative Policy, or Board Rules Statement

7. 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.

8. When appropriate, the Administration will negotiate a Memorandum of Understanding regarding proposed modifications to the contract related to the staffing, wages, hours, and working conditions of MTEA represented employees in light of this Board item.

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

Fiscal Impact Statement

10. Adoption of this item does not authorize expenditures. The funds for this charter school contract amendment were budgeted and considered for approval in the 2005-06 Board-adopted budget.

Implementation and Assessment Plan

11. The amendment to the Genesis charter school contract will become effective upon Board approval.

Committee's Recommendation

Your Committee recommends that the Board approve the amendment to the instrumentality charter school contract with Genesis School of Business Technology/Trade Health and Human Services, as attached to the minutes of your Committee's meeting, to modify section I.B, regarding the manner in which administrative services are provided, from a teacher-in-charge to an administrator. The person in charge of Genesis shall hold the position of teacher-in-charge until an administrator is identified in accordance with MPS policies and procedures and approved by the Board for the contract term, to begin with the 2005-06 school year and to end with 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 8) Action on a Request to Amend the Instrumentality Charter School Contract with School of Humanities

Administration's Analysis

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.

2. The School of Humanities, which is currently a teacher-led school, has determined that the manner in which administrative services are provided to the school 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 can be provided by an administrator, to be effective the 2005-06 school year.

3. The teacher currently in charge and named in the charter contract will remain as the teacher in charge of the school until the time at which the identification of an administrator is completed in accordance with district policies and procedures. The date that the administrator begins as the person in charge of the school is to be the same date when the-teacher-in-charge position is no longer in effect.

4. Section I.B of the charter contract also states that staff shall be assigned to vacancies at the school in accordance with the interview/placement procedures of the negotiated collective bargaining agreements. The School of Humanities is not authorized to hire or fire any employees of the school, including the administrator. School of Humanities may, however, make recommendations with regard to the individual to be appointed to the position of administrator. No teacher in charge/administrator shall be appointed without the prior approval of the Board.

5. In consultation with the Office of the City Attorney, Section I.B of the School of Humanities charter contract will be amended to include the following language:

B. The name of the person who will be in charge of Charter School and the manner in which administrative services will be provided.

Darrell Terrell, or his successor, the person named in the Charter School petition/proposal (kept on file in the Division of Diversified Community Schools and incorporated herein by reference as Appendix A) shall be the teacher in charge of Charter School. The manner in which administrative services will be provided shall be in accordance with Appendix A.

The person in charge of Charter School shall hold the position of teacher in charge or administrator.

Strategic Plan Compatibility Statement

6. This program supports the MPS Strategic Plan, Goal 1, student achievement.

Statute, Administrative Policy, or Board Rules Statement

7. 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.

8. When appropriate, the Administration will negotiate a Memorandum of Understanding regarding proposed modifications to the contract related to the staffing, wages, hours, and working conditions of MTEA-represented employees in light of this Board item.

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

Fiscal Impact Statement

10. Adoption of this item does not authorize expenditures. The funds for this charter school contract will be budgeted and considered for approval in the 2005-06 Board-adopted budget.

Implementation and Assessment Plan

11. The amendment to the School of Humanities' charter school contract will become effective upon Board approval.

Committee's Recommendation

Your Committee recommends that the Board approve the amendment to the School of Humanities' instrumentality charter school contract, as attached to the minutes of your Committee's meeting, to modify section I.B, regarding the manner in which administrative services are provided, from a teacher in charge to an administrator. The person in charge of School of Humanities shall hold the position of teacher in charge until an administrator is identified in accordance with MPS policies and procedures and approved by the Board for the contract term, to begin with the 2005-06 school year and to end with 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 9) Action on a Request to Amend the Instrumentality Charter School Contract with Truth Institute for Leadership and Service

Administration's Analysis

1. On May 27, 2004, the Milwaukee Board of School Directors and Truth Institute for Leadership and Service (Truth Institute) 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.

2. In a letter to the Division of Diversified Community Schools dated May 11, 2005, Truth Institute, which is currently a teacher-led school, indicated that the current school leadership position is not in accordance with the vision of the school, and therefore, the school is requesting that the Board amend Section I.B of its charter contract so that administrative services can be provided by an administrator, to be effective with the 2005-06 school year.

3. The letter from Truth Institute indicates that an administrator would best provide experiences for its school community in the areas of educational leadership, administrative and operational oversight, human resource issues and concerns, and budget development.

4. The teacher currently in charge and named in the charter contract will remain as the teacher in charge of Truth Institute until the time at which the identification of an administrator is completed in accordance with district policies and procedures. The date that the administrator begins as the person in charge of the school is to be the same date when the teacher-in-charge position is no longer in effect at the school.

5. Section I.B of the instrumentality charter contract also states that staff shall be assigned to vacancies at the school in accordance with the interview/placement procedures of the negotiated collective bargaining agreements. As an instrumentality charter school, Truth Institute is not authorized to hire or fire any employees of the school, including the administrator. Truth Institute may, however, make recommendations with regard to the individual to be appointed to the position of administrator. No administrator shall be appointed without the prior approval of the Board.

6. In consultation with the Office of the City Attorney, Section I.B of the Truth Institute charter contract will be amended to include the following language:

B. The name of the person who will be in charge of Charter School and the manner in which administrative services will be provided.

Sharnissa Dunlap-Parker, or her successor, the person named in the Charter School petition/proposal (kept on file in the Division of Diversified Community Schools and incorporated herein by reference as Appendix A), shall be the Teacher in Charge of Charter School. The manner in which administrative services will be provided shall be in accordance with Appendix A.

The person in charge of Charter School shall hold the position of teacher in charge until an administrator is identified according to MPS policies and procedures and approved by the Board.

Strategic Plan Compatibility Statement

7. This program supports the MPS Strategic Plan, Goal 1, student achievement.

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 in light of this Board item.

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

Fiscal Impact Statement

11. Adoption of this item does not authorize expenditures. The funds for this charter school contract amendment were budgeted and considered for approval in the 2005-06 Board-adopted budget.

Implementation and Assessment Plan

12. The amendment to the Truth Institute's charter school contract will become effective upon Board approval.

Committee's Recommendation

Your Committee recommends that the Board approve the amendment to the instrumentality contract with Truth Institute, as attached to the minutes of your Committee's meeting, to modify section I.B, the manner in which administrative services are provided, from a teacher-in-charge to an administrator. The person in charge of Truth Institute shall hold the position of teacher-in-charge until an administrator is identified in accordance with MPS policies and procedures and approved by the Board for the contract term, to begin with the 2005-06 school year and to end with the 2008-2009 school year.

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

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(Item 10) Action on a Request to Approve an Amendment to the Non-Instrumentality Charter School Contract with V.E. Carter School of Excellence to Increase the Enrollment

Administration's Analysis

1. On July 31, 2003, the Board approved a five-year charter school contract establishing V.E. 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. The current contract specifies services for 200 full-time equivalents (FTEs) in four-year-old kindergarten through grade 5. The September 2004 state aid enrollment count was 203 (202.6 FTE) and the January 2005 State Aid Enrollment count was 217 (216.6 FTE) in four-year-old kindergarten through grade 5.

2. On June 24, 2004, the Board approved a one-year educational program contract with V.E. Carter Child Development Center, to run from July 1, 2004, to June 30, 2005. The contract specifies services for 65 FTEs in four-year-old and five-year-old kindergarten. The September 2004 State Aid Enrollment count was 60 (36.8 FTEs), and the January 2005 State Aid Enrollment count was 65 (39.8 FTEs) in four-year-old and five-year-old kindergarten.

3. The V.E. Carter Child Development Center, which is located at 2001 W. Vliet Street, has been serving children and families for more than 30 years and is the oldest African-American-owned and -operated child-development center in Milwaukee. The Carter Center has a long-standing reputation of treating the whole child through early childhood programs, a social services department, a nursing department, childcare, transportation, and a parent center. Thousands of children and families have been strengthened as a result of the child and family support provided.

4. In Fall 2004, V.E. Carter School of Excellence expressed an interest in assisting with the humanitarian and education services for refugee families relocating in Milwaukee. V.E. Carter School of Excellence was approached by officials from the African refugee communities to provide educational services. V.E. Carter School of Excellence chose to accommodate the request in keeping with the school's history of community and neighborhood services and the fact that it has historically educated, employed, and sponsored children and staff from African and other countries. As a result, V.E. Carter School of Excellence enrolled 16 additional students, for whom Milwaukee Public Schools claimed state aid in the January 2005 Enrollment Count. The Milwaukee Public Schools had not claimed these students for state aid in the September 2004 Enrollment Count.

5. The Administration recommends an increase in the charter school's contract from 200 FTEs to 216 FTEs to compensate V.E. Carter School of Excellence for the additional 16 students who are enrolled as of January 14, 2005, of the current school year. The attached proposed amendment to the charter school contract increases the non-instrumentality charter school's student enrollment from 200 FTEs to 216 FTEs beginning retroactively from January 14, 2005, and extending throughout the remainder of the 2004-2005 school year.

6. In addition, V.E. Carter School of Excellence has requested a non-instrumentality charter school contract amendment that consolidates the current charter school contract and the educational program contract, beginning with the 2005-2006 school year. The attached amendment, therefore, also increases the non-instrumentality charter school contract's student enrollment to 280 FTEs, to begin with the 2005-06 school year and to continue throughout the remainder of the charter school contract, which ends with the last regularly scheduled school day of the 2007-08 school year.

7. The consolidation of the non-instrumentality charter school contract and the educational program contract will eliminate duplication of contract compliance and administration activities for both the school and the District's administration.

8. The Administration requests approval of the attached amendment to:

a. increase the V.E. Carter School of Excellence's non-instrumentality charter school contract's student enrollment from 200 FTEs to 216 FTEs, beginning retroactively on January 14, 2005, and extending throughout the remainder of the 2004-2005 school year, and

b. increase the non-instrumentality charter school contract's student enrollment to 280 FTEs through consolidation of the charter and educational program contracts, to being with the 2005-06 school year and to continue throughout the remainder of the charter school contract, which ends with the last regularly scheduled school day of the 2007-08 school year.

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 contract amendment 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.

Implementation and Assessment

11. The FY05 increase in the charter school contract's student enrollment results in a $56,888 payment to the V.E. Carter School of Excellence. MPS audit findings related to the FY03 educational program contracts with V.E. Carter Development Group, Inc., and Carter Child Development Center resulted in a request for $71,724 repayment to MPS. A mutually-agreeable repayment plan is being developed. An annual 5% simple interest rate will be assessed on the remaining balance at the beginning of each fiscal year, starting on July 1, 2005.

Fiscal Impact Statement

12. This item authorizes expenditures for FY05. Non-instrumentality charter school unallocated FY05 funds are available to cover the additional gross funding of $56,888 from January 14, 2005, through June 2005 FTE.

13. Adoption of this item authorizes FY06 expenditures. Funds have been reserved in the FY06 budget to cover the anticipated 280 student FTEs (as per the confines of the original contracts and unallotted seats) for the 2005-2006 school year. In the FY06 budget, a total of $1,753,737 has been set aside for V.E. Carter Development Group contracts. The remaining $277,165 required for FY06 to fund 280 charter FTEs is available in the FY06 budget's non-instrumentality charter unallotted account.

Committee's Recommendation

Your Committee recommends that the Board approve the amendment to the V.E. Carter School of Excellence's non-instrumentality charter school contract, as attached to the minutes of your Committee's meeting, to

1. increase the student enrollment from 200 FTEs to 216 FTEs, beginning on January 14, 2005, and extending throughout the remainder of the 2004-2005 school year, and

2. increase the non-instrumentality charter school contract's student enrollment to 280 FTEs through consolidation of the contracts with the V.E. Carter School of Excellence charter school and V.E. Carter Child Development Center educational program, beginning with the 2005-2006 school year and to continue throughout the remainder of the charter school contract, which ends with the last regularly scheduled school day of the 2007-08 school year, contingent upon development of a mutually agreeable repayment plan relative to the FY03 educational program's contracts.

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

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(Item 11) Action on a Request for Authorization to Renew the Non-Instrumentality Charter School Contract with Wisconsin Career Academy

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 to exceed five school years.

2. On June 27, 2000, the Board approved a five-year charter school contract with Wisconsin Career Academy (WCA), establishing WCA as a non-instrumentality charter school, to begin with the 2000-2001 school year 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 Wisconsin Career Academy charter contract and recommended a renewed one-year charter school contract. On May 26, 2005, the Board approved the recommendation of the Charter School Contract Review Team, with the amendment that the term of the contract be for two years instead of one, and authorized the Superintendent's designee to initiate the contract-renewal process and draft a renewed two-year non-instrumentality charter school contract with Wisconsin Career Academy, contingent upon satisfactory resolution of financial issues.

5. WCA accepts the 2005-06 model non-instrumentality charter school contract, with the following modifications in terms:

a. Tarik Celik, Executive Director and Principal, or his successor, shall be the person in charge of Charter School.

b. The school will be located at 4801 South 2nd Street, Milwaukee, Wisconsin 53207.

c. The contract term is for two (2) school years, as the Board authorized on May 26, 2005, to begin with the 2005-06 school year and to end on the last regularly scheduled school day of the 2006-2007 school year. Upon WCA's completing a successful review, MPS shall consider a three-year charter contract extension to begin with the 2007-08 school year and to end with the last regularly scheduled school day of the 2009-10 school year.

d. Because the FY04 audit reported that approximately 52% of the revenue which WCA had received from MPS had been spent on non-instructional expenses, MPS requires repayment of 14% of the FY04 MPS funding provided to WCA. On June 6, 2005, Wisconsin Career Academy submitted to MPS a five-year repayment schedule for repayment of the FY04 debt from other sources than MPS funds (attached). WCA will implement the mutually agreeable repayment plan, plus 5% simple, non-compounding interest added to the balance of the repayment amount on an annual basis.

e. In no event shall MPS release the first payment (50%) of charter funding to WCA until MPS is in receipt of the first installment of the repayment from WCA. By contract, the second (40%) MPS charter school payment is scheduled to be made to WCA no later than February 15, 2006. This payment to the school will be made contingent upon MPS's receiving payments from WCA as indicated in the repayment plan. MPS will not release funds in subsequent years of the renewed contract term to WCA if the scheduled repayments are delinquent. The final 10% of MPS's payment to WCA will be made contingent upon WCA's meeting all compliance requirements for the contract term, including the repayment schedule.

f. In addition, if repayments are delinquent, this repayment agreement shall terminate. Wisconsin Career Academy, Inc., however, shall continue to be responsible for the full repayment of funds that have not been repaid.

g. Should the FY05 audit report present another repayment situation for WCA, a second mutually agreeable repayment plan will be developed and implemented concurrently.

h. If the WCA charter contract is not renewed, or if the charter school contract is terminated, WCA will continue to be responsible for the full repayment balance, 5% non-compounding interest, and any other repayments owed to MPS by contract.

i. The school shall participate in the annual audits as required by contract and shall provide reports and conditions to MPS.

j. The school shall participate in charter contract reviews as determined by MPS.

k. The school agrees to follow the updated insurance provisions as prescribed by the MPS Office of Insurance and Risk Management.

l. a new Section 1 is included in the contract, which states "All of the above recitals are incorporated herein and agreed to by the parties."

Strategic Plan Compatibility Statement

6. 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

7. 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.

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

Fiscal Impact Statement

9. This item does not authorize expenditures. The funds for this charter school contract were budgeted in the 2005-06 Board-adopted budget.

Implementation and Assessment Plan

10. This renewed charter contract will become effective upon Board approval.

Committee's Recommendation

Your Committee recommends that the Board approve the renewed charter school contract with Wisconsin Career Academy as an MPS non-instrumentality charter school, as attached to the minutes of your Committee's meeting, to begin with the 2005-06 school year and to end with the last regularly scheduled school day of the 2009-10 school year, subject to a review after two years, with the following modifications in terms:

1. Tarik Celik, Executive Director and Principal, or his successor, shall be the person in charge of Charter School;

2. the school will be located at 4801 South 2nd Street, Milwaukee, Wisconsin 53207;

3. the contract term is for five (5) school years, to begin with the 2005-06 school year and to end on the last regularly scheduled school day of the 2009-2010 school year, subject to a review after two years;

4. because the FY04 audit reported that approximately 52% of the revenue which WCA had received from MPS had been spent on non-instructional expenses, MPS requires repayment of 14% of the FY04 MPS funding provided to WCA. On June 6, 2005, Wisconsin Career Academy submitted to MPS a five-year repayment schedule for repayment of the FY04 debt from other sources than MPS funds (attached). WCA will implement the mutually agreeable repayment plan, plus 5% simple, non-compounding interest added to the balance of the repayment amount on an annual basis;

5. in no event shall MPS release the first payment (50%) of charter funding to WCA until MPS is in receipt of the first installment of the repayment from WCA. By contract, the second (40%) MPS charter school payment is scheduled to be made to WCA no later than February 15, 2006. This payment to the school will be made contingent upon MPS's receiving payments from WCA as indicated in the repayment plan. MPS will not release funds in subsequent years of the renewed contract term to WCA if the scheduled repayments are delinquent. The final 10% of MPS's payment to WCA will be made contingent upon WCA's meeting all compliance requirements for the contract term, including the repayment schedule;

6. in addition, if repayments are delinquent, this repayment agreement shall terminate. Wisconsin Career Academy, Inc., however, shall continue to be responsible for the full repayment of funds that have not been repaid;

7. should the FY05 audit report present another repayment situation for WCA, a second mutually agreeable repayment plan will be developed and implemented concurrently;

8. if the WCA charter contract is not renewed, or if the charter school contract is terminated, WCA will continue to be responsible for the full repayment balance, 5% non-compounding interest, and any other repayments owed to MPS by contract;

9. the school shall participate in the annual audits as required by contract and shall provide reports and conditions to MPS;

10. the school shall participate in charter contract reviews as determined by MPS;

11. the school agrees to follow the updated insurance provisions as prescribed by the MPS Office of Insurance and Risk Management; and

12. a new Section 1 is included in the contract, which states "All of the above recitals are incorporated herein and agreed to by the parties."

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

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(Item 12) Action on a Request to Approve a Bilingual Montessori Strand in the Kosciuszko Building

Administration's Analysis

1. A district-funded study completed by Joseph Procaccini (Graduate Professor of Research and Management at Loyola College), titled "Long-Range Plan; Montessori School Expansion — August 2003-June 2008," was submitted to Milwaukee Public Schools in June 2003. This report included a section that indicated Montessori options for Hispanic children as a target priority for expansion.

2. The study indicates that, due to its family-centered approach to learning, a bilingual Montessori school would increase the probability of keeping children in school by reducing absences, decreasing mobility to other neighborhoods, educating parents on child development and instructional activities that can be accomplished in the home, and involving parents in continuing education for themselves.

3. In order to provide a continuum of high-quality educational services to the community in and around Kosciuszko, the Administration is proposing that a bilingual Montessori program be developed at Kosciuszko, with one primary classroom serving 30 three- and four-year-olds to open in fall 2005. The progression would continue until 2014, with up to 120 students in K3 through eighth grade. Although the goal is to offer a bilingual Montessori program, the classroom will start in the Fall of 2005 as being a regular Montessori with Spanish as native-language support rather than as a bilingual classroom, until trained bilingual teachers are available.

4. The Hispanic community has expressed interest in bilingual Montessori options for their children, provided implementation is aligned with customs, values, attitudes, and needs. The Kosciuszko school community has informally surveyed parents at Kosciuszko, the Latino Community Center, and the United Community Center regarding the possibility of a Montessori strand beginning with K3 and K4 students in the Kosciuszko building. The response has been positive, with enough parents of K3 and K4 students having placed their children on a tentative waiting list to begin the K3-K4 class for the 2005-06 school year, should the Board approve the program.

5. The program would develop slowly, adding one grade per year until a full bilingual Montessori program (K3-8) is operational (up to 120 students). Kosciuszko would continue to serve students in grades six, seven, and eight, both from within the community and those assigned centrally. Housing this program at Kosciuszko allows the school to remain at the hub of the community and to expand its service to the area.

6. The Kosciuszko staff supports the creation of this program. Two staff members have expressed interest in pursuing Montessori certification and educating the community about the program. The current Kosciuszko principal was the former MacDowell Montessori School principal and, therefore, was able to witness firsthand the extraordinary gains made by students in the Montessori program. There are no problems anticipated with staffing the bilingual Montessori program at Kosciuszko.

7. The development of a bilingual Montessori program within Milwaukee Public Schools strongly advocates for the Latino community and the elimination of the achievement gap. This is particularly critical when considering the achievement gap that currently exists between Latinos and their white peers and the high drop-out rate within the Latino community nationwide (60-80%).

Strategic Plan compatibility statement

8. This item 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 is consistent with Administrative Policy 7.15, Bilingual Instruction and Bicultural Education.

Implementation and Assessment

10. Upon approval by the Board, the Administration will work with the Kosciuszko school community to prepare for implementation of a bilingual Montessori strand. The program will be phased in as follows:

	Number of Students									
Grade	**FY06**	**FY07**	**FY08**	**FY09**	**FY10**	**FY11**	**FY12**	**FY13**	**FY14**	**FY15**
K3 -K4	30									
K3-K5		34								
K3-Gr. 1			44							
K3-Gr. 2				54						
K3-Gr. 3					64					
K3-Gr. 4						74				
K3-Gr. 5							84			
K3-Gr. 6								94		
K3-Gr. 7									104	
K3-Gr. 8										114*

*Depending upon attrition, this number may range from 115 to 120.

11. The benchmark to be used to evaluate the success of implementing this program within the Kosciuszko building is not just new enrollment, but new enrollment that is maintained within Milwaukee Public Schools through high-school graduation.

Fiscal Impact Statement

12. Funds will be transferred to the school as part of Third-Friday adjustments when actual student enrollment is known.

13. No building modifications are required for implementing this program within the Kosciuszko building: the building has enough space to accommodate the entire phase-in of grades.

Committee's Recommendation

Your Committee recommends that the Board approve a bilingual Montessori strand for up to 120 students in the Kosciuszko building to begin with 30 K3-K4 students in the 2005-06 school year and to expand to grade eight by 2014.

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

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COMMITTEE ON SPECIAL EDUCATION

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

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 July 1, 2004

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

	5/05	6/05
Population Served	17,415	17,555

b. IEP Evaluations

Open reevaluations and initial evaluations must be completed within the 90-day timeline or within a timeline extension that is approved by the parent.

	5/05	6/05
Initial Evaluations (completed since 7/04)	2,927	3,624
Percentage Identified Special Education	64%	62%
Active Initial Referrals	1,158	1,034
Reevaluations (completed since 7/04)	4,005	5,326
Active Reevaluations	1,256	690

2. Special Services Information Management System (SSims) Project Status Report As of May 31, 2005

a. SSIMS (Encore) Applications

- The MPS production server is running version 6.5.2.12.
- 4GL test server environment was recently upgraded and is currently being tested by 4GL.
- MPS continues to receive and test resolutions regarding user functionality on the MPS test server environment.
- We anticipate the release of version 6.6 to the MPS test server environment on June 6, 2005.

b. SSIMS Training/Pilot

- Pilot schools continue to use Encore FORMS and ENCOUNTER TRACKER for all new activities.
- Weekly drop-in HELP sessions continue to be available for school staff.
- Trainers continue to provide on-site support to Pilot Schools on an as needed basis.

c. 504 and INTERVENTION Modules

- MPS has started the configuration of the 504 and INTERVENTION modules.

d. Interfaces

- Interfaces continue to run as follows:

(1) Inbound daily interface processing (eSIS to Encore) — three times daily.

(2) Outbound daily interface (Encore to eSIS) — nightly.

(3) The Provider daily interface — nightly.

(4) The School Calendar and School Entity interface — ready by Fall 2005.

e. Reports

- The Department of Special Services is using a combination of Encore's standard reports and customized reports created by MPS staff for purposes of compliance and monitoring.
- Services Administrators and Special Service Supervisors have been trained on additional customized Crystal reports that have been developed for compliance and monitoring.

f. Network Access

- SSIMS is working with the Department of Technology to ensure that schools are networked for teacher use and IEP staff meeting rooms.
- The Department of Technology is currently upgrading teacher workstations for the required eSIS upgrade, which meets SSIMS/Encore specifications.

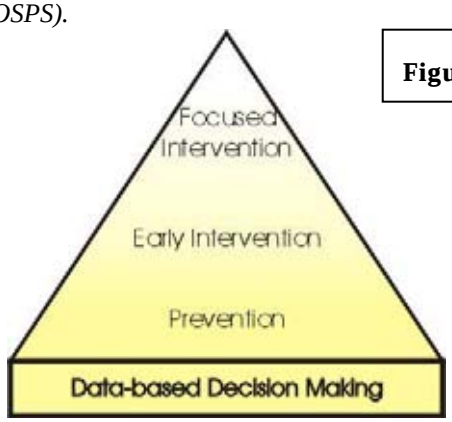
3. Optimizing Success Through Problem Solving — Annual Update

During the 1999-2004 school years, the Milwaukee Board of School Directors authorized the Department of Special Services to design and implement an early intervention strategy in keeping with its goal of special education reform in MPS. The model, entitled "Optimizing Success through Problem Solving," has been in effect since that time. The newly reauthorized Individuals with Disabilities Education Improvement Act (IDEIA-2004), in recognizing the importance of such early intervention activities, authorizes school districts to commit federal IDEA resources to early intervention activities to support all learners prior to identification of a disability. The following is a report of the progress of the MPS program.

a. *Optimizing Success Through Problem Solving (OSPS).*

(1) OSPS supports the school-reform efforts of the Milwaukee Public Schools through direct school support and training, as well as through related professional development at the district level. Founded on the problem-solving model and prevention theory (Figure 1), OSPS provides schools with a data-based decision-making process at the prevention (school-wide) level, early intervention (classroom) level, and focused-intervention (individual student) level. A team of problem-solving facilitators uses a combination of embedded staff-development opportunities and structured workshops to support school-based professional learning communities. Within the larger context of educational reform, problem

Figure 1



solving becomes a vehicle for change in areas of academic achievement, school climate, and student social competency. School staff, students, and parents learn practical interventions for students that are coupled with efficient, ongoing progress-monitoring methods (Response to Intervention/Instruction).

(2) Presently, 78 schools are supported by OSPS. Among these schools, 22 are also supported by the Reading First grant, and 21 are Schools Identified for Improvement (SIFI). Each school is offered the services of a problem-solving facilitator for at least one half-day a week.

(a) During the first semester of 2004-2005, the preponderance of facilitator support and training was concentrated at the prevention and early intervention levels. Facilitators worked with school staff, staff teams, and students. Parents received support at 17 of the 78 schools.

(b) The types of training and support are varied, with the 4-step problem-solving process being the most common area of professional development. Other training areas emphasized were data-based decision making using the Dynamic Indicators of Basic Early Literacy Scales (DIBELS), progress monitoring, and classroom management.

b. *Learning Team — Support for School-wide Data-Based Decision Making.*

(1) Learning teams are key decision-making structures in MPS schools. Facilitators working with SIFI schools are encouraged to work closely with the learning teams. As expected, there was a stronger association of facilitator consultation with learning teams at the SIFI schools, where 85% of the facilitators reported consultation with the learning teams, than at the OSPS schools, where there was 67% facilitator consultation.

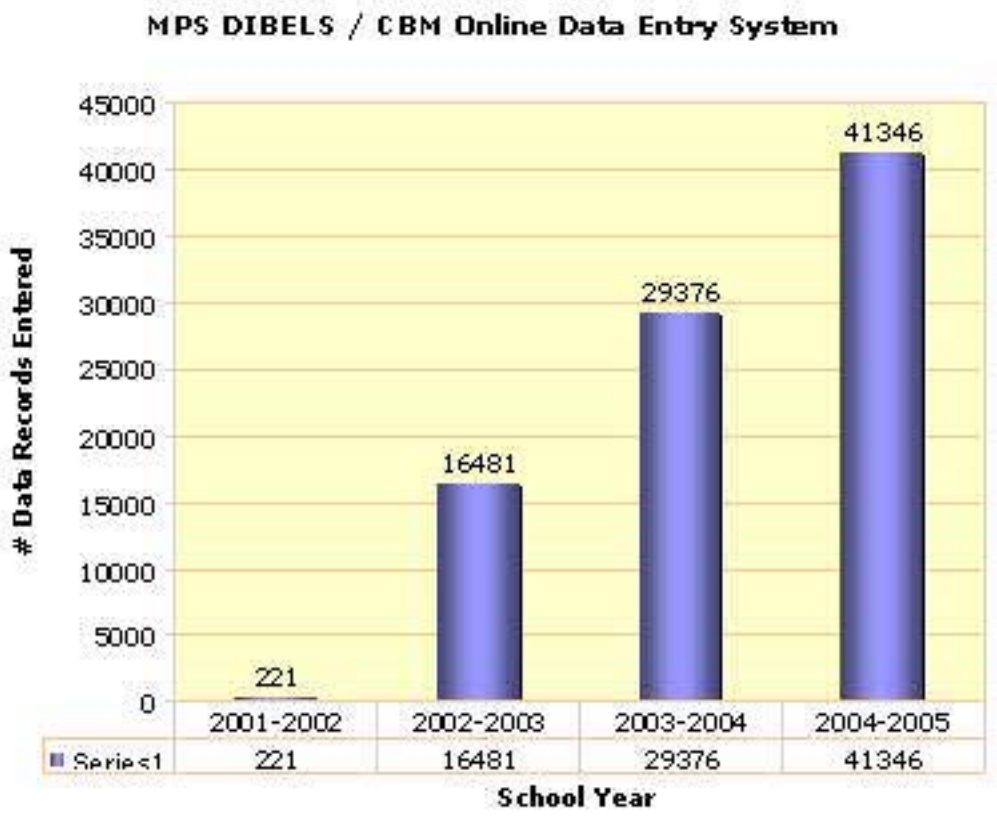
(2) A mid-year Learning Team Survey was compiled from a sample of 11 learning teams at SIFI schools. Results from this survey are very favorable, indicating that learning teams value OSPS support. Overall, 96% of the learning team respondents reported that they believed that OSPS is good for their school communities, 89% of learning team members indicated that OSPS supports the team's development and implementation of a strong educational plan, and 92% of learning team staff indicated that the problem-solving facilitator helps focus the learning team on those variables which are controllable, e.g., the curriculum, instructional variables, and the learning environment. Areas needing continued focus are the training of learning teams in the areas of progress monitoring (74% endorsement) and the use of progress-monitoring charts (58% endorsement).

c. *Assessment and Progress Monitoring — Support for Instructional Decision Making.*

(1) OSPS supports school staff in data-based decision making in a variety of ways. The MPS OSPS online data-management system was designed as an easy-to-use online application to receive data gathered from "formative" or "short-cycle" assessment instruments in such a way as to provide teachers with timely information about their students' progress towards acquisition or mastery of various pre-readiness or basic academic skills. The system serves a variety of purposes with great efficiency, as the data-entry interface requires minimal computer skills and training; yet once the data has been entered, the data can be readily reported and analyzed for a variety of purposes beyond immediate teacher support. The data gathered is often used in various accountability and planning scenarios, as well as in support of various grants.

(2) The system has been under development since September of 2002. Since that time, benchmarking and progress-monitoring data for 22,137 individual children at 77 schools have been entered into the system. Currently, this system includes data tables and data-entry and reporting forms designed for the following specific instruments:

Figure 2

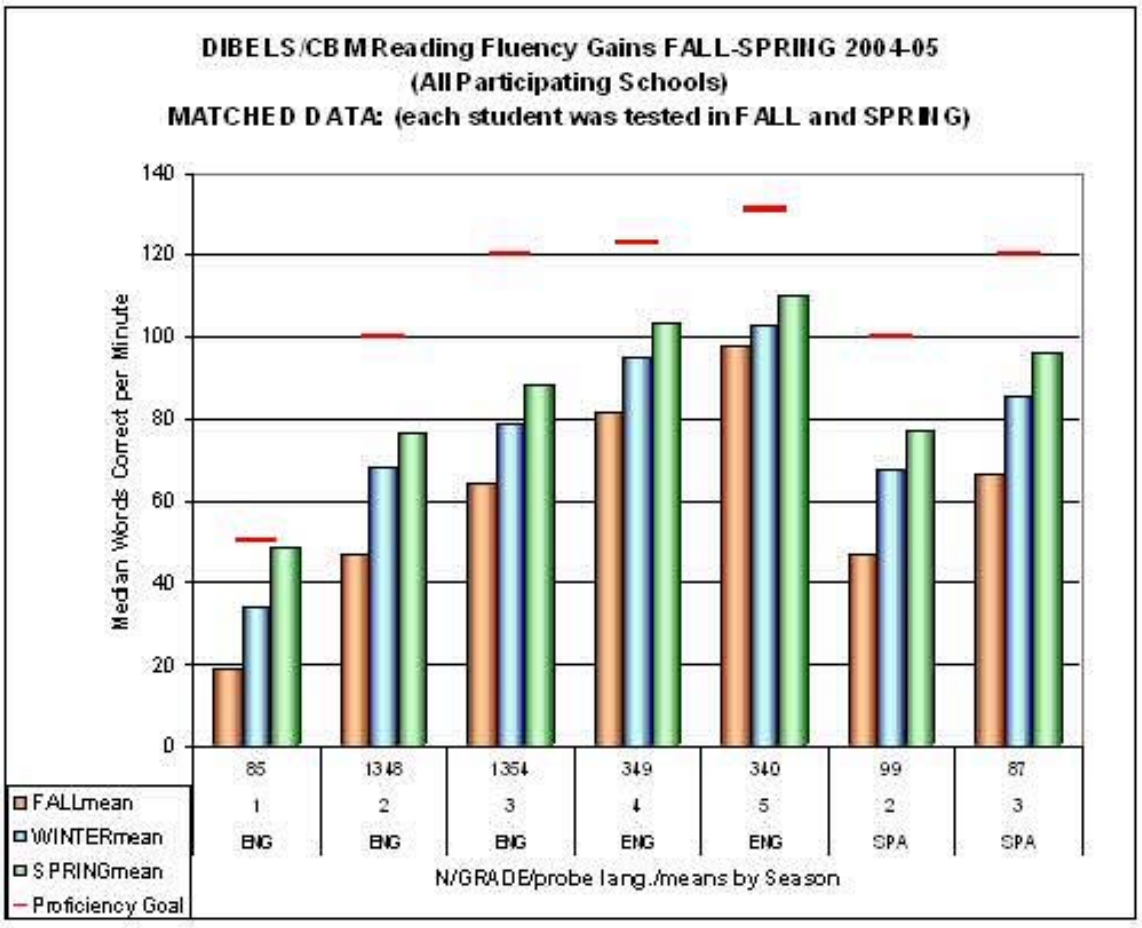


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(3) During

CBM Oral Reading Fluency benchmarking are summarized in figure 3. The average Fall, Winter, and Spring Oral Reading Fluency scores are graphed at each grade level, with the proficiency goal level marked at each grade level. The graph portrays the gains which students made throughout the year across all grade levels.

(4) While the proficiency target goal was not met at any grade level, it is important to note these data do not represent all students in each of the schools. Often only those students at risk are assessed; therefore, the overall means may be depressed in comparison with district averages. The year-end Reading First reports (projected report date 9/2005) will provide a more reliable estimate of student progress, because all kindergarten, first-, second-, and third-grade students in Reading First schools receive DIBELS subtests in Fall and Spring.



d. Performance Indicators — Supporting OSPS Implementation at Each School.

(1) Overall staff endorsement of OSPS has been consistently strong over the five years of implementation. Survey results from the January 2005 staff survey found overall endorsement of OSPS remains strong, with 82% of staff responding positively to staff survey question "I believe the Problem Solving process is good for students," and 77% of staff responding positively to staff survey question "The Problem Solving process produces useful information about a student." This favorable endorsement not only supports the effective work of the problem-solving facilitators within the schools, but eases implementation over time.

(2) Full implementation of OSPS requires staff growth in the skills required for data-based decision making and often requires staff to shift from old paradigms to allow for effective instructional planning. Schools are at a variety of levels of implementation of problem solving. Overall school growth is gauged by four performance indicators:

(a) the 4-step problem-solving process is used by all staff and the school community for daily decision making;

(b) Staff Response to Intervention and/or Instruction (RTI) is data-based;

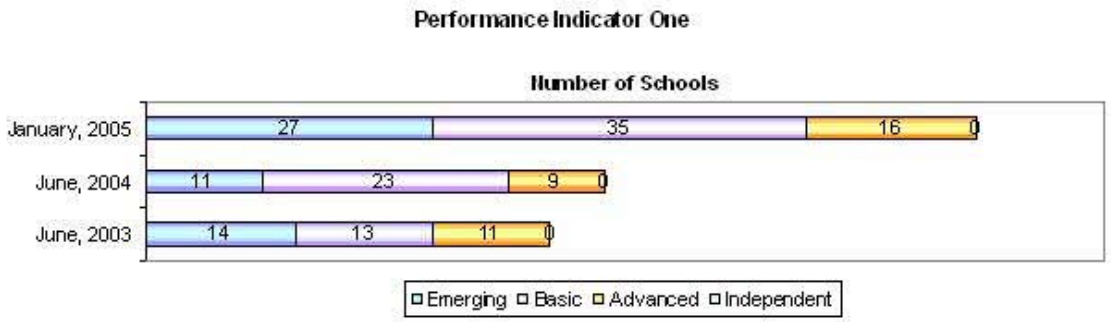
(c) staff uses an ecological perspective as they participate in educational decision making;

(d) Focused-intervention teams [Collaborative Support Team (CST) and/or IEP] use the 4-step problem-solving process.

(3) A rubric consisting of a four-point scale is used for each indicator and reflects the degree of the school's implementation of the problem-solving process. Emerging functioning indicates a beginning level of implementation, with less than one third of staff reporting use of problem-solving decision-making strategies. Basic functioning reflects more widespread use of strategies by up to two thirds of the staff. Advanced functioning reflects general competence and use of the strategies by more than two thirds of the staff. Schools that are rated Independent have mastered sufficient problem-solving decision-making strategies to function independent of OSPS.

(a) Performance Indicator 1: The 4-Step problem-solving process is used by all staff and the school community for daily decision-making.

i. The backdrop of all problem solving is the 4-step problem-solving process. The 4-step process is highly adaptable. For example, this process can be used for team decision making, student-to-student problem solving, parent-to-teacher problem solving, and instructional decision making. During the first semester of 2004-2005 school year, the 4-step problem-solving process was the most common focus of OSPS support and professional development. This emphasis on the 4-steps reflects the relative newness of the initiative in many of the schools and also underscores the importance of building a solid base of data-based decision making within the school.

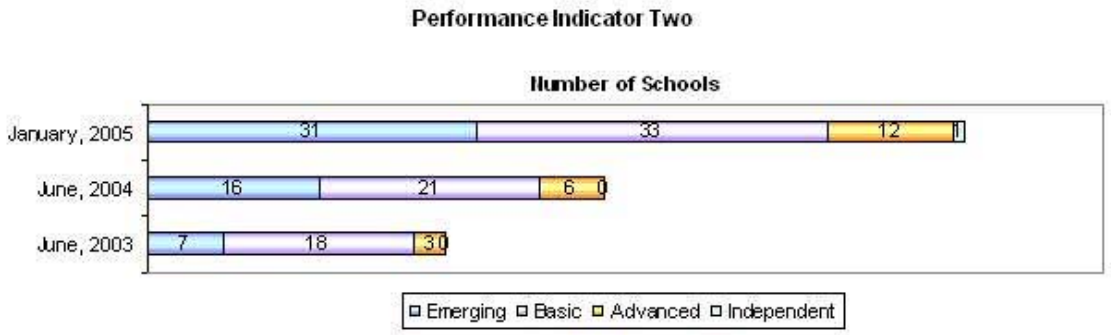


ii. Presently, 16 OSPS schools are at an Advanced level in the application of the 4-step problem-solving process for daily decision making, and 27 schools are at an Emerging level, reflecting the large number of schools new to the initiative this year. The number of schools at the Advanced level has increased over the last three years from 11 to 16 schools.

(b) Performance Indicator 2: Staff Response to Intervention and/or Instruction (RTI) is data-based.

i. Response to Intervention or Response to Instruction (RTI) encapsulates the basic tenets of data-based decision making and formative assessment. RTI involves the combined use of simple, efficient, reliable progress-monitoring tools coupled with research-based instructional strategies or interventions. The data from progress monitoring are often displayed in graphed form and re used to make informed instructional changes as warranted.

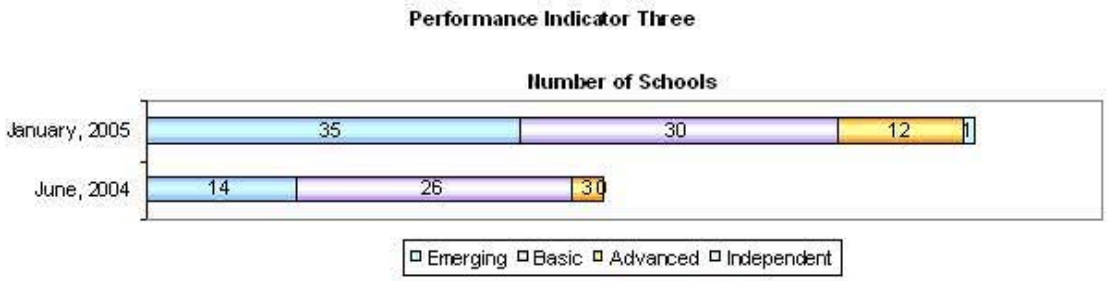
ii. OSPS professional development in the area of RTI is widespread, with 56% of staff surveyed indicating they "learned and use effective behavioral or academic interventions as a result of problem solving," and 49% of the staff reporting using progress-monitoring strategies.



iii. There has been a solid increase in the number of OSPS schools at the Advanced level on Performance Indicator Two over the past three years. The recent emphasis at a national level on the use of research-based interventions and strategies coupled with the appropriate use of formative assessment techniques (No Child Left Behind Act and the recent Reauthorization of IDEA) underscores the importance of moving staff toward a strong understanding and practice in the use of response to intervention/instructional techniques.

(c) Performance Indicator 3: Staff uses an Ecological Perspective in educational decision making.

i. An ecological perspective requires staff to analyze situations by attending to those interacting variables that are alterable. For example, staff members have the ability to alter aspects of curriculum, instructional variables, and the learning environment in order to increase student achievement. Adoption of an ecological perspective requires both skill development and a change in perspective by staff.

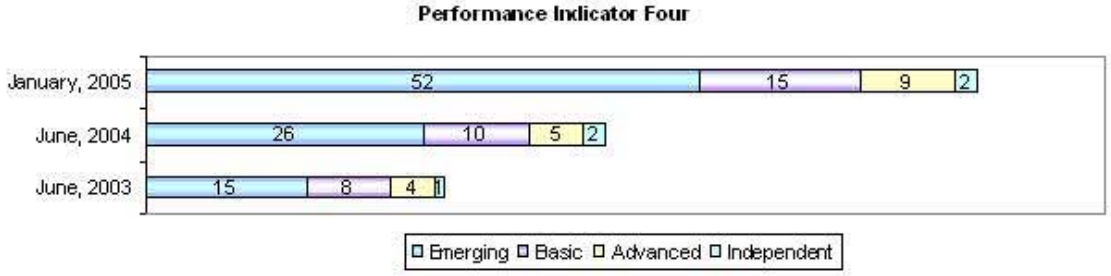


ii. Advanced- and Independent-level functioning in the area of ecological perspective represent not only growth in the school's use of effective problem-solving strategies, but an ability of staff to move from a debilitating focus on "problem admiration" to proactive planning.

iii. Ecological perspective was not a common focus of OSPS staff training during the first semester: Only 7% of staff reported being trained in this area, with a resulting 34% of staff indicating that they use an ecological perspective in daily decision making. Despite the fact that only one third of staff report using an ecological perspective, there has been a dramatic increase in the number of schools at the advanced and independent level in this area over the past two years. At the same time, the 35 schools that remain at the Emerging level on this performance indicator reflect the work that remains in the area of ecological perspective. As schools progress in the implementation of OSPS, increasing emphasis is placed on ecological perspective.

(d) Performance Indicator 4: Focused Intervention teams (CST, PST, and/or IEP) use the 4-step problem-solving process.

i. Focused-intervention problem solving represents the apex of Optimizing Success Through Problem Solving (see Figure 1, page 1). Schools are unable to effectively use the 4-step problem-solving process at the focused-intervention level without first developing a strong foundation of problem-solving processes at the prevention and early intervention levels. Collaborative Support Teams (CST) are the basic problem-solving mechanism at the focused-intervention level for most OSPS schools. Fourteen schools also use the 4-step problem-solving process for determination of non-categorical special education eligibility.



ii. The proportion of schools at the Emerging, Basic, Advanced, and Independent levels has remained consistent over the past three years. Currently, the focus of OSPS's efforts at schools new to the initiative is at the prevention and early intervention levels, building the base for data-based decision making. Thus, very few of the schools new to OSPS are even at a Basic level in their ability to integrate the 4-step problem-solving process into the school's CST or other focused-intervention-level teams. This focus should change over the next several years as the schools become proficient at prevention and early-intervention-level data-based decision making. Increased proficiency at the focused-intervention level allows schools to provide individual students with effective interventions aimed at increasing the rate of achievement and decreasing achievement gaps.

e. Collaborative Support Teams.

(1) The 4-step problem-solving model guides the process used in Collaborative Support Team (CST) meetings. Effective problem solving at this level requires that teams set goals, intervene, monitor the effectiveness of the intervention, and then hold follow-up meetings.

(2) The data presented below are from a mid-year sampling of schools (N=14) using the four-step process for CSTs. The outcome data suggest that students benefit from the focused intervention plans. Seventeen percent of students responded successfully to interventions devised through the four-step problem-solving process. Further, an additional 45% of students were observed at least to make progress toward their goal. These percentages support the use of a data-based decision-making model at the focused-intervention level.

Student Goal Attainment	Percent of Students
Fully Met Goal	17%
Progress toward Goal	45%
Maintained Baseline	31%
Somewhat Worse	6%
Much Worse	1%

f. Non-Categorical Special Education Eligibility Determination.

In addition to the schools' use of the 4-step problem-solving process for CST meetings, 14 of the 78 OSPS schools use the four-step problem-solving process at the IEP level for determination of non-categorical special education eligibility. Six problem-solving facilitators spend a portion of each week supporting school IEP teams in non-categorical special education disability determination assessment. The facilitators attend IEP meetings, support and train regular and special education staff, and work to move IEP teams to a level of independence in this area.

g. District, State, and National Efforts — Support for Capacity Building

(1) Optimizing Success Through Problem Solving supports overall district efforts and is active at the state and national levels in an effort to build capacity for data-based decision making. At the district level, OSPS has made a concerted effort to collaborate with key MPS personnel and groups that provide support to the schools.

(a) Several workshops were offered to diagnostic teachers, school psychologists, school social workers, speech pathologists, and special education administrators on the topic of Response to Intervention.

(b) The facilitator team attended trainings by the principal coaches, with whom they collaborated to offer workshops to Schools Identified for Improvement (SIFI).

(c) OSPS facilitators and MPS literacy specialists participated in a joint planning session aimed at increasing collaborative efforts in the schools.

(d) Collaboration with Assessment and Accountability has supported OSPS efforts to provide school staff with effective means of analyzing student data.

(e) Initial dialogue with Technology is aimed at streamlining and integrating OSPS online databases within the district databases.

(f) OSPS solicits and receives ongoing feedback from district officials, school administrators, and school staff. An advisory board consisting of community and national experts meets annually to offer guidance.

(2) In addition to district-level activity, OSPS has presented general information sessions at several state and national conferences. OSPS facilitators have offered workshops at the national problem-solving conference, Innovations in Education Conference; The National Association of School Psychologists Spring Convention; and the Wisconsin School Psychologist Spring Convention. They have also offered a poster presentation at the National Conference of Positive Behavioral Supports. Collaborative efforts with DPI and CESA 1 around problem solving (EOCA) and Reading First allow for a continual sharing of ideas and strategies. OSPS offered workshops at DPI Reading First training sessions and is active on the DPI progress monitoring committee.

h. Summary

(1) In conclusion, during the first semester and early spring of 2004-2005, Optimizing Success Through Problem Solving has supported 78 schools through facilitated support, embedded professional development, provision of an online data-management system to support teacher use of specific formative assessment tools, and overall capacity building within the district. OSPS continues to receive strong endorsement from school staff. This endorsement, coupled with increased use of research-based interventions, progress-monitoring tools, and an ecological perspective in daily problem solving, represents a proactive shift in the practice of many MPS educators.

(2) Student outcome measures, such as improved reading skills as measured by the DIBELS and evidenced by positive student progress toward goals as a result of Collaborative Support Team intervention, lend support to the effectiveness which Optimizing Success Through Problem Solving has on student achievement. Continued progress in implementation was evidenced by increased numbers of schools rated at the advanced level in each of the four performance indicators.

(3) Attachment #1 to the minutes of your Committee's meeting is a complete summary of the Optimizing Success Through Problem Solving Mid-2004-05 Year Report.

4. Individuals with Disabilities Education Improvement Act (IDEIA-2004) — Wisconsin State Implementation Stakeholder Group Update

a. The IDEIA was reauthorized and signed into law in December 2004. The State of Wisconsin Department of Public Instruction has convened a group representing stakeholders from across the state to address a variety of important issues relative to implementation of the reauthorized IDEA. The stake holder group began to address

various issues within the law at the March 2005 meeting. A number of issues require additional clarification of the new federal law, which will come with the release of the *Rules and Regulations to Implement IDEIA-2004*. The draft regulatory guidance is expected to be released by the end of May 2005. Upon publication of the regulations, there will be a national public comment period, with final regulations to be released by December 2005. The Stakeholder Group will again address changes in the state law at its July 2005, October 2005, and February 2006 meetings.

b. The reauthorized IDEIA-200 goes into effect on July 1, 2005. The state law relative to special education (Chapter 115) has not yet been revised and. Therefore. continues to contain provisions from IDEA-97 as well as additional provisions that are unique to Wisconsin. This situation presents a number of conflicts between state and federal requirements. In order to assist districts until the final *Rules and Regulations to Implement IDEIA-2004* are released and the state law is changed to reflect the new requirements, the Wisconsin Department of Public Instruction (WDPI) has published guidance (Attachment #2 to your Committee's minutes) in order to assist districts to remain in compliance during the transition.

c. The most recent Stakeholder Group meeting took place on May 3 and 4, 2004. The group addressed the IDEIA-2004 requirement that each state develop a State Performance Plan (SPP) and annual Performance Report (APR). The purpose of the plan is to evaluate the state's efforts to implement the requirements of IDEIA-2004 (Part B) and to describe the state's efforts to improve implementation and outcomes. The State Performance Plan is due to the Office of Special Education Programs (OSEP) for approval on December 2, 2005. Each state is required to do the following:

- set rigorous targets for growth
- collect valid and reliable information and report outcomes on an annual basis to the Secretary of Education and to the Public.

d. The required indicators that are to be included and reported in the SPP and the APR are as follows:

(1) High School Diploma Data (Gap analysis)

(2) Dropout Data

(3) Performance Data (NCLB and Adequate Yearly Progress Data for Student with Disabilities)

(4) Suspension Data

(5) Least restrictive environment (LRE) Data

(6) Least restrictive environment (LRE) Data –Preschool

(7) Preschool Outcomes

(8) Parent Involvement

(9) Disproportionality

(10) Transition from Birth Agencies to Public Schools

(11) Transition Preparation

(12) Transition

(13) Corrected non-compliance

(14) Resolved Complaints

(15) Due Process Outcomes

(16) Resolutions

(17) Mediation

(18) Timely Submission of Data

(19) Timely Evaluations

e. The Department of Public Instruction will take Stakeholder Group input to assist with the development of appropriate targets for each area. The Stakeholder Group worked toward developing recommendations regarding least restrictive environments, diploma targets, and dropout targets and will continue the process during the next two meetings. All school districts in the state will be required to address the target goals as they are identified and to provide data to document progress toward the state-identified goals. District data-reporting requirements will be adjusted to reflect the new SPP and APR requirements.

* * * * *

COMMITTEE ON LEGISLATION, RULES AND POLICIES

Director Dannecker 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 Approve Revisions to Administrative Policy 8.08, Entrance Age

Administration's Analysis

1. Wisconsin State Statute 118.14, Age of Pupils, reads:

No child may be admitted to a 4-year old kindergarten unless he or she is four years old on or before September 1 in the year that he or she proposes to enter school. No child may be admitted to a 5-year old kindergarten unless he or she is five years old on or before September 1 of the year he or she proposes to enter school.

2. There are no established policies or procedures on the state level whereby a student may gain early entry to a three-year-old kindergarten program.

3. Milwaukee Public Schools' Administrative Policy 8.09, Early Admissions, establishes the procedures and guidelines for early admission to five- year-old kindergarten and first grade.

4. According to the Head Start Bureau, Part 1305 , Eligibility, Recruitment, Selection, Enrollment and Attendance in Head Start:

[T]o be eligible for Head Start services, a child must be at least three years old by the date used to determine eligibility for public school in the community in which the Head Start program is located, except in cases where the Head Start program's approved grant provides specific authority to serve younger children. Examples of such exceptions are programs serving children of migrant families and Early Head Start programs.

Strategic Plan Compatibility Statement

5. The proposed revisions to Administrative Policy 8.08, Entrance Age, 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."

Fiscal Impact Statement

6. This item does not authorize expenditures.

Implementation and Assessment Plan

7. School administrators will be notified of the revision through the Administrators' Bulletin, e-mail, and the Principals' Institute.

Committee's Recommendation

Your Committee recommends that the Board approve the following revisions to Administrative Policy 8.08, Entrance Age:

Administrative Policy 8.08
ENTRANCE AGE

(1) Children more than four and not more than 20 years of age whose parents or legal guardians are residents of the City of Milwaukee may attend the public schools, subject to the provisions of this policy.

(2) All children ages three to 21 who have special educational needs shall be admitted to the Milwaukee Public Schools upon the request of a parent.

(3) Special exceptions may be made to these age limitations to conform to certain requirements of law and to admit children to primary school prior to the time they reach the prescribed age, provided they meet certain criteria established by the Administration.

(4) Children entering kindergarten for the first time must meet the age requirements established by law. A child entering kindergarten must be four years old on or before September 1 of the year in which the child enters. The enrollment of all such eligible children should be completed during the first 10 school days of the school year. Children may be admitted after this date under extenuating circumstances if authorized by the Director of the Division of Student Services.

(5) In addition to the regular kindergarten program, the Board may establish three- and four-year-old kindergarten programs at selected locations. The establishment of any such program shall be in keeping with budgetary limitations and the needs of the community.

(a) A child entering the three-year-old kindergarten program must be three years of age on or before September 1.

(b) A child entering the four-year-old kindergarten program must be four years of age on or before September 1.

(c) A birth certificate must be shown at the time of application/registration to verify the child's birth date. Parents will be notified by mail of their child's acceptance into the program.

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

* * * * *

(Item 2) Action on a Request to Approve Revisions to Administrative Policy 8.09, Early Admissions to Kindergarten and First Grade

Administration's Analysis

1. The City Attorney, upon reviewing MPS Administrative 8.08, Entrance Age, also reviewed Administrative Policy 8.09, Early Admissions, and recommended that Administrative Policy 8.09 be revised because it makes reference to Wisconsin State Statute 115.28(8), which no longer exists.

2. Wisconsin State Statute 120.12(25) requires a school board to "prescribe procedures, conditions, and standards for early admission to kindergarten and first grade."

3. Wisconsin State Statute 118.14, Age of Pupils, reads:

> No child may be admitted to a 4-year-old kindergarten unless he or she is four years old on or before September 1 in the year that he or she proposes to enter school. No child may be admitted to a 5-year-old kindergarten unless he or she is five years old on or before September 1 of the year he or she proposes to enter school. No child may be admitted to first grade unless he or she is six years of age on or before September 1 of the year the child enters school.

4. There are no established policies or procedures on the state level whereby a student may gain early entry to a three-year-old-kindergarten program.

5. According to the Head Start Bureau, Part 1305, Eligibility, Recruitment, Selection, Enrollment and Attendance in Head Start:

> [T]o be eligible for Head Start services, a child must be at least three years old by the date used to determine eligibility for public school in the community in which the Head Start program is located, except in cases where the Head Start program's approved grant provides specific authority to serve younger children. Examples of such exceptions are programs serving children of migrant families and Early Head Start programs.

Strategic Plan Compatibility Statement

6. Administrative Policy 8.09, Early Admissions, 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."

Fiscal Impact Statement

7. This item does not authorize expenditures.

Implementation and Assessment Plan

8. School administrators will be notified of the revision through the Administrators' Bulletin, e-mail, and the Principals' Institute.

Committee's Recommendation

Your Committee recommends that the Board approve the revisions to Administrative Policy 8.09, Early Admissions:

Administrative Policy 8.09
EARLY ADMISSIONS

(1) EARLY ADMISSION TO KINDERGARTEN

(a) Pursuant to the procedures established by the state superintendent of public instruction under section ~~115.28(8)~~ 120.12(25) of the Wisconsin Statutes, it is the policy of the Board that kindergarten early admission procedures be established to include children under the following conditions and standards:

1. Children who ~~are superior in the full range of abilities including social, emotional, physical, and mental maturity;~~ demonstrate the social, emotional, physical, and mental maturity normally expected for successful participation in kindergarten.

2. Children who turn five years old on September 2 through October 1 and are tested for early admission to five-year-old kindergarten.

(b) Children shall be considered for early admission to five-year-old kindergarten on the basis of the following:

1. An application shall be completed by the parent/guardian at the local attendance-area school on or before October 1 of the year the child turns five. The application shall contain a statement that the parent/guardian would like to have his/her child tested for early admission to five-year-old kindergarten; that the parent understands that tests shall be given to determine whether or not the child can enter five-year-old kindergarten in the current school year; and that the parent understands that the child shall be given the tests 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.

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.

4. An evaluation shall be provided for all children who are eligible according to their ages and whose parents complete 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 parent/legal guardian cannot be contacted after a reasonable attempt has been made or who fail to appear for their appointments.

(c) Children who have attended a four-year-old kindergarten program outside the state or in a non-public school and who do not meet the age requirements for regular admission to kindergarten shall be considered for early admission to five-year-old kindergarten if their parent/legal guardians make application on or before October 1.

(d) Children who have attended five-year-old kindergarten in an out-of-state school, but do not meet the age requirements for regular admission to the Milwaukee Public Schools 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 under section ~~115.28(8)~~ 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 under the following conditions and standards:

1. Those children admitted to and successfully completing kindergarten under s. ~~115.28(8).~~ 120.12(25);

2. Those children successfully completing a program for five-year-old children which the school district deems equivalent to kindergarten;

3. Those children not meeting either condition described above but who, as a result of the 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.

(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 ~~115.28(8),~~ 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.

(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 3) Action on a Request to Revise Administrative Policies 6.09, Human Immunodeficiency Virus (HIV) Infection; 7.06, Health Education; and 7.09, Human Growth and Development

Administration's Analysis

1. MPS received a five-year grant from the Centers for Disease Control and Prevention (CDC) in March 2003 to reduce the high-risk sexual behaviors that lead to HIV, sexually transmitted diseases (STDs), and teen pregnancy among school-age youth. One of the goals of the grant proposal is to update the related MPS administrative policies and procedures to ensure that medically, scientifically, and developmentally accurate information, curricula, and training are provided to staff, students, and families within our district.

2. The recommended changes to Policies 6.09, 7.06, and 7.09 are in line with current updates in medical language, special education terminology, and nationally recognized best practices in health education. MPS is committed, in policy language, to revising these policies every three years. It is quite common for terminology and best practices to evolve in these areas.

3. Representatives from MPS, the Wisconsin HIV Primary Care Support Network (Medical College of Wisconsin), the Milwaukee Health Department, and the MPS HIV Advisory Committee met on several occasions this past year to review, update,e and make the following recommendations to the Board. The MPS HIV Advisory Committee includes MPS teachers, support staff, parents, community nurses, and specialists in HIV, STDs and teen-pregnancy-prevention education.

4. In addition, model language was included from policy samples provided by the Centers for Disease Control and Prevention (CDC), the National School Boards Association (NSBA), and the National Association of State Boards of Education (NASBE). As the MPS policies are due for revision, it is thought that including nationally recognized model language in the revisions makes for model policies.

5. MPS staff, parents, community partners, and medical personnel collaborated on these revisions. A formal committee and informal focus groups met on numerous occasions to finalize the recommendations. The changes reflect current medical, scientific, and educational research regarding best practices for these important topics. Representatives from CDC, Wisconsin DPI, and Wisconsin DHFS have also reviewed the proposed changes. The consensus among all parties is that, with the proposed changes, MPS policies and procedures regarding HIV, STDs and teen pregnancy prevention are models for other districts to follow.

6. The proposed revision of Administrative Policy 6.09, Human Immunodeficiency Virus (HIV) Infection, will correct outdated medical terminology; reflect current MPS policy for full inclusion of students whenever possible and appropriate; and provide nationally recognized guidelines for medically, scientifically, and developmentally appropriate HIV-prevention education curriculum and staff development.

7. The terms *Human Immunodeficiency Virus* (HIV) and *Acquired Immunodeficiency Syndrome* (AIDS) are up-to-date and medically correct. The more inclusive language in the Students section, (a) and (b), reflects the current best practices recognized among the medical, scientific, and educational communities. The phrase *HIV status* found in the Confidentiality section, (d) and (e), is up-to-date and medically correct.

8. The following new sections have been added to reflect the current best practices among the medical, scientific, and educational communities: (6), HIV and Athletics; (7), HIV Prevention Education; (8), Related Services; and (9), Staff Development**.** MPS is already implementing the language under current administrative leadership. CDC, DPI, and other community partners recommend putting these best practices in writing to ensure the continuation of best practices in the future.

9. More specifically, section, (6) HIV and Athletics, ensures that (a) students with HIV are not discriminated against; (b) MPS employees adhere to infection-control guidelines; and (c) staff and students are encouraged to receive HIV-prevention education.

10. Section (7), HIV Prevention Education, ensures that medically, scientifically, and developmentally appropriate curricula are provided for MPS students and that families are encouraged to be a part of the process.

11. Section (8), Related Services, reinforces that MPS confidentiality guidelines are understood in the context of HIV and that all students have access to appropriate resources and information.

12. Section (9), Staff Development, reinforces the MPS practice of updating MPS staff, annually, on current best practices in infection control; changes in related laws; and related school policies. Staff development in these areas are essential for educational as well as risk management reasons.

13. In the (10), Policy Review, section of Administrative Policy 6.09, the names of the reviewers have been updated.

14. The proposed revision of Administrative Policy 7.06, Health Education, seems minor but is actually very important. Sections (1), (2), and (3) do not have any changes. The changes in Section (4) reflect current, more comprehensive MPS coursework in Health Education due to the purchase of new health textbooks and the growing health needs of MPS students and families.

15. The proposed revision of Administrative Policy 7.09, Human Growth and Development, is necessary because the policy language needs to be updated to reflect current best practices in medical, scientific, and educational settings. In addition, the updated language is more culturally sensitive and consistent with usage in the areas of special education and student services.

16. The more inclusive language in Administrative Policy 7.09, Human Growth and Development, Section (1), reflects best practices in medical, scientific, and educational settings. The updated language in Section (2) is consistent with special education and student services. In Section (3), the revised language is consistent with medical, scientific, and educational settings. The proposed change in Section (4) contains more culturally sensitive and inclusive language. Section (9) updates the title "Division of Curriculum and Instruction" to "Office of Academic Excellence." Changing the term *sex* to *gender* is medically and culturally correct at this time.

Strategic Plan Compatibility Statement

17. 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 Statement

18. This item recommends revisions to Administrative Policies 6.09, Human Immunodeficiency Virus (HIV) Infection; 7.06, Health Education; and 7.09, Human Growth and Development.

Implementation and Assessment Plan

19. The proposed changes to Administrative Policies 6.09, 7.06, and 7.09 will be made and implemented upon adoption by the Board.

Fiscal Impact Statement

20. This item does not authorize expenditures. The proposed changes to Administrative Policies 6.09, 7.06, and 7.09 would cause no impact to the MPS budget. The revised and added language reflects current MPS best practices. Risk Management and the Wellness and Prevention Office currently cover the costs of related staff development, handbooks, and related curricula.

Committee's Recommendation

Your Committee recommends that the Board adopt the changes to Administrative Policies 6.09, Human Immunodeficiency Virus (HIV) Infection; 7.06, Health Education; and 7.09, Human Growth and Development, as follows:

Administrative Policy 6.09
HUMAN IMMUNODEFICIENCY VIRUS (HIV) INFECTION

(1) GENERAL

(a) Milwaukee Public Schools (MPS) shall strive to protect the health and safety of children and youth in our care, as well as their families, our employees, and the community. MPS shall cooperate with public health authorities to promote these goals.

(b) The evidence is overwhelming that the risk of transmitting ~~human immunodeficiency virus~~ Human Immunodeficiency Virus (HIV) is extremely low in school settings when current guidelines are followed. The presence of persons (students or adults) living with HIV infection or diagnosed with ~~acquired immunodeficiency syndrome~~ Acquired Immunodeficiency Syndrome (AIDS) poses no significant risk in school settings.

(2) STUDENTS

(a) A student with HIV infection has the same right to attend ~~school and receive services~~ school, receive services, and participate in athletic activities as does any other student and shall be subject to the same rules and policies. HIV infection shall not factor into decisions concerning class assignments, privileges, or participation in all school-related activities or any other activities conducted on school property.

(b) School authorities shall determine the educational placement of students known to be infected with HIV on a case-by-case basis by following established policies and procedures for students with chronic health problems or students with disabilities when applicable. Decision makers must consult with the student's ~~physician~~ healthcare provider and parent or guardian, respect the student's and family's privacy rights, and reassess the placement if there is a change in the student's needs for accommodations or services.

(c) On an annual basis, school administrators shall notify all students, parents/legal guardians, and school personnel about current policy and procedures concerning HIV infection and provide convenient opportunities to discuss them.

(d) Information concerning the HIV policy and procedures shall be included in district communications to parents/guardians.

(3) ADULTS

(a) "Adult" means a teacher, administrator, food service employee, other school staff members, and other persons having school duties, whether compensated or uncompensated.

(b) Adults with HIV infection in all MPS settings shall not be restricted from their normal employment or duties by reason of HIV infection.

(c) Adults with HIV infection in all MPS settings are expected to continue to carry out their responsibilities and duties as long as they are willing and able to do so. They are expected to manage their own medical care. Should adults with HIV infection in any MPS setting choose to disclose their HIV status to MPS administration, such information shall be treated confidentially and may not be disclosed further or used as cause for dismissal or other prejudicial treatment.

(d) If MPS administration has concerns about safety, performance of jobs, or other duties related to adults with HIV infection, MPS administration may contact the Milwaukee Health Department Medical Director or the MPS Department of Human Resources Director for advice or formal consultation. No identifying information regarding the adult with HIV infection shall be disclosed.

(4) CONFIDENTIALITY

(a) ~~Students and families~~ Students, families, and employees are not required by law to disclose HIV infection status to anyone in the education system.

(b) Every MPS employee shall treat as highly confidential any information concerning the HIV status of a student. Violation of this confidentiality is cause for disciplinary action, criminal prosecution, and/or personal liability for a civil suit.

(c) No information regarding a student's HIV status shall be disclosed to any individual or organization without a court order or the informed, written, signed and dated consent of the person 14 years of age or older, or the parent or legal guardian of a person under age 14 years. The written consent must specify the name of the recipient of the information and the purpose for the disclosure.

(d) All health records, including prescription authorization forms, notes of meetings, proceedings, telephone calls, copies of written consents, and all other documents that reference a student's HIV ~~infection~~ status, shall be kept separate from school education records in a folder in a secured, locked file in the principal's office.

(e) Any verbal communication about individual students with HIV infection must be restricted to persons who have consent from the student's parent/legal guardian or the student 14 years of age or older. The conversation must occur in a private area, away from other adults and students.

(f) Administration of medication to the student with HIV infection must ensure the confidentiality of the student's HIV ~~infection~~ diagnosis and status.

(5) INFECTION CONTROL

(a) The MPS Blood-Borne-Pathogen Plan is to be followed by all staff as a standard approach in every case of exposure to blood and body fluids (universal precautions).

(b) The principal shall arrange for review of the Blood-Borne Pathogen Plan on an annual basis with all school staff. The principal/MPS administrator shall be responsible for providing staff/classrooms, including playground, field trip, food service and gym personnel, with the necessary equipment for universal precautions (e.g., gloves, bags, or containers). The Milwaukee Health Department public health nurses are available for consultation in implementing these procedures.

(6) HIV AND ATHLETICS

(a) The privilege of participating in physical education classes, athletic programs, competitive sports, and recess is not conditional on a person's HIV status. School authorities will make reasonable accommodations to allow students living with chronic conditions, including HIV infection, to participate in school-sponsored physical activities.

(b) All employees must consistently adhere to infection control guidelines in locker rooms and all play and athletic settings. Rulebooks will reflect these guidelines. First-aid kits must be on hand at every athletic event.

(c) All physical education teachers and athletic program staff will be encouraged to complete an approved first-aid injury-prevention course that includes implementation of infection control guidelines. Student orientation about safety on the playing field will include guidelines for avoiding HIV infection.

(7) HIV PREVENTION EDUCATION

(a) The goals of HIV prevention education are to promote healthful living and to discourage the behaviors that put people at risk of acquiring HIV. The educational program will:

1. be taught in kindergarten through grade twelve, build knowledge and skills, and be appropriate to students' developmental, behavioral, and cultural backgrounds;

2. be taught by individuals who are trained in and knowledgeable of the material, with adequate support;

3. use methods demonstrated by sound research to be effective;

4. be consistent with guidelines prepared by the Centers for Disease Control and Prevention (CDC);

5. stress the benefits of abstinence from sexual activity, alcohol, and other drug use;

6. include accurate information on reducing risk of HIV infection and blood-borne pathogen education;

7. include means for evaluation;

8. address students' own concerns; and

9. involve parents and families as partners in education.

(b) Parents and guardians will have opportunities to preview all HIV prevention curricula and materials. School staff members shall assist parents or guardians who ask for help in discussing HIV infection with their children. If a parent or guardian submits a written request to a principal that a child not receive instruction in specific HIV prevention topics at school, and assures that the topics will be discussed at home or elsewhere, the child shall be excused without penalty.

(c) The education system will endeavor to collaborate with HIV-prevention efforts in the community that address out-of-school youth and youth in situations that put them at high risk of acquiring HIV.

(8) RELATED SERVICES

School administrators will maintain confidential linkage and referral mechanisms to facilitate voluntary student access to appropriate HIV counseling and testing programs and to other HIV-related services as needed. Public information about resources in the community will be kept available or posted in the main office or in the guidance office for voluntary student use.

(9) STAFF DEVELOPMENT

All school staff members will participate in annual Bloodborne Pathogens/HIV Education in-services, at their school sites, that will convey factual and current information; provide guidance on infection-control procedures; supply information about current law and state, district, and school policies concerning HIV; assess staff to maintain productive parent and community relations; and include annual review sessions.

(10) POLICY REVIEW

~~This policy shall be reviewed by MPS Administration at least every three (3) years in consultation with the Milwaukee Health Department and the HIV Care Program of Children's Hospital of Wisconsin, Inc.~~ MPS Administration shall review this policy at least every three (3) years in consultation with the Milwaukee Health Department, the Wisconsin HIV Primary Care Support Network, and the MPS HIV Advisory Committee.

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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.

(3) 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. In a middle school setting, instruction shall be provided each week or an equivalent amount of time. 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).

(4) ~~Parenthood and family living courses shall be taught as part of the comprehensive K-12 health program.~~ The comprehensive K-12 health program shall contain age-appropriate lessons in the following:

1. Human Growth and Development (HGD)

2. Sexually Transmitted Diseases (STDs), Human Immunodeficiency Virus (HIV), and Pregnancy Prevention

3. Parenthood

4. Family Living

— — — — —

Administrative Policy 7.09
HUMAN GROWTH AND DEVELOPMENT

(1) The Milwaukee Public Schools (MPS) shall implement a sequential K-12 program for grades K-12 concerning human growth and development (HGD), which includes units dealing with human sexuality, Human Immunodeficiency Virus (HIV), Sexually Transmitted Diseases (STDs), and teen pregnancy prevention.

(2) The curriculum shall be modified as necessary for the ~~W/EEN child~~ student with special education needs (SEN). Such modifications may utilize programs already in existence as guidelines. Individuals with expertise in each area of exceptionality are involved in developing goals and concepts for each specific program.

(3) Certain topics (self-control, self-respect, self-esteem, chastity, celibacy, abstinence, sexual intercourse, birth control, homosexuality, masturbation, abortion) shall be addressed in the program in a ~~factual~~ scientifically and medically accurate manner, allowing parents to teach in the home their personal, moral, ethical, and religious convictions on these subjects. Parents and community shall be informed regarding the appropriate maturity levels at which the topics are taught.

(4) Because actions involving sexual intercourse, birth control, abortion, abuse, sexual assault, and ~~alternative lifestyles~~ family structures have become issues of legislative and judicial procedure, the current legal implications for each action shall be taught at the appropriate grade level. In developing the curriculum, the community, legislative, and judicial resources shall be used to provide information on legal implications. The legal advice provided to Milwaukee Public Schools through the City Attorney's office shall be utilized.

(5) Parents are to be annually invited to attend meetings to have the curriculum explained.

(6) In addition to being able to review the curriculum and instructional materials, parents shall be made aware of the curriculum by one or more of the following:

- MPS ~~info~~ information
- Letter ~~which~~ that outlines the human growth and development curriculum topics used in the student's grade level.

(7) The principal shall be responsible for the program in each school.

(8) The teachers of the program shall be regular teachers in the schools or approved consultants, e.g., public health nurses.

(9) An inservice education program, developed by the ~~Division of Curriculum and Instruction~~ Office of Academic Excellence, should instruct teachers in the scope and sequence of the K-12 program

and shall provide a logical continuity of sequencing on which more advanced concepts can be taught at higher grade levels. Inservice shall be provided within contract guidelines. The issue of segregation by ~~sex~~ gender on sensitive topics shall be addressed in the curriculum. Topics shall be covered at appropriate grade levels.

(10) The curriculum shall be submitted for review by the Committee on Innovation/School Reform as its development and implementation proceeds. An advisory committee composed of parents, teachers, school administrators, students, healthcare professionals, clergy, and other residents of the school district shall be appointed by the Board. The advisory committee shall review the curriculum at least every three years and shall file a written report with the ~~Department of Public Instruction~~ Board, indicating it has done so (section 118.019(5) of the Wisconsin Statutes).

(11) Any substantive changes in the philosophy, goals, and concepts which frame the curriculum shall be reviewed by the human growth and development advisory committee and brought to the Board for approval.

Director Blewett moved to approve the recommendation with the deletion of the words "chastity" and "celibacy" from paragraph 3 of Administrative Policy 7.09 and the expansion of the word "abstinence" in the same paragraph, to the phrase "abstinence from high-risk behaviors."

Director Spence moved a substitute motion, to approve to Committee's recommendation.

The substitute motion prevailed, the vote being as follows:

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

Noes—Director Blewett—1.

Voting "present"—Director Balistreri—1.

Temporarily absent—Director Hardin—1.

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(Item 4) Action on a Request to Approve Administrative Policy 8.45, Children's Internet Protection Act (CIPA)

Background

The Federal Children's Internet Protection Act (CIPA), 20 U.S.C. (6801) and 47 U.S.C. (254)(h), requires MPS to protect students from harmful material that may be accessed via the Internet and received via e-mail. In addition, the District has always required that staff and students sign the Acceptable Use Policy (AUP) (attached), which defines the acceptable use of all technology (including e-mail and Internet).

Administration's Analysis

1. While the District has always met the requirement of CIPA by filtering students' Internet access and by ensuring that all staff and students sign an AUP, a Board-approved policy does not exist in this regard.

2. In order for the district's new Information and Technology Strategic Plan for 2005-2008 to be approved by the Department of Public Instructions (DPI), this recommended Administrative Policy 8.45, Children's Internet Protection Act (CIPA), must be approved by the Milwaukee Board of School Directors.

Strategic Plan Compatibility Statement

3. The Administration's recommendation supports the MPS Strategic Plan, Goal 1, student achievement; Goal 2, student success in further education and employment; and federal law.

Statute, Administrative Policy, or Board Rules Statement

4. The Board must adopt the recommended administrative policy before DPI will approve the District's new Information and Technology Strategic Plan for 2005-2008.

Implementation and Assessment

5. The proposed policy will be implemented upon adoption by the Board.

Fiscal Impact

6. This item does not authorize expenditures.

Committee's Recommendation

Your Committee recommends that the Board adopt the following proposed Administrative Policy 8.46, Children's Internet Protection Act, consistent with CIPA and administrative practices:

Administrative Policy 8.46
CHILDREN'S INTERNET PROTECTION ACT

(1) INTERNET SAFETY POLICY

It is the policy of Milwaukee Public Schools (MPS) to:

(a) ensure that users (staff, students, and others) will not have access to inappropriate materials when using the Internet, E-mail, chat rooms, or other forms of direct electronic communications or services provided by Milwaukee Public Schools;

(b) prevent the unauthorized access and other unlawful activities of users (staff, students, and others) on line;

(c) prevent the unauthorized disclosure, use, and dissemination of personal identification information regarding users (staff, students, and others), and

(d) comply with the Children's Internet Protection Act, 20 U.S.C. §6801 and 47 U.S.C. §254(h).

(2) DEFINITIONS

(a) Child Pornography — Any visual depiction which involves the use of a minor engaging in sexually explicit conduct; or where a depiction appears to be of a minor or has been created, adapted, or modified to appear that a minor is engaging in such conduct; or is advertised, promoted, presented, described, or distributed in a manner that conveys the impression that the material is or contains a visual depiction of a minor engaging in sexually explicit conduct.

(b) Harmful to Minors — Any picture, image, graphic image file, or other visual depiction that, taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

(c) Inappropriate Materials — Any material that is obscene, is child pornography, or is harmful to minors.

(d) Obscene — Any material or performance when, considered as a whole, predominantly appeals to a prurient interest in sex; or that depicts or describes in a patently offensive manner actual or simulated sexual acts, sexual contact, nudity, sadism, masochism, excretion, or a lewd exhibition of the genitals; and that lacks serious literary, artistic, political or scientific value.

(e) Technology Protection Measures — A specific technology that blocks or filters internet access.

(3) PREVENTION OF ACCESS TO INAPPROPRIATE MATERIALS

Technology protection measures shall be used, to the extent practicable, to block or filter access to inappropriate material on the Internet, E-mail, chat rooms, and other forms of direct electronic communications/services by MPS staff, students, and other authorized users receiving technology services from MPS. Specifically, technology protection measures shall be used to prevent access to visual depictions of material deemed obscene or to be child pornography, or to any material deemed harmful to minors. Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.

(4) PREVENTION OF INAPPROPRIATE NETWORK USAGE

To the extent practicable, steps shall be taken to promote the safety and security of users of the MPS online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications/services by MPS staff, students, and other authorized users receiving technology services from MPS. Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes prevention of: (a) unauthorized access, including so-called "hacking," and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

(5) SUPERVISION AND MONITORING

(a) It shall be the responsibility of the school principal and/or designee to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and the Children's Internet Protection Act.

(b) Procedures for disabling or otherwise modifying any technology protection measures shall be the responsibility of the Director, Division of Technology, or his/her designated representatives.

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

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(Item 5) Action on a Request to Revise Administrative Procedure 6.23(4), Filling Assistant Principal Vacancies

Background

The Administration brought forward extensive revisions to Administrative Procedure 6.23(3), Filling Principal Vacancies, on September 30, 2004, which the Board adopted. Prior to this time, 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

1. The revisions brought forward in September 2004 and May 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.

2. 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. The revisions are designed to open access to the assistant principal selection and to better align this selection process with the principal selection process.

Statute, Administrative Policy, or Board Rule Statement

3. 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

4. Upon approval by the Board, the revisions to Administrative Procedure 6.23(4), Filling Assistant Principal Vacancies, will be made.

Fiscal Impact Statement

5. 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) ~~ESTABLISHMENT OF CANDIDATE POOL~~ DECLARATION OF A VACANCY

~~1. Once a year, a candidate pool will be established to fill all anticipated assistant principal vacancies. The Department of Human Resources will advertise for assistant principals locally from March 15 through April 15 of each year to ensure a diverse pool of qualified applicants. After the published deadline, no additional applications will be accepted until the next posting/advertising period. The Department of Human Resources will have the discretion to extend the posting period if it determines that such action is necessary to ensure the number of qualified applicants is adequate and representative, particularly with regard to race and gender, consistent with the Board's policy on equal employment opportunity and affirmative action. The candidate pool established will be subsequently used to fill all vacancies occurring during the year.~~

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:

The best interests of the district

Organizational needs

Specialized requirements of the position

2. ~~Interested and qualified applicants who are admitted to the pool will remain in the pool upon annual receipt of a completed Continued Interest Form provided by the Department of Human Resources.~~ 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) ~~FILING OF APPLICATIONS~~ ADVERTISING ASSISTANT PRINCIPAL VACANCIES

~~All persons interested in being considered for an assistant principalship 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.~~

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) ~~SCREENING OF APPLICATIONS~~ SUBMISSION OF APPLICATIONS

~~1. After the posting deadline, an initial screening of all applications will be conducted by the Department of Human Resources to verify that the applicants meet the minimum qualifications. Entrance into the assistant principal candidate pool will be based on the following minimum qualifications:~~

~~a. An earned master's degree;~~

~~b. Eligibility for a Wisconsin principal's license within two years;~~

~~c. Three years' successful teaching experience;~~

~~d. Three letters of recommendation for the position of assistant principal, two of which must be from school administrators or district level administrators.~~

~~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.~~

~~3. Following a review of the applicants' credentials, applicants who meet the minimum qualifications will be interviewed using the Principal Perceiver (c. Gallup). A writing sample assessment will be administered to all individuals who successfully complete the Principal Perceiver interview. The writing sample will be scored using a district rubric. The writing sample will become an attachment to the application.~~

~~3. The Department of Human Resources will verify the professional training and official transcripts from issuing institutions of all individuals who successfully complete the Principal Perceiver interview. Applicants who meet the minimum qualifications and successfully complete the Principal Perceiver interview will be included in the candidate pool.~~

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) ~~DECLARATION OF A VACANCY~~ SCREENING OF APPLICATIONS

~~1. When an assistant principal position is vacated or newly created, the Superintendent will determine if the position is to be declared a vacancy for purposes of utilizing the candidate pool. 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;~~

~~d. Underfill as a temporary appointment.~~

~~2. When an assistant principal vacancy occurs, a listing of the assistant principal candidate pool (Assistant Principal Eligibility List) will be sent to the principal. The principal will be notified that the applications as well as personnel files are available for review. The principal will determine which candidates will be interviewed.~~

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 anMPS T/AP, Central Services administrator/supervisor, or current assistant principal

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) ~~SCHOOL INTERVIEW PROCESS~~ 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 ~~balanced~~ 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. ~~teachers, parents, and administrators. School governance council members may serve on the interview panel. The Superintendent or his/her designee may also serve on the interview panel.~~

3. ~~Each interview panel shall receive training in proper interview techniques. Such training shall be conducted by a representative of the Department of Human Resources~~ 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 ~~DECISION~~ PROCESS

1. After the interviews have been conducted, the interview panel will recommend ~~the name of a candidate to the Superintendent for consideration~~ three candidates to the principal for consideration.

2. ~~The Superintendent and/or his/her designee(s) will have the option of interviewing the finalist and/or reviewing their qualifications with key central services administrators, as deemed appropriate. The Superintendent may recommend the candidate to the appropriate committee for appointment or promotion, reject the finalist chosen by the interview panel and request the panel to submit a new finalist, or choose another candidate from the pool.~~ 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.

Director Spence moved to approve the Committee's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Balistreri, Blewett, Dannecker, Goldberg, Horton, Spence and President Johnson—7.

Noes—None.

Temporarily absent—Director Hardin—1.

* * * * *

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

Award of Contracts

VENTILATION MODIFICATIONS (REBID)

Muir Middle School

Prime Contractor
Brenner Corporation
2344 South Burrell Street
Milwaukee, WI 53207

Low Bidder, Base Bid of $78,400.00, plus $2,300.00 for Mandatory Alternate Bid #1, to provide drain piping extended from intake/exhaust hood plenums to drain, plus $11,600.00 for Mandatory Alternate Bid #2, to provide automatic temperature control work for ventilation modifications, for a total contract of.....$92,300.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	14% MBE	35	2	2	Corporation	5

Funds are budgeted for the Muir Middle School project from FY05 account code FAR-0-0-MM2-MU-ECNCHVA5 (W.O. 2-645817). Project, which is to begin on July 5, 2005, and is scheduled for completion on August 19, 2005.

ROOF REPLACEMENT

South Division High School

Prime Contractor
FJA Christiansen Roofing Co., Inc.
2101 West Purdue Street
Milwaukee, WI 53209

Low Bidder, Base Bid of.....$312,626.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	15%	15% MBE	135	32	5	Corporation	1

Funds are budgeted for the South Division High School project from FY06 account code FAR-0-0-980-SD-ECNCROF6 (W.O. 2-674984). Project, which is to begin on July 5, 2005, is scheduled for completion on September 30, 2005.

Marshall High School

Prime Contractor
Langer Roofing & Sheet Metal Inc.
345 South Curtis Road
Milwaukee, WI 53214

Low bidder, Mandatory Alternate #1 and Mandatory Alternate #2, for a total cost of.....$240,600.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	15%	15% MBE	132	22	2	Corporation	1

This is a Mandatory Alternate Bid #1 for $152,600.00, plus a Mandatory Alternate Bid #2 for $88,000.00, for 2 additional roof sections for the roof replacement at Marshall High School. The original low bid was approved at the Board's December 23, 2004, meeting. Subsequently, we are recommending award of the Mandatory Alternate Bid #1 and the Mandatory Alternate Bid #2. Funds are budgeted for the Marshall project from FY06 account code FAR-0-0-980-MR-ECNCROF5 (W. O. 2-626744). Project, which began on April 4, 2005, is scheduled for completion on August 5, 2005.

Hamilton High School

Prime Contractor
Roberts Roofing & Siding, Inc.
4929 North Lydell Avenue
Glendale, WI 53217

Low bidder, Base Bid of $1,954,300.00, plus $313,105.00 for Mandatory Alternate Bid #1, to provide all work identified for roof areas "I" and "S" for the roof replacement, for a total contract o.....$2,267,405.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	15%	18% MBE	45	15	5	Corporation	0

Funds are budgeted for the Hamilton High School project from FY06 account code FAR-0-0-980-HA-ECNCROF6 (W.O. 2-674975). Project, which is to begin on July 5, 2005, is scheduled for completion on November 18, 2005.

Hayes Bilingual School

Prime Contractor
The Penebaker Enterprises, LLC
4927 North Lydell Avenue
Glendale, WI 53217

Low bidder, Base Bid of.....$72,700.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
Yes, MBE No, WBE	10%	51% MBE	20	15	1	Corporation	1

Funds are budgeted for the Hayes Bilingual School project from FY06 account code FAR-0-0-MM2-HY-ECNCROF6 (W.O. 2-674977). Project, which is to begin on July 5, 2005, is scheduled for completion on September 9, 2005.

PARKING LOT RECONSTRUCTION

Auer Avenue School

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

Low Bidder, Base bid of.....$76,072.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% MBE	120	29	8	Corporation	1

Funds are budgeted for the Auer Avenue School project from FY05 account code FAR-0-0-MM2-AU-ECNCGND5 (W.O. 2-636920). Project, which is to begin on July 5, 2005, is scheduled for completion on August 12, 2005.

Milwaukee High School of the Arts

Prime Contractor
Black Diamond Group, Inc.
124 East Rawson Avenue
Oak Creek, WI 53154

Low bidder, Base Bid of.....$74,400.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% WBE	51	10	3	Corporation	3

Funds are budgeted for the Milwaukee High School of the Arts project from FY05 account code FAR-0-0-MM2-MH-ECNCGND5 (W.O. 2-636917). Project, which is to begin on July 5, 2005, is scheduled for completion on August 12, 2005.

Roosevelt Middle School

Prime Contractor
Stark Asphalt,
A Division of Northwest Asphalt Products, Inc.
11710 West Hampton Avenue
Milwaukee, WI 53225

Low bidder, Base Bid of.....$123,357.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	5% MBE 5%WBE	34	1	2	Corporation	2

Funds are budgeted for the Roosevelt Middle School project from FY05 account code FAR-0-0-MM2-RV-ECNCGND5 (W.O. 2-636919). Project, which is to begin on July 5, 2005, is scheduled for completion on August 12, 2005.

81st Street School

Prime Contractor
Black Diamond Group, Inc.
124 East Rawson Avenue
Oak Creek, WI 53154

Low bidder, Base Bid of.....$65,435.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	9% MBE 1% WBE	51	10	4	Corporation	4

Funds are budgeted for the 81st Street School project from FY04 account code FAR-0-0-MM2-81-ECNCGND4 (W.O. 2-596466). Project, which is to begin on July 5, 2005, is scheduled for completion on August 12, 2005.

Pulaski High School

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

Sole Bidder, Base Bid of $191,609.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	4% MBE 6% WBE	596	91	47	Corporation	10

Funds are budgeted for the Pulaski High School project from FY05 account code FAR-0-0-MM2-PK-ECNCGND5 (W.O. 2-636916). Project, which is to begin on July 5, 2005, is scheduled for completion on August 12, 2005.

PLAYGROUND RECONSTRUCTION

Garden Homes School

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

Low bidder, Base Bid of.....$263,900.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	9% MBE 1% WBE	596	91	47	Corporation	7

Funds are budgeted for the Garden Homes School project from FY05 account code FAR-0-0-MM2-GH-ECNCGND5 (W.O. 2-636926). Project, which is to begin on July 5, 2005, is scheduled for completion on August 12, 2005.

MacDowell School

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

Low bidder, Base Bid of.....$148,290.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	9% MBE 1% WBE	596	91	47	Corporation	7

Funds are budgeted for the MacDowell School project from FY05 account code FAR-0-0-980-MC-ECNCGND5 (W.O. 2-636928). Project, which is to begin on July 5, 2005, is scheduled for completion on August 12, 2005.

Lee School

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

Low bidder, Base Bid of $207,824.00, plus $4,200.00 for Mandatory Alternate Bid #1, to provide seal coating of existing asphalt surfaces as designated for playground reconstruction, for a total contract of.....$212,024.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	9% MBE 1% WBE	120	29	8	Corporation	4

Funds are budgeted for the Lee School project from FY04 account code FAR-0-0-980-LE-ECNCGND4 (W.O. 2-596473). Project, which is to begin on July 5, 2005, is scheduled for completion on August 12, 2005.

NEW TOT LOT

Milwaukee French Immersion School

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

Low bidder, Base of $68,760.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% MBE	36	17	3	Corporation	1

Funds are budgeted for the Milwaukee French Immersion School project from FY05 account codes GEN-0-0-BDE-FI-EMMB and FAR-0-0-MRP-FI-ECNCREL5 (W.O. 2-690780). Project, which is to begin on July 5, 2005, is scheduled for completion on August 12, 2005.

PLAYGROUND RECONSTRUCTION & NEW TOT LOT

21st Street School

Prime Contractor
Wm. Beaudoin & Sons, Inc.
4435 North 127th Street
Brookfield, WI 53005

Low bidder, Base of $225,590.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	1% WBE 9% MBE	50	15	6	Corporation	6

Funds are budgeted for the 21st Street School project from FY06 account code FAR-0-0-MM2-21-ECNCGND6 (W.O. 2-674360). Project, which is to begin on July 5, 2005, is scheduled for completion on August 12, 2005 (Playground) and September 2, 2005 (Tot Lot).

Construction Contracts

Total construction contract dollars awarded.....$4,435,068.00
Total dollars HUB participation $686,059.50
% of MBE participation.....14.70
% of WBE participation 0.77
% Minority employees within company.....26.32
% Women employees within company 3.78

The following recommendation is made based on proposals received in 1996.

ENERGY-MANAGEMENT SYSTEM REPLACEMENT

Prime Contractor
Siemens Building Technologies, Inc.
Landis Division
6737 West Washington Street, Suite 2110
Milwaukee, WI 53214

The materials to be provided by our sole-source vendor for the Energy-Management System Replacement at Edison Middle School, for a base cost of $52,180.00

Authorization to Make Purchases

Copies of all bids are sent to ten resource centers for minority- and women-owned businesses for posting and distribution to any interested suppliers:

African-American Chamber of Commerce
Business Educational Consortium Inc.
The Business Council Inc.
Disadvantaged Business Development for Milwaukee County
Hispanic Chamber of Commerce
Milwaukee Indian Economic Development Agency
Milwaukee Minority Chamber of Commerce
Milwaukee Urban League
Wisconsin Business Resource Center Inc.
Wisconsin Women's Business Initiative Corporation

Authorization to Enter into a Contract for Substitute Teacher and Clerical Dispatching Services

The Administration requests authorization to enter into a contract with PA Professionals for substitute teacher and clerical services. PA Professionals was selected through an RFP process.

The Department of Human Resources administers employee benefit programs and provides services to more than 170 sites/schools and 15,000 full- and part-time employees. The Department has the responsibility for providing a qualified, fully licensed teacher for each classroom. While MPS employs over 6,500 teachers, there is an estimated annual turnover of approximately 10%, with 600 vacancies anticipated for the coming school year. The average daily number of requests for personnel is 300. This contract is to administer a pool of approximately 550 substitute teachers and clerical personnel.

The contract would be in effect from July 1, 2005, through June 30, 2006, with the option to renew for two additional one-year periods. Continuation of the contract beyond the initial period is solely at the District's discretion.

The annual cost is projected to be $100,000, with the total three-year contract not to exceed $300,000. The budget code to be charged is HMR00STFFR-ECTS (Human Resources — Contract Services).

HUB-Certified Prime?	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION				
	Total	Minority	Women	Required	Proposed	$Value	Type of Business	Type of Purchase
No	16	3	6	% MBE % WBE	10	$10,000	Personnel	Contract

Authorization to Enter into a Contract to Purchase Recreation Registration Software

The Administration requests authorization to enter into a contract with The Active Network, Ltd., to purchase CLASS Recreation Registration software. The contract will also include installation, maintenance, and staff training. The Active Network was selected through the RFP process.

The Division of Recreation and Community Services currently coordinates and provides over 1,000 activity classes each season, servicing over 600,000 residents, with annual estimated revenues of $2 million, while averaging between 5,000 to 8,000 registrations per season. The new software would allow the Division to provide customers with on-line

registration and real-time payment-processing capabilities, increase efficiencies in the workflow process, and increase accessibility and availability of the Recreation Registration system, while providing real-time up-to-date information.

The cost of the software, installation, training, and maintenance is not to exceed $114,950. The budget code to be charged is CSV00PRCRC-ECNS (Recreation Division — Contract Services).

HUB-Certified Prime?	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION				
	Total	Minority	Women	Required	Proposed	$Value	Type of Business	Type of Purchase
No				% MBE, % WBE	10%	$11,495	Software	Contract

Authorization to Enter into a Contract for Purchase of Automatic External Defibrillators (AEDs)

The Administration requests authorization to enter into a contract with SOS Technologies for purchase of automatic external defibrillators (AEDs). SOS Technologies was selected through an RFP process.

AEDs in public buildings are the new standard of care. Lives can be saved with this device by reducing the time-to-shock when sudden cardiac arrest occurs. In southeastern Wisconsin, there have been approximately 20 sudden cardiac-arrest events since 1999. Every surrounding school district provides this life-saving device in its buildings. The goal is to place AEDs in every MPS school as well as affiliated sites (Central Services, MPSSC, Facilities & Maintenance, etc). There is no personal or district liability associated with AEDs in school buildings. This has been vetted by the City Attorney and our own risk-management staff and is supported by case law.

The contract would be in effect from July 1, 2005, through June 30, 2006, with the option to renew for two additional one-year periods. Continuation of the contract beyond the initial period is solely at the district's discretion.

Funds to support this effort will come primarily from community partnerships, matching funds from businesses, and donations, as well as some district support as it is available. The annual cost is projected to be $250,000, with the total three-year contract not to exceed $750,000. The budget code to be charged is SSU00ESSDE-EAEQ (Special Services — Equipment).

HUB-Certified Prime?	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION				
	Total	Minority	Women	Required	Proposed	$Value	Type of Business	Type of Purchase
No				% MBE, % WBE	0%	$0		Purchase

Authorization to Enter into a Contract for the Implementation of an Imaging System in Labor Relations

The Administration requests authorization to enter into a contract with Stratagem, Inc., for the purpose of continuing the implementation of a FileNet imaging system in the Department of Human Resources. Stratagem has implemented the FileNet system in two Human Resources divisions. This contract is for implementation of the same system in Labor Relations, another division in the Department of Human Resources. Stratagem was awarded the Human Resources imaging contract through a competitive Request For Proposal (RFP) process.

The cost of the contract will not exceed $75,500. The budget code to be charged is TSV00CSTDW-ECNS (Technology, HR/Payroll — Consulting Services).

HUB-Certified Prime?	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION				
	Total	Minority	Women	Required	Proposed	$Value	Type of Business	Type of Purchase
No				% MBE, % WBE	0%	$0	Technology Consulting	Contract

B-5399 Authorization to Award a Bid for Laundry Services for MPS Cafeterias

The Administration requests authorization to award a bid to Carriage Cleaners for laundry services for MPS cafeterias. Carriage Cleaners provided the lowest bid. The award is for a one-year period, with the option to extend for two additional one-year periods.

The annual cost of this contract is projected to be $87,000, with the total three-year contract not to exceed $261,000. The budget code to be charged is LNC00LNHNU-EGSV (School Lunch — General Services).

HUB-Certified Prime?	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION				
	Total	Minority	Women	Required	Proposed	$Value	Type of Business	Type of Purchase
No				% MBE, % WBE	0%	$0	Cleaning Service	Contract

Purchasing Request Summary — June 2005

Total contract dollars to be awarded.....$1,501,450
Total dollars eligible for HUB participation.....$414,950
Total HUB dollars $21,495
% of MBE participation.....0
% of WBE participation 0
Total HUB Participation.....5.2%

Acceptance of the Report of Revenues and Expenses and Monthly Expenditure Control Report

TO THE MILWAUKEE BOARD OF SCHOOL DIRECTORS:

Below is a summary of revenues as of April 30, 2005, 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	$ 870,427,089	$ 80,394,964	$ 950,822,053	$ 3,859,014	$597,966,352	$352,855,701	63%
Categorically Aided	178,654,593	18,864,696	197,519,289	16,367,641	106,258,566	91,260,723	54%
School Nutrition	29,852,872	1,511,895	31,364,767	2,917,036	18,092,436	13,272,331	58%
Construction	28,796,054	44,294,936	73,090,990	52,049	12,874,003	60,216,987	18%
Extension	11,366,461	377,452	11,743,913	114,861	9,442,041	2,301,872	80%
Total All Funds	$1,119,097,069	$145,443,943	$1,264,541,012	$ 23,310,601	$744,633,398	$519,907,614	59%

Below is a summary of expenditures as of April 30, 2005, 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	$ 870,427,089	$ 80,394,964	$ 950,822,053	64,288,521	720,741,224	$230,080,829	76%
Categorically Aided	178,654,593	18,864,696	197,519,289	15,250,466	138,196,314	59,322,975	70%
School Nutrition	29,852,872	1,511,895	31,364,767	2,418,575	25,890,769	5,473,998	83%
Construction	28,796,054	44,294,936	73,090,990	1,171,079	70,769,393	2,321,597	97%
Extension	11,366,461	377,452	11,743,913	257,384	9,124,224	2,619,689	78%
Total All Funds	$1,119,097,069	$145,443,943	$1,264,541,012	$ 83,386,025	$ 964,721,924	$299,819,088	76%

[1]Represents Board approved transfers during fiscal year 2005 and appropriations for purchases encumbered in fiscal year 2004.

Respectfully submitted,

Chief Finance and Operations Officer

Monthly Report on Expenditures

This report has been attached to the minutes of your Committee's meeting.

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.

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
Alcott	Joanne Bellis	$300	Slide projector, movie projector and tray, 11 slide tray, and a projector screen
Allen-Field	Plant Land	$352	$271.93 worth of flowers, plus $80.00 worth of bushes (to plant in front of Allen-Field)
Curtin	Ron Sinclair	$60	To be used for field trips
Dover	Herbert H. Kohl Charities, Inc.	$150	For use in camping project "Self Esteem Development Under the Stars"
Edison	Forest Service, Department of Agriculture	$10,000	28 Desktop Computers, 6 Laptop Computers (for student use)
Elm	Helen M. Hauser	$400	IMAC Computer (Special Education Department)
Fernwood	Roundy's	$216	Monetary donation to school
Hamilton	Micro Vellum/Wood Links	$63,765	Computer software Teach Design and "Auto Cad"
Hawley	Janet Bradley Pettit Foundation	$25,000	$25,000.00 towards expansion/improvements to Hawley's greenhouse

School	Donor	Amount	Gift or Purpose
Lancaster	Badger Meter	$100	Honor's Day/Badger Meter
MPS Early Childhood Curriculum	Mr. and Mrs. Michael Zientek	$10	Anne H. Zink Memorial Fund for Early Childhood Curriculum
MPS Early Childhood Curriculum	Ms. Dorothy Hughes	$15	Anne H. Zink Memorial Fund for Early Childhood Curriculum
MPS Early Childhood Curriculum	Ms. Mary Jean Hanson	$20	Anne H. Zink Memorial Fund for Early Childhood Curriculum
MPS Early Childhood Curriculum	Mr. and Mrs. Steven Rosenzweig	$20	Anne H. Zink Memorial Fund for Early Childhood Curriculum
MPS Early Childhood Curriculum	Mr. and Mrs. Jorge Jose	$25	Anne H. Zink Memorial Fund for Early Childhood Curriculum
MPS Early Childhood Curriculum	Mr. and Mrs. Mark Bonesteel	$25	Anne H. Zink Memorial Fund for Early Childhood Curriculum
MPS Early Childhood Curriculum	Ms. Jeane Jones	$25	Anne H. Zink Memorial Fund for Early Childhood Curriculum
MPS Early Childhood Curriculum	Mr. and Mrs. Edward Smith	$25	Anne H. Zink Memorial Fund for Early Childhood Curriculum
MPS Early Childhood Curriculum	Mr. and Mrs. Paul Waters	$50	Anne H. Zink Memorial Fund for Early Childhood Curriculum
MPS Early Childhood Curriculum	Mr. and Mrs. Jack Hanania	$50	Anne H. Zink Memorial Fund for Early Childhood Curriculum
MPS Early Childhood Curriculum	Ms. Ena Lorant	$50	Anne H. Zink Memorial Fund for Early Childhood Curriculum
MPS Early Childhood Curriculum	Mr. and Mrs. Jeffrey Zink	$50	Anne H. Zink Memorial Fund for Early Childhood Curriculum
MPS Early Childhood Curriculum	Ms. Aida Bortcosh	$50	Anne H. Zink Memorial Fund for Early Childhood Curriculum
MPS Early Childhood Curriculum	Mohammed Rashad and Karma Massoud	$100	Anne H. Zink Memorial Fund for Early Childhood Curriculum
MPS Early Childhood Curriculum	Ms. Jennifer M. Huntington	$100	Anne H. Zink Memorial Fund for Early Childhood Curriculum
MPS Early Childhood Curriculum	Mr. and Mrs. Curtis Halvorson	$100	Anne H. Zink Memorial Fund for Early Childhood Curriculum
MPS Early Childhood Curriculum	Elie and Ruth Anne Huwayser	$100	Anne H. Zink Memorial Fund for Early Childhood Curriculum

School	Donor	Amount	Gift or Purpose
MPS Early Childhood Curriculum	Ms. Jenny V. Lockard	$150	Anne H. Zink Memorial Fund for Early Childhood Curriculum
MPS Early Childhood Curriculum	Mina and Meredith Ghattas	$1,000	Anne H. Zink Memorial Fund for Early Childhood Curriculum
Riley	Roundy's Inc.	$67	Field Trips
Riley	University School of Milwaukee	$189	Books for Rooms 3 and 4
Riverside	Milwaukee Hurling Club	$200	Athletic Field Maintenance
Sixty-eighth St.	Anonymous	$6,300	To buy computers and equipment for students

Committee's Recommendation

Your Committee recommends that the Board:

1. authorize the contracts as listed above;
2. approve the purchases as listed above; and
3. accept the donations as listed above, with appropriate acknowledgment to be made on behalf of the Board.

Director Horton moved that the Board

1. authorize the contracts as listed above;
2. approve the purchases as listed above;
3. accept the donations as listed above, with appropriate acknowledgment to be made on behalf of the Board; and
4. not accept the report of the independent monitor pending further investigation of all outstanding issues and their possible ramifications.

The motion prevailed, the vote being as follows:

Ayes—Directors Balistreri, Blewett, Dannecker, Goldberg, Horton, Spence and President Johnson—7.

Noes—None.

Temporarily absent—Director Hardin—1.

* * * * *

(Item 2) Action on Monthly Personnel Matters: Approval of Classified Personnel Transactions; Approval of Certificated Appointments; Approval of Leaves of Absence; Report on Resignations; and Affirmative Action Report

Approval of Classified Personnel Transactions

Name and Assignment	Position and Salary	Date
	APPOINTMENTS	
Crystal Hoecherl Special Services	School Nurse $45,903.00/yr.	05-17-05
	PROMOTIONS	
Jeffrey Brauch South	School Engineer IV $51,073.10/yr.	05-09-05
Samuel Contreras Cass	School Engineer II $43,960.28/yr.	05-23-05
John Craine Building Operations	School Engineer I $33,249.06/yr.	05-09-05
Christopher Domack 81st	School Kitchen Manager I $17,440.00/yr.	05-05-05
Lauro Espino Bradley Tech.	Boiler Attendant Trainee $32,278.74/yr.	05-09-05
Adesegn Garry Garfield	School Kitchen Manager I $17,440.00/yr.	05-05-05
Susan Herrmann Edison	School Kitchen Manager I $17,440.00/yr.	05-05-05
Marlene Narewski Dr. King Elementary	School Kitchen Manager I $18,035.92/yr.	05-05-05
Darlene Roach Kilbourn	School Kitchen Manager I $17,440.00/yr.	05-05-05
Alex Terry Burroughs	School Engineer III $46,163.52/yr.	05-23-05
Clarence Thomas MEC	Boiler Attendant Trainee $27,387.62/yr.	05-23-05
Marilyn Virgil Keefe	School Kitchen Manager I $17,440.00/yr.	05-05-05
Malcolm Wilson, Jr. Building Operations	School Engineer I $37,795.68/yr.	05-09-05
	CHANGES IN STATUS	
Charles Hudlett Juneau	Boiler Attendant $34,421.14/yr.	04-25-05
Pamela McCormick Riverside	Handicapped Children's Assistant $14,609.70/yr.	05-03-05

Approval of Certificated Appointments — Teachers

Code	Teachers	Division	Salary	Yrs. Exp. Credit	Start Date
r,a	Katrina R. Edmond Elementary Grades 1-6	B	$39,596.00	8	5/2/2005
r,a	Benjamin E. Holzen Cross Categorical	B	$29,224.00	0	5/2/2005
r	Gina Sabatinelli EC:EEN	B	$29,224.00	0	5/9/2005

Approval of Leaves of Absence

	Present Assignment	Effective From
Illness Leave, to June 17, 2005:		
Maureen Vedder	Grand	May 20, 2005
Personal Leave, to June 2006:		
Maria Castaneda	Loyola Academy	August, 2005
Margaret Collin	Bay View	August, 2005
David French	Clement	August, 2005
Lorna Longmire Piggee	Milwaukee Sign Language	August, 2005
Sabbatical Leave, to June 2006:		
Nicole Johnson	Thurston Woods	August, 2005
Extension of Illness Leave, to January 2006:		
Arnetta Johnson	Leave	August, 2005
Extension of Illness Leave, to June 2006:		
Mark Brock	Leave	August, 2005
Extension of Maternity Leave, to January 2006:		
Tracey Edmond	Leave	August, 2005
Extension of Maternity Leave, to June 2006:		
Carolyn DiLallo	Leave	August, 2005
Colleen Hallman	Leave	August, 2005
Stephane Hartl	Leave	August, 2005
Ann Mary Kabitzke	Leave	August, 2005
Jennifer Kimminau	Leave	August, 2005
Kelli Krueger	Leave	August, 2005
Anne Lind	Leave	August, 2005
Erin McMahan Tocco	Leave	August, 2005
Donna Miller	Leave	August, 2005
Alicia Stratman	Leave	August, 2005
Lydia Sutton	Leave	August, 2005
Extension of Personal Leave, to June 2006:		
William Crandall	Leave	August, 2005
Steve Grimm	Leave	August, 2005
Sid Hatch	Leave	August, 2005
Patrick O'Mahar	Leave	August, 2005
Stephanie Walters	Leave	August, 2005
Shelly Watts	Leave	August, 2005
Extension of Study Leave, to June 2006:		
Tina Boyle	Leave	August, 2005

Report on Resignations

Name	Position	Effective Date
Aretta Anderson	Teacher	12/21/01
Fatima Baig	Teacher	06/17/05
Meghan Bane	Teacher	07/31/05
Tina Behrens	Teacher	05/05/05
Mia Belsky-Severin	Teacher	06/17/05
Amy Benkoski	Teacher	06/17/05
Katharine Beger	Teacher	06/17/05
Hong Chang	Teacher	06/17/05
Reina Davila	Teacher	05/05/05
Sandra Dickerson	Asst. Principal	07/01/05
Angela Heinz	Teacher	06/26/05
Angela Herbst	Teacher	06/17/05
Kelly Hicks	Teacher	06/17/05
Mark Jabir	Teacher	07/31/05
Cristy Jefson	Teacher	06/17/05
Megan Kahle	Teacher	06/17/05
Erin Keane	Teacher	06/17/05
Marianna Kiddney	Teacher	08/16/05
Lori Komas	Principal	06/30/05
Donelle Kreinz	Teacher	06/17/05
Kelly Kushner	Teacher	06/30/05
Holly Lee	Teacher	06/17/05
Marisa Lock	Teacher	05/02/05
Leann Lohman	Teacher	06/17/05
Alan Lund	Teacher	07/02/05
Mary Mackay	Teacher	06/17/05
Michael McCrary	Teacher	06/17/05
Kelly Melnik	Teacher	06/17/05
Charles Mikulsky	Teacher	04/28/05
Leela Miller	Teacher	05/06/05
Jennifer Mohr	Teacher	06/17/05
Sean Moiles	Teacher	06/17/05
Larry Nash	Soc. Worker	06/23/05
Michelle Osterman	Teacher	06/30/05
Barbara Parisi	Coordinator	08/01/05
Jacqueline Patterson	Principal	06/28/05
Nina Quillin	Teacher	06/17/05
Melissa Ross	Teacher	06/17/05
Mary Salaja	Teacher	08/22/05
William Schaefgen	Teacher	06/17/05
Kim Sherrod	Specialist	05/06/05
Carese Thiede	Teacher	05/20/05
Anthony Thompson	Teacher	04/25/05
Flora Estila Umana Sens	Teacher	06/17/05
Annette Walters	Teacher	05/01/05

Mary Beth Whalen	Teacher	06/17/05
Cynthia Wilder	Teacher	05/05/05
Amanda Wolf	Teacher	06/17/05
John Young	Teacher	06/17/05

RESCINDED RESIGNATION

Paul L. Jelenchick	Teacher	06/17/05

Affirmative Action Report

The Affirmative Action Report for May 2005 is attached to the minutes of your Committee's meeting. This is an informational report, and no action is required.

Committee's recommendation

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

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

* * * * *

(Item 3) Action on Recommended Administrative Appointments and Promotions

Committee's Recommendation

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

5(r)	Thomas Matthews	Principal Roosevelt Creative Arts Middle School	Schedule III, Range 14Z $85,592.80
2(r)	Pamela Bell	Principal Stuart School	Schedule III, Range 13Z $81,701.00
2(r)	Tami Doss	Principal Thirty-eighth Street School	Schedule III, Range 12Z $80,163.33
5(r)	Russ Williams	Assistant Principal Bradley Trade and Technical High School	Schedule III, Range 12Y $58,631.00
5(r)	Maribeth Gosz	Assistant Principal Kosciuszko Middle School	Schedule III, Range 11Z $71,906.64
2(r)	James Dawson	Assistant Principal LaFollette School	Schedule III, Range 10Z $57,453.36
2(r)	Ricardo Anderson	Assistant Principal Lloyd Street School	Schedule III, Range 10Z $52,527.00
2(r)	Patrick Chatman	Assistant Principal Pierce School	Schedule III, Range 10Z $67,056.21
4(nr)	Joan Aguado	Contract Law Specialist Division of Procurement Office of Finance and Operations	Schedule III, Range 10A $61,413.00

5(r)	Stacy Witters	Assistant Recreation Supervisor — Community Centers Division of Recreation and Community Services	Schedule III, Range 4A $41,859.00

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	4	Hispanic
2	African American	5	White
3	Asian/Oriental/Pacific Islander	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) Report on Communication 0506C-001 from Dierks Waukesha Requesting a Hearing on an RFP Issued for Prime Vendor Services

Background

At its meeting on May 26, 2005, the Board referred a communication from Mr. Anthony S. Baish, of the law firm of Godfrey & Kahn, SC, on behalf of Dierks Waukesha, to the Committee on Finance/Personnel. The communication requested a hearing regarding an RFP (request for proposal) that MPS had previously issued for prime vendor food services. (A copy of the communication is attached to the minutes of your Committee's meeting.)

Your Committee reports having given public hearing to the representatives of Dierks Waukesha and other interested parties.

* * * * *

(Item 5) Action on the Summary Report of Partnership School Financial and Compliance Audits

Background

1. Annually, the Milwaukee Board of School Directors (Board) contracts with private agencies to provide alternative, early childhood, and regular education to Milwaukee students. The Office of Board Governance-Audit Services audits the activities of these programs on a cyclical basis. The objectives of the audits are to determine whether the program:

a. used resources provided by MPS in an appropriate manner to operate the school's programs;

b. accurately reported program expenditures to MPS; and

c. complied with the fiscal and administrative provisions of the contract.

2. To achieve the audit objectives, financial and compliance reviews were performed for ten programs during FY05, including nine alternative school programs and one regular education program. Individual audit reports have been completed for the ten programs. The reports present audit findings and recommendations as well as the schools' responses to the audit recommendations. Individual school audit reports are available upon request.

3. A summary report of the results of the individual school reviews, which has been provided to the Board under separate cover, summarizes overall conclusions on each school's compliance with financial and administrative requirements and reports all material findings for each school reviewed. In addition, the summary report offers recommendations to MPS's Division of Diversified Community Schools to aid in administering the programs.

4. The summary report and each school's individual financial and compliance report have been provided to the Superintendent and MPS's Division of Diversified Community Schools.

Committee's Recommendation

Your Committee recommends that the Board:

1. receive the Summary Report of Partnership School Financial and Compliance Audits (Audits #2005-30 to -39); and

2. direct MPS's Division of Diversified Community Schools to resolve the exceptions reported for partnership schools and submit a report to the Office of Board Governance by August 2005 indicating:

   a. how the exceptions were resolved, and

   b. the actions taken in response to the recommendations about improving the MPS alternative school contract-administration process.

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

* * * * *

(Item 6) Action on 0405R-007 by Director Horton Regarding a System-Wide Analysis of Human Resources' Policies, Procedures and Current Practices

Background

1. At its meeting on March 24, 2005, the Milwaukee Board of School Directors adopted an amended version of Resolution 0405R-007 by Director Horton, regarding the analysis of current compensation practices, that directed the Administration to:

   a. develop a new process for the determination of position titles, reclassification, and compensation levels, and that such process should include a methodology for the maintenance of compensation and classification systems;

   b. conduct a comprehensive system-wide analysis of the district's policies, procedures, and current practices related to:

      (1) recruitment, hiring, and staffing;

      (2) determination of position titles, reclassifications, and compensation levels and benefits;

      (3) recommendations relative to policies and procedures for ongoing maintenance of compensation and related classification systems; and

(4) the district's organizational staffing structure;

c. bring a recommendation back to the Board by July 1, 2005; and

d. report the findings of the analysis to the Board.

Administration's Analysis

2. In 2003, Milwaukee Public Schools (MPS) contracted with Maximus, Inc., to complete an evaluation of Administrative positions and to recommend salary ranges that would be market-competitive. As a result of the process, it was determined that MPS's salary ranges were, in fact, competitive for most positions. Additionally, the current Arthur Young point-factor job-evaluation system was determined still to be a relevant tool for evaluating positions. In light of the information obtained from the consultant, the Administration believes that the MPS Department of Human Resources has developed a methodology and process for determining and evaluating current and future position titles and the corresponding compensation levels and recommends that the Department be directed to do so.

3. The recommended approach for evaluating positions within MPS was designed in accordance with Board Governance Policy BG 4.10, Employee Reclassification, and the contract with the ASC (Administrators and Supervisors Council). Although the Administration found that a district-wide overhaul of the process was not necessary, changes have been made in the administration of the plan to provide checks and balances necessary and to ensure a fair and equitable process.

4. The recommended approach, outlined in detail in the attachment to the minutes of your Committee's meeting, includes a process for requesting a classification or reclassification, which alerts the highest level of management within the department of desired changes and gives the department head the opportunity to reject, reformulate, or approve the request before it reaches Human Resources.

5. The approach incorporates use of purchased professional surveys as one means to ensure that the data generated from the Arthur Young & Company Job Evaluation system are still relevant to the market. Available survey services would include those that provide data about public-sector and educational salaries. Additionally, databases would be developed from data obtained directly from other school districts (local and national) and other local public and private employers.

6. Revision of the current procedure would also include the revamping of the current Compensation Appeals Committee to reflect greater participation by Human-Resources-trained professionals as well as the development of a separate appeal process.

7. Once a position classification or reclassification has been completed, the proposed classification will be presented to a new Compensation Review Committee.

8. If a department feels a position has not been classified/reclassified correctly, there will be an appeal process built into the procedure. At the appeal step, a committee consisting of senior-level administrators and an external compensation consultant will hear and review the appeal. Decisions of the appeals committee are final.

9. Notice of the revised policies and procedures, if approved by the Board, will be communicated through the web site/portal and notice to the labor organizations.

10. The Board of School Directors would continue to have access to a quarterly report which would detail the activities of the Compensation Review Committee and the Appeals Committee.

Strategic Plan Compatibility Statement

11. This item 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. 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

12. The Administration's analysis supports the Milwaukee Public Schools' Administrative Policy 6.20, Contracts, Employee Benefits and Compensation Plans, and the contract between the Milwaukee Board of School Directors and ASC.

13. If this response to the adopted Resolution 0405R-007 is approved by the Board, Board Governance Policy BG 4.10, Employee Reclassification, would have to be revised and approved by the Board:

Implementation and Assessment

14. Upon the Board's adoption of the recommendation, the Administration will initiate steps to revise Board Governance Policy BG 4.10, Employee Reclassification.

Fiscal Impact Statement

15. Since MPS recently hired an external party to review the current compensation methodology, and because there were no inherent faults identified, it makes sound business sense to implement the proposal outlined above. The only additional costs would be to purchase the recommended salary surveys on an annual basis. The costs, at approximately $1,000.00 annually, are minimal.

Committee's Recommendation

Your Committee recommends that the Board direct the Department of Human Resources to implement the recommended changes in the classification/reclassification process consistent with the foregoing analysis and direct the Administration to bring revisions to Board Governance Policy 4.10, Employee Reclassification, to the Committee on Legislation, Rules and Policies for approval, as prescribed in Board Rule 2.08(1).

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

* * * * *

(Item 7) Action on a Request for an Extension of a Sole-Source Contract for Services Connected with the Neighborhood Schools Initiative

Administration's Analysis

1. On August 24, 2000, the Board approved the Neighborhood School Plan (NSP), and on September 19, 2001, the Board approved the creation of the Office of Neighborhood Schools to oversee the implementation of the Neighborhood School Plan. At that time, the Board approved a new professional service contract with the law firm of Quarles & Brady, LLP, to help implement the NSP with project development and community outreach.

2. Since September 2001, on behalf of MPS and the Neighborhood Schools Initiative, Quarles & Brady has negotiated agreements with the Police Athletic League, the Housing Authority of the City of Milwaukee for the new Browning school, the Holy Redeemer Academy campus of the 35th Street School, and the Boys & Girls Club-Seher school site, among others.

3. Quarles & Brady has provided expertise in a wide range of issues related to the Neighborhood School Plan, including partnership development, facility leases, public relations, and the preparation of reports required by the State Legislature for the Neighborhood Schools Program.

4. The Administration is requesting that the Board approve an extension of the professional service contract with the law firm of Quarles & Brady, LLP, for the period of July 1, 2005, through December 31, 2005, at a maximum compensation of $250,000.

5. During the months of July through December 2005, representatives from Quarles & Brady will work with the Administration to complete outstanding issues on various Neighborhood Schools projects. Also during this period, Quarles & Brady will work with MPS's newly hired Contract Specialist to provide training to enable assumption of NSI lease-administration responsibilities. The scope of work, which is provided as an attachment to this item, includes the following:

a. finalization of the implementation of lease agreements with community partners involved in the Neighborhood Schools Initiative to strike business-like and mutually beneficial arrangements for facility planning, development, ownership, and fiscal commitment;

b. development of a matrix for established partners regarding due dates for yearly requested items due to MPS from partners (2000-2020);

c. work with MPS's newly hired Contract Specialist to provide training to enable the assumption of NSI lease administration responsibilities; and

d. advise the District in developing optimal guiding concepts for project design and delivery.

6. The Administration is requesting a continuation of the sole-source contract from July 2005 through December 2005 in order that the Administration may transition from Quarles & Brady to the service of an MPS Contract Specialist, thus eliminating the need for a legal service contract after December 2005.

7. All references to the HUB requirement from the original contract will continue.

Strategic Plan Compatibility Statement

8. The implementation of the Neighborhood Schools Plan is one of the strategic initiatives of the District.

Statute, Administrative Policy, or Board Rules Statement

9. 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.

Fiscal Impact Statement

10. This item authorizes expenditures of up to $250,000 to be funded from the Neighborhood Schools Initiative project account FAR-0-0-NSS-NL-EOTH.

Implementation and Assessment

11. Upon approval by the Board, the Administration will extend the contract with Quarles & Brady, LLP, for services connected with the Neighborhood Schools project.

Committee's Recommendation

Your Committee recommends the approval of an extension of the professional service contract with the law firm of Quarles & Brady, LLP, for the period of July 1, 2005, through December 31, 2005, at a maximum compensation of $250,000, with the scope of services, as presented in the attachment to the minutes of your Committee's meeting, to include the following:

1. finalization of the implementation of lease agreements with community partners involved in the Neighborhood Schools Initiative to strike business-like and mutually beneficial arrangements for facility planning, development, ownership, and fiscal commitment;

2. development of a matrix for established partners regarding due dates for yearly requested items due to MPS from partners (2000-2020);

3. work with MPS's newly hired Contract Specialist to provide training to enable the assumption of NSI lease-administration responsibilities; and

4. advise the District in developing optimal guiding concepts for project design and delivery.

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

* * * * *

(Item 8) Action on a Request to Enter into a Lease with the Children's Outing Association as a Successor to a Previous Agreement with the Police Athletic League for Classroom Space Used by Auer Avenue School

Administration's Analysis

1. At its meeting of May 21, 2002, the Board authorized the Administration to enter into a lease agreement with the Police Athletic League (PAL) for the use of six (6) classroom spaces for Auer Avenue School. The additional classrooms, which became available in September 2002, allowed Auer Avenue School to expand to K-8 status.

2. The lease (copy provided under separate cover) contained the following key components:

a. MPS pre-paid to PAL $1.4 million for construction and build-out of the space as rent in consideration of the specified right to use six classrooms, a gymnasium, the library, and certain additional areas included within a defined Demised Premises;

b. MPS obtained a leasehold for the Demised Premises with a term of 20 years, at a basic rent rate of $10 per year, with the additional right to extend the term by five (5) consecutive periods of ten (10) yeas each, rent for such extensions being payable at fair market rates to be determined at the time of extension;

c. in exchange for PAL's covenant to perform all facility maintenance — save only specified educational maintenance costs associated with the Demised Premises — MPS agreed to pay additional rent to reimburse PAL for 33.47% (defined as MPS's pro-rata share) of costs incurred by PAL with respect to a defined set of operating expenses; and

d. the lease allows for the landlord's interest to be assigned to a new owner, with MPS's consent, in the event of a property transfer. MPS's consent to the transfer may not be unreasonably withheld, conditioned, or delayed.

3. PAL subsequently filed with the United States District Court of the Eastern District of Wisconsin to reorganize its affairs under the federal bankruptcy code. In the context of its filing, PAL sought the Bankruptcy Court's approval to sell the building through an auction process. The Court approved the auction process, and PAL thereafter received three bids. The bid from Children's Outing Association (COA) included a provision indicating that COA would purchase the building, subject to MPS's tenancy.

4. At a hearing on June 13, 2005, the Bankruptcy Court approved PAL's sale of the building to COA.

5. COA has agreed to honor the terms and conditions of the existing lease, with the only material modification being that MPS's annual payment of additional rent for MPS's pro-rata share of operating expenses shall not, in any lease year, be less than an agreed threshold, which:

a. in the lease year commencing on July 1, 2005, (FY06) shall be the sum of $58,000; and

b. in all succeeding lease years (including FY07 and all later years during the term of the Lease), shall be increased annually from $58,000 in the same proportion in which the Consumer Price Index for all Urban Consumers (CPI-U) shall have increased in each such lease year, as compared with the FY06 lease year.

Strategic Plan Compatibility Statement

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

Statute, Administrative Policy, or Board Rules Statement

7. Administrative Policy 4.08, Lease Agreements, requires that all lease agreements with annual costs in excess of $100,000 or terms longer than three (3) years be approved by the Board.

Fiscal Impact Statement

8. The FY06 budget contains $60,010 to fund costs associated with the PAL lease agreement. Funding of $35,010 is contained in the Auer School budget in account GEN00BDKAU ERTB. Another $25,000 of funding is distributed within the budget for district utilities.

Implementation and Assessment Plan

9. Upon approval by the Board, the appropriate signatures will be obtained and the lease executed.

Committee's Recommendation

Your Committee recommends that Board authorize the Administration to amend the lease with the Police Athletic League (PAL), which the Board originally approved at its meeting of May 21, 2002, as needed to

1. recognize Children's Outing Association as the new landlord;
2. provide for the specified minimum annual payment of additional rent so that MPS's annual payment of additional rent for MPS's pro-rata share of operating expenses shall not, in any lease year, be less than an agreed threshold, which:
   a. in the lease year commencing on July 1, 2005, (FY06) shall be the sum of $58,000; and
   b. in all succeeding lease years (including FY07 and all later years during the term of the Lease), shall be increased annually from $58,000 in the same proportion in which the Consumer Price Index for all Urban Consumers (CPI-U) shall have increased in each such lease year, as compared with the FY06 lease year; and
3. provide such other insubstantial modifications (if any) to the lease as the Administration shall believe necessary to permit the District to continue using space located at 2320 North Burleigh Street to house classrooms for Auer Avenue School.

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

* * * * *

(Item 9) Informational Report on the Community-Engagement Process and the Development of a Framework for Criteria for the Closing of Schools

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

Administration's Report

1. At its meeting on February 24, 2005, the Board directed the Administration to develop and issue a Request for Proposal (RFP) for the following activities:

a. to conduct a district-wide needs analysis to

(1) determine the types of educational programming which the community desires for their children in order to make MPS their educational choice; and

(2) explore the financial ramifications of closing any school, including —but not limited to — the cost of sending and receiving, busing, and shutting down a building;

b. to gather input from and to survey the community regarding criteria for a school-closing process; and

c. to engage the community to determine criteria for selecting schools to be closed, with a report of which schools will be recommended for the 2006-07 school year to be made back to the Committee on Innovation/School Reform for hearing and consideration no later than the October 2005 Board cycle.

2. At its meeting on April 21, 2005, the Board rejected the Administration's recommended proposal for consulting services for community engagement regarding the closing of schools and instead:

a. authorized the Administration to spend up to $350,000 from the Board's contingent fund;

b. directed the Administration to request revised proposals from the two finalist firms to provide a reduced scope of services at a cost not to exceed $300,000;

c. directed the Administration to maintain the HUB requirement at 20%;

d. authorized the Administration to contract individually for services up to $300,000 if, after receiving the two revised proposals, the Administration were to feel that it would be in the best interest of the District to do so;

e. exempted the Administration from Administrative Policy 3.09, Bidding and Procurement Requirements, if the Administration were to determined that contracting individually for these services is in the best interest of the District;

f. directed the Administration to either:

(1) report back to the Board in May 2005, as an informational item, which of the two firms had been awarded a contract, complete with a summary of the services to be provided and a timeline; or

(2) report to the Board in May 2005, as an informational item, the process that the Administration would use if neither of the two firms had been selected; and

g. authorized the Administration to use up to $50,000 of the $350,000 for district expenses.

3. Based on that Board action, the Administration offered the two highest-scoring bidders the opportunity to submit scaled-back proposals within the funding guidelines. That process resulted in the selection of Hayes Large Architects as the lead consultants, to partner with Mosaic Communications for communications activities. The consulting firms will be paid $300,000, while $50,000 will be allocated for district costs related to the community-engagement process.

4. The consultants on the project started external community meetings on Tuesday, May 31, 2005, at various MPS high schools. As part of the community-engagement process, the consultants have also held smaller focus groups with internal public school administrators and staff at the Central Services Building, located at 5225 West Vliet Street. Meetings will continue through the summer, with the goal of making recommendations to the community and Superintendent in early September.

5. Phase I was marketed and advertised in all community newspapers, flyers were distributed to each MPS school, advertisements were placed, and letters were mailed to all key constituencies. Attendance at the Phase I community meetings, however, was poor.

6. Phase II will use radio ads plus direct marketing to all school and community segments.

7. The community input process should result in balanced and inclusive input to direct the Administration's recommendation to the Board on the criteria to be used to determine which schools will be closed for the 2006-07 school year and beyond. The Administration intends to report back to the Board regarding this criteria in September.

* * * * *

(Item 10) Action on a Request to Approve a Contract for Academic Assessments for Supplemental Service Providers and Title IA Programs for Non-Public Schools

Administration's Analysis

1. The Milwaukee Public Schools uses federal funds under the No Child Left Behind Act to support supplemental services for students at schools identified for improvement and Title IA programs at non-public schools. These programs require that evaluations of student and program performance be conducted.

2. On May 2, 2005, MPS released RFP #468 to solicit providers who could supply assessment materials to meet program and student evaluation needs.

3. On June 3, 2005, the RFP #468 Review Team recommended that the District use the Group Math Assessment and Diagnostic Evaluation (GMADE) and the Group Reading Assessment and Diagnostic Evaluation (GRADE) assessments from AGS Publishing for students receiving supplemental services and Title IA programs at non-public schools.

4. The two MPS programs will cooperate to coordinate training in test administration and interpretation. Each would order test materials to meet individual program's needs and establish procedures to score, record, distribute, use, and analyze results.

5. Board approval of this recommendation will allow the Administration to operate in compliance with the law and will allow the District to more effectively evaluate services delivered and individual student needs and progress.

Strategic Plan Compatibility Statement

6. The recommendation, which supports the MPS Strategic Plan, Goal 1, student achievement, is consistent with the practice of fiscal responsibility and informed decision making concerning the required allocation of federal resources.

7. The recommendation is consistent with Administrative Policy 3.09, Purchasing and Bidding Requirements, and Administrative Policy 3.10, Historically Underutilized Business Program.

HUB-Certified Prime?	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION				
	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
NO	208	13	135	10%	10% MBE	50,000	Printing	Printing

8. The Administration's recommendation is consistent with federal and state statutes regarding the Elementary and Secondary Education Act (ESEA).

Fiscal Impact Statement

9. This item authorizes expenditures of up to $250,000 over three years.

Account Title: Title I, Regular, Non-public School $125,000
Budget Code: GEN-0-I-1NX-1S-ECTS-0000

Account Title: Supplemental Services.....$125,000
Budget Code: GEN-0-I-1SX-DW-ECNS-0000

Implementation and Assessment Plan

10. Contractors providing Title IA services to non-public schools will annually use AGS assessments as pre- and post-measures of student and program progress.

11. MPS schools identified for improvement will administer annual pre- and post-tests for students taking advantage of supplemental service offerings.

12. Program administrators will meet at least annually to gauge effectiveness of AGS instruments.

Committee's Recommendation

Your Committee recommends that the Milwaukee Board of School Directors authorize the attached one-year contract, with options for up to two additional years, with AGS Publishing, not to exceed a total of $250,000, for the provision of assessment materials and services.

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

* * * * *

(Item 11) Action on Recommendations for FY06 Renewal of Contracts for Early Childhood Through Eighth-Grade Educational Programs

Administration's Analysis

1. Since 1988, the Milwaukee Public Schools has had the authority under Section 119.72 of the Wisconsin State Statutes to contract with private non-profit, non-sectarian daycare centers located in the City of Milwaukee to provide continuity in early childhood education to four- and five-year-olds who are residents of the City.

2. In June of 2002, the Milwaukee Board of School Directors approved contracts with a number of community-based organizations to provide educational programs for kindergarten and elementary-grade students.

3. In July 2003, Sec. 119.72 of the Wisconsin State Statute was repealed. The Administration and the Office of the City Attorney developed new contracts in order to continue to foster educational partnerships with private, non-profit, non-sectarian daycare centers.

4. Section 119.235 of the Wisconsin State Statutes gave authority to the Board to enter into contracts with nonsectarian private schools or agencies located in Milwaukee. On June 24, 2004, 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 a school-year, schedule. The teacher provides classroom instruction and works cooperatively with time guidelines of the approved curricula.

5. The contracted agencies reimburse the District for the cost of the teachers assigned to the contracted sites. Payment is made to MPS through installments deducted from monthly contracted payments.

6. The contract provides for renewal, subject to annual performance evaluations, the availability of funds, and the needs of MPS. The District continues to have a need for contracted programs serving children in early and elementary-grade levels.

7. Funds totaling $4,445,479 were allocated in the FY06 budget for contracted educational programs. The contract amount is after the deduction for MPS teacher costs. All students being served under these contract agreements are included in the MPS Third-Friday enrollment count.

8. The Administration recommends that the Board authorize one-year contracts with the following agencies for early childhood through eighth-grade educational programs for the FTEs (full-time-equivalent students) and amounts listed below:

Site	FY06 FTE	Grade Level	Amount
Agape	170	Grades 1-8	$1,030,516
Guadalupe Head Start	20	K4	$121,237
LaCausa	60	K4, K5	$363,712
MPS Head Start	15	K4	$49,660
Seeds of Health — Hilltop, Parkside, Windlake	230	K4-Grade 5	$1,394,228
Total	495		$2,959,353

Strategic Plan Compatibility Statement

9. 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

10. MPS policy requires that all contracts with schools or community-based agencies be approved by the Board.

11. Section 119.235, Stats., allows school districts to contract for the provision of educational programs with non-sectarian private schools or community-based agencies located in the City of Milwaukee to provide educational programs to pupils who are residents of the City and enrolled in MPS.

12. 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

13. This item authorizes expenditures for $2,959,353. Contracts are funded at the projected per-pupil amount for the Milwaukee Private School Choice Program. ($6,061.86 per pupil — an increase of $118.89 over FY05 amounts — is the estimated Choice amount for FY06.) MPS Head Start funding covers 1.0 FTE teacher and a 0.13 FTE educational assistant position. Costs of the contract are included in the FY06 budget, accounts Contracted Kindergarten KG5-0-0-CKG-XX-ESTC (teacher); DWC-0-0-CKG-XX-EEBN (benefits); ECC-0-0-CKG-XX-ECTV (contracted Educational Services and School Special Funds); and GEN-O-O-SSF-DW-EOTH (Other Expenses).

14. If an agency's contracted number of seats is not filled by the official MPS Third Friday (September 16, 2005), the contract shall be amended and any payments shall reflect the actual number of seats filled.

15. At no time shall the agency (sub-grantee) receive payments for seats that are not filled by eligible Milwaukee-resident students.

Implementation and Assessment Plan

16. The contracts shall be monitored through the Division of Early Childhood Programs, Office of Academic Excellence.

17. Any impact on the contract amount due to changes in the State budget will be communicated to the Board when information is available.

Committee's Recommendation

Your Committee recommends that Board authorize one-year contracts with the following agencies for the FTEs and amounts listed below, with the understanding that the Administration be allowed to bring forward to the Board any information and contracts with schools not included below:

Site	FY06 FTE	Grade Level	Amount
Agape	170	Grades 1-8	$1,030,516
Guadalupe Head Start	20	K4	$121,237
LaCausa	60	K4, K5	$363,712
MPS Head Start	15	K4	$49,660
Seeds of Health — Hilltop, Parkside, Windlake	230	K4-Grade 5	$1,394,228
Total	495		$2,959,353

Administration's Recommendation (Revised)

The Administration recommends that Board authorize one-year contracts with the following agencies for the FTEs and amounts listed below *(shaded row indicates a recommendation made subsequent to the June meeting of the Committee on Finance/Personnel):*

Site	FY06 FTE	Grade Level	Amount
Agape	170	Grades 1-8	$1,030,516
Garden Homes Montessori	***133.6***	***K3-Grade 6***	***$809,865***
Guadalupe Head Start	20	K4	$121,237
LaCausa	60	K4, K5	$363,712
MPS Head Start	15	K4	$49,660
Seeds of Health — Hilltop, Parkside, Windlake	230	K4-Grade 5	$1,394,228
Total	***628.6***		***$3,769,218***

Director Horton moved to approve the administration's revised recommendation.

The motion prevailed, the vote being as follows:

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

Noes—None.

* * * * *

(Item 12) Action on 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 contract provides 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 2004-2005 academic year, which reflect the provisions in the current law, 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 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 recommendations of the Division of Diversified Community Schools for seat allocations for the 2005-2006 school year are outlined under the Fiscal Impact Statement.

5. Aurora Weier (75.0 FTE) is slated to transfer from partnership status to non-instrumentality charter school status with the commencement of FY06. Learning Enterprise High School (150.0 FTE) closed by mutual agreement with the Milwaukee Board of School Directors during the FY05 fiscal year. The combined 225.0 FTEs were distributed among existing partnership schools.

Strategic Plan Compatibility Statement

6. The recommendation supports the MPS Strategic Plan, Goal 1, improve student achievement, and Goal 2, student success in further education and employment. It is aligned with the State of Wisconsin's accountability measures and supports the requirements of the federal No Child Left Behind (NCLB) Act.

Statute, Administrative Policy, or Board Rules Statement

7. 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).
- Recommendations from the Office of Board Governance 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

8. Approval of this item authorizes expenditures totaling $11,147,111 for FY06. The chart below outlines the number of contracted seats for FY05, the proposed number of seats for FY06, and the cost per partnership school. The total contract costs listed are based on a rate of $7,509 per student and include the cost of an MPS teacher. Funding to cover the cost of the seats is included in the FY06 budget in accounts: ARC-0-0-AGN-XX-ECTV; AGP-0-0-AGN-XX-ESTC; DWC-0-0-AGN-XX-EEBN.

Proposed Seats for FY2006

At Risk	Grade	Total FTE Seats 2005	Total FTE Seats 2006	Total Contract $
Assata	9-12	60	100	750,900
Aurora Weier	9-12	75	0	0
Career Youth Development	9-12	0	15	112,635
Council for Span. Spkg./Loyola Academy	9-12	90	90	675,810
El Puente	9-12	100	100	750,900
Lad Lake/Synergy	6-12	0	15	112,635
Learning Enterprise High School	9-12	150	0	0
MMAIC/Spotted Eagle	9-12	100	100	750,900
NOVA	6-12	100	100	750,900
Seeds of Health/Grandview	9-12	225	235	1,764,615
Shalom	9-12	100	100	750,900
UCC	6-8	90	90	675,810
Totals		**1,520**	**945**	**7,096,005**

Behavioral Reassignment	Grade	Total FTE Seats 2005	Total FTE Seats 2006	Total Contract $
Assata	9-12	40.0	0	0
Career Youth Development	9-12	112.5	112.5	844,763
St. Charles	6-12	45.0	60.0	450,540
Southeastern	6-8	75.0	80.0	600,720
Synergy	6-12	125.0	155.0	1,163,895
To Be Assigned (TBA)*	—	107.0	132.0	991,188
Totals		**504.5**	**539.5**	**4,051,106**
GRAND TOTAL		**2,024.5**	**1,484.5**	**11,147,111**

* 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. A total of 132.0 TBA behavioral reassignment seats have been allotted for FY06.

Implementation and Assessment

9. Formal and informal assessments are implemented throughout the school year. Unless otherwise negotiated and agreed to by the parties in writing, partnership schools will comply with the performance standards in the District Accountability Plan.

10. The requirements of the NCLB Act include provisions to raise academic achievement for all children. This includes students enrolled in MPS partnership schools.

Committee's Recommendation

Your Committee recommends that the Board authorize the renewal of the seats with partnership schools for FY06 as listed below and pursuant to the contract, attached to the minutes of your Committee's meeting, with the understanding that the Administration be allowed to bring any additional contracts and related information directly to the Board.

Proposed Seats for FY2006

At Risk	Grade	Total FTE Seats 2005	Total FTE Seats 2006	Total Contract $
Assata	9-12	60	100	750,900
Aurora Weier	9-12	75	0	0
Career Youth Development	9-12	0	15	112,635
Council for Span. Spkg./Loyola Academy	9-12	90	90	675,810
El Puente	9-12	100	100	750,900
Lad Lake/Synergy	6-12	0	15	112,635
Learning Enterprise High School	9-12	150	0	0
MMAIC/Spotted Eagle	9-12	100	100	750,900
NOVA	6-12	100	100	750,900
Seeds of Health/Grandview	9-12	225	235	1,764,615
Shalom	9-12	100	100	750,900
UCC	6-8	90	90	675,810
Totals		**1,520**	**945**	**7,096,005**

Behavioral Reassignment	Grade	Total FTE Seats 2005	Total FTE Seats 2006	Total Contract $
Assata	9-12	40.0	0	0
Career Youth Development	9-12	112.5	112.5	844,763
St. Charles	6-12	45.0	60.0	450,540
Southeastern	6-8	75.0	80.0	600,720
Synergy	6-12	125.0	155.0	1,163,895
To Be Assigned (TBA)*	—	107.0	132.0	991,188
Totals		**504.5**	**539.5**	**4,051,106**
GRAND TOTAL		**2,024.5**	**1,484.5**	**11,147,111**

* 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. A total of 132.0 TBA behavioral reassignment seats have been allotted for FY06.

Administration's Recommendation (Revised)

The Administration recommends that the Board authorize the renewal of the seats with partnership schools for FY06 as listed below *(shaded row indicates a recommendation made subsequent to the June meeting of the Committee on Finance/Personnel):*

Proposed Seats for FY2006

At Risk	Grade	Total FTE Seats 2005	Total FTE Seats 2006	Total Contract $
Assata	9-12	60	100	750,900
Aurora Weier	9-12	75	0	0
Career Youth Development	9-12	0	15	112,635
Cornerstone Achieve. Acad.	*0-12*	*100*	*100*	*750,900*
Council for Span. Spkg./Loyola Academy	9-12	90	90	675,810
El Puente	9-12	100	100	750,900
HR Academy	*9-12*	*100*	*100*	*750,900*
HR Educational Possentem	*9-12*	*60*	*75*	*563,175*
Lad Lake/Synergy	6-12	0	15	112,635
Learning Enterprise High School	9-12	150	0	0
MMAIC/Spotted Eagle	9-12	100	100	750,900

At Risk	Grade	Total FTE Seats 2005	Total FTE Seats 2006	Total Contract $
Milwaukee Spectrum	*9-12*	*90*	*110*	*825,990*
NOVA	6-12	100	100	750,900
Seeds of Health/Grandview	9-12	225	235	1,764,615
Shalom	9-12	100	100	750,900
Silver Spring Neigh. Ctr.	*6-8*	*80*	*80*	*600,720*
UCC	6-8	90	*110*	*825,990*
Totals		**1,520**	***1,430***	***10,737,870***

Behavioral Reassignment	Grade	Total FTE Seats 2005	Total FTE Seats 2006	Total Contract $
Assata	9-12	40.0	0	0
Career Youth Development	9-12	112.5	112.5	844,763
St. Charles	6-12	45.0	60.0	450,540
Southeastern	6-8	75.0	80.0	600,720
Synergy	6-12	125.0	155.0	1,163,895
To Be Assigned (TBA)*	—	107.0	*112.0*	*841,008*
Totals		**504.5**	***519.5***	***3,900,926***
GRAND TOTAL		**2,024.5**	***1,949.5***	***14.638,796***

* 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. A total of 112.0 TBA behavioral reassignment seats have been allotted for FY06.

Director Hardin moved to approve the administration's revised recommendation.

The motion prevailed, the vote being as follows:

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

Noes—None.

* * * * *

(Item 13) Action on Approval of Allocations to St. Charles Youth and Family Services 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 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. The total FTE will be 158.

Strategic Plan Compatibility Statement

6. The recommendation supports the MPS Strategic Plan Goal 1, 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 $1,831,922 for 2005-06. The per-FTE cost for grades 3-5 is $11,366. The per-FTE cost for Grades 6-12 is $9,905. 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 FY06 budget in account ARC-0-0-AGN-XX-ECTV. The costs for these seats are shown below:

FTEs		
	FY05	**FY06**
Agency		
St. Charles	135	135
To Be Determined	23	23
Total	**158**	**158**
Grade		
3-5	40	40
6-12	95	95
To Be Determined	23	23

Costs		
	FY05	**FY06**
Grades 3-5	$445,720	$454,640
Grades 6-12	$922,545	$940,975
23 Undesignated Seats (budgeted)	$460,000	$436,307
Total	**$1,828,265**	**$1,831,922**

Implementation and Assessment Plan

9. Unless otherwise negotiated and agreed to by the parties in writing, special education sites shall establish to the satisfaction of MPS on an annual basis that the partnership school 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 that meet 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 bidder(s), 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

Your Committee recommends that the Board authorize the Administration to renew the contract with St. Charles for FY06 for 135 special education seats and for 23 seats to be determined.

FTEs		
	FY05	**FY06**
Agency		
St. Charles	135	135
To Be Determined	23	23
Total	**158**	**158**
Grade		
3-5	40	40
6-12	95	95
To Be Determined	23	23

Costs		
	FY05	**FY06**
Grades 3-5	$445,720	$454,640
Grades 6-12	$922,545	$940,975
23 Undesignated Seats (budgeted)	$460,000	$436,307
Total	**$1,828,265**	**$1,831,922**

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

* * * * *

(Item 14) Action on Authorizations for Approval of School-Within-A-School Programs for Disruptive Youth

Administration's Analysis

1. At its meeting on June 24, 2004, the Milwaukee Board of School Directors approved school-within-a-school programs in 10 MPS schools to serve disruptive students in grades 6-12 for the 2004-05 school year.

2. Unless otherwise negotiated and agreed to by the parties in writing, a school-within-a-school program shall establish to the satisfaction of the Division of Diversified Community Schools on an annual basis that the program has complied with the contracted performance standards.

3. Bradley Tech, Grand Avenue, Hamilton, Juneau, Madison, North Division, Riverside, Robinson, Walker, and Washington have successfully assigned students to school-within-a-school programs, serving 1,702 students during the 2004-05 school year. All school programs met the attendance and retention goals. Where seniors were enrolled, students met the graduation rate of 70% or above.

4. For the 2005-06 school year, the Administration is recommending that 14 schools — nine continuing schools, plus five additional high schools (Bay View, Custer, Pulaski, South Division and Vincent) — receive approval for contracts to serve disruptive students. (Robinson Middle School was eliminated as a result of Board action to close the school at the end of the 2004-2005 school year.) The list of schools and corresponding seats is outlined in the table under the Fiscal Impact Statement.

Fiscal Impact Statement

5. Approval of this item authorizes expenditures totaling $1,171,800 for 2005-2006. The chart below outlines the number of seats for 2004-2005, the proposed number of seats for 2005-2006, and the cost per school. The cost per contracted seat is $1,116.

School	Grades	Seats '05	Seats '06	Cost $
Bay View High School	9-12	0	75	83,700
Bradley Tech High School	9-12	60	75	83,700
Custer High School	9-12	0	75	83,700
Grand Avenue School	6-8	40	75	83,700
Hamilton High School	9-12	70	75	83,700
Juneau High School	9-12	45	75	83,700
Madison High School	9-12	70	75	83,700
North Division High School	9-12	50	75	83,700
Pulaski High School	9-12	0	75	83,700
Riverside High School	9-12	60	75	83,700
Robinson Middle School	6-8	30	0	0
South Division High School	9-12	0	75	83,700
Vincent High School	9-12	0	75	83,700
Walker Middle School	6-8	40	75	83,700
Washington High School	9-12	70	75	83,700
TOTALS		**535**	**1,050**	**1,171,800**

6. With the Board's approval, the funds will be transferred from the Division of Diversified Community Schools' Non-MPS Agency account ARC-0-0-AGN-XX-ECTV to the MPS school sites (various school accounts). Funds sufficient to support approved programs for the 2005-2006 school year were appropriated in the FY06 MPS Budget.

Implementation and Assessment Plan

7. Programs will begin in September 2005, subject to the completion of a signed Memorandum of Understanding with the Milwaukee Teachers' Education Association.

8. The requirements of the reauthorization of "No Child Left Behind" include provisions to raise academic achievement for all children. This includes students enrolled in MPS Diversified Community Schools. Program assessment will be performed annually to measure student outcome standards specified for programs serving children at risk of not graduating from high school.

Committee's Recommendation

Your Committee recommends that the Board approve school-within-school programs to serve disruptive students for the 2005-2006 school year with the following service providers and authorize the transfer of funds to MPS school site accounts for individual school use.

School	Grades	Seats '05	Seats '06	Cost $
Bay View High School	9-12	0	75	83,700
Bradley Tech High School	9-12	60	75	83,700
Custer High School	9-12	0	75	83,700
Grand Avenue School	6-8	40	75	83,700
Hamilton High School	9-12	70	75	83,700
Juneau High School	9-12	45	75	83,700
Madison High School	9-12	70	75	83,700
North Division High School	9-12	50	75	83,700
Pulaski High School	9-12	0	75	83,700
Riverside High School	9-12	60	75	83,700
Robinson Middle School	6-8	30	0	0
South Division High School	9-12	0	75	83,700
Vincent High School	9-12	0	75	83,700
Walker Middle School	6-8	40	75	83,700
Washington High School	9-12	70	75	83,700
TOTALS		**535**	**1,050**	**1,171,800**

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

* * * * *

(Item 15) Action on Authorization for Approval of Allocations for Day-Treatment Programs for Adjudicated Youth (Milwaukee County Collaborative)

Administration's Analysis

1. The Milwaukee County Children's Court Center and MPS have agreed to collaborate in providing Intensive day-treatment programs for those students being assigned by the courts. The Milwaukee Public Schools, in cooperation with the Milwaukee County Children's Court Center, jointly funds 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 experiencing socially unacceptable behavior, academic problems, and difficult family relationships. These programs, which provide an alternative to placement in a correctional or residential treatment facility, support the District's efforts to ensure safe learning environments.

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 2005-06 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 $574,450 for FY06. Projected costs listed for approval are shown below.

	Seats		
Day Treatment Site	**2005**	**2006**	**Cost**
Lad Lake Ultra	30	30	$174,636
Project Excel	30	30	174,636
St. Charles Intensive Day	45	30	225,178
Totals	**105**	**90**	**$574,450**

9. The base FTE cost for Lad Lake Ultra and Project Excel is $5,821. The base FTE cost for St. Charles is $7,506, including the cost of the MPS teacher. Funds (accounts: ORC-0-0-MCO-XX-ESTC; DWC-0-0-MCO-XX-EEBN; ORC-0-0-MCO-XX-ECTS) sufficient to support educational services to adjudicated students were approved in the FY06 budget.

Implementation and Assessment Plan

10. Formal and informal assessments are implemented throughout the school year. Unless otherwise negotiated and agreed to by the parties in writing, day-treatment programs will comply with the performance standards in the District Accountability Plan.

11. The requirements of the federal "No Child Left Behind" Act include provisions to raise academic achievement for all children. This includes students enrolled in MPS Diversified Community Schools.

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration to provide the following educational programs for adjudicated students in FY06:

	Seats		
Day Treatment Site	**2005**	**2006**	**Cost**
Lad Lake Ultra	30	30	$174,636
Project Excel	30	30	174,636
St. Charles Intensive Day	45	30	225,178
Totals	**105**	**90**	**$574,450**

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. (Subsequent-year Contingent Fund balances need to be reserved to address requirements of that fiscal year.)

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 Board of School Directors in March approved the transfer of $350,000 from the $1.0 million Contingent Fund to the Office of Finance and Operations to pay costs related to community-outreach efforts related to potential school closings.

4. The Administration is requesting authority to spend $650,000 from the Contingent Fund to allow expenditures to enhance the District's technology equipment and services as follows:

a. to provide each school with two new desktop computers for business purposes.....Cost: $138,000

(1) The District relies on technology in all aspects of its operations, from classroom instruction to purely administrative functions.

(2) The core belief that "the classroom is the most important place in the district" requires the Administration to assist schools in purchasing essential non-classroom equipment when possible, so that schools can maximize school-based resources that are directed to the classroom.

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

(4) The central purchase of 280 desktop computers for distribution to the schools allows the schools to have adequate computing power for business functions while preserving school budgets for other, classroom-related uses.

b. to develop a pilot project for a city-wide wireless network that would allow staff and students access to the Internet wherever they are in the city.....Cost: $250,000

(1) MPS is working with the Milwaukee Area Technical College (MATC) and the University of Wisconsin-Milwaukee to develop a city-wide wireless network for use by students and staff. The U.S. Department of Commerce contributed $180,000 for a study of the project's feasibility.

(2) A pilot project for the network requires a 50/50 funding match from the *main* partners ($250,000 each) and the Department of Commerce ($750,000). The pilot will allow testing of the network in a limited geographic area estimated to be 10 square miles.

c. to install a district-wide document-management system to eliminate the need to maintain paper copies of documents.....Cost: $90,000

The on-line management of documents allows access to the documents and records by authorized school or administrative personnel. This negates the need to make paper copies and promotes increased efficiency by allowing instant access to records by anyone having the proper security clearances. Human Resources, Pupil Services, and some areas of Finance and Operations Departments are imaging paper documents and using on-line retrieval. The Office of Board Governance and the Division of Facilities and Maintenance Services have requested expansion of the document-management system for their use.

d. to upgrade voice-mail servers to maintain functioning voice-mail system .....Cost: $86,000

Upgrading the District's 23 voice mail servers, which were installed in 1999, is required to support a back-up tape drive. Frequent failures of the servers also necessitate the upgrade.

e. to upgrade the IFAS servers .....Cost: $86,000

IFAS is a district-wide application that supports budgeting, procurement, and financial record keeping. The upgrade is necessary to accommodate the large number of simultaneous users and to allow the integration of the Facilities and Maintenance Services system.

5. These expenditures are consistent with the intent of the Contingent Fund to be used for one-time expenses.

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 Administrative Policy 3.04, regarding fund transfer authority, and 3.09, Purchasing and Bidding Requirements.

Implementation and Assessment

8. 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

9. This item authorizes transfers of $75,000 from account SCF-0-0-CTG-DW-ECTG (School Operations Contingent Fund) to TSV-0-0-STR-TC-ECTS (Technology Strategic Plan — Contract Services) and of $575,000 from SCF-0-0-CTG-DW-ECTG (School Operations Contingent Fund) to TSV-0-0-STR-TC-EAEQ (Technology Strategic Plan — additional equipment).

Committee's Recommendation

Your Committee recommends that the Board approve transferring $650,000 from the Contingent fund to allow expenditures to enhance district technology equipment and services as follows:

1. Provide each school with two new desktop computers for business purposes. Cost: $138,000

2.. Develop a pilot project for a city-wide wireless network that would allow staff and students access to the Internet wherever they are in the city. Cost: $250,000

3. Install a district-wide document-management system to eliminate the need to maintain paper copies of documents. Cost: $90,000

4. Upgrade voice-mail servers to maintain functioning voice-mail system. Cost: $86,000.

5. Upgrade the IFAS servers due to the large number of simultaneous users and the addition of Facilities and Maintenance Services to the IFAS system. Cost: $86,000

The amount of $75,000 will be transferred from account SCF-0-0-CTG-DW-ECTG (School Operations Contingent Fund) to TSV-0-0-STR-TC-ECTS (Technology Strategic Plan — Contract Services), and $575,000 will be transferred from SCF-0-0-CTG-DW-ECTG (School Operations Contingent Fund) to TSV-0-0-STR-TC-EAEQ (Technology Strategic Plan — additional equipment).

Director Spence moved to approve to Committee's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Dannecker, Goldberg, Horton, Spence and President Johnson—6.

Noes—None.

Voting "present"—Director Balistreri—1.

Temporarily absent—Director Hardin—1.

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(Item 17) Action on a Request to Adjust the Dates of the Student Enrollment Process

Administration's Analysis

1. Providing parents and guardians with opportunities to decide which public school 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. The Milwaukee Board of Directors has encouraged schools to design and implement site-specific programs that better meet the needs of students.

3. On August 27, 1997, the Board adopted Resolution 9798R-003, which authorized all high schools to develop admission standards for Fall 1998 enrollment. In applying these standards, it was noted that the high schools may not discriminate on race, disability, gender, religion, or national origin, etc., except to the extent that such distinctions are needed for the school to meet the MPS Standards for Racially Balanced Schools.

4. During the September 29, 1999, Board meeting, middle schools were afforded the opportunity to participate in the early admission process if they identified a curriculum focus. The admission requirements for the process were:

a. priority assignment given to students who have 90% or better attendance;

b. attendance at an orientation session by students and parents/guardians or another adult;

c. completion of a questionnaire/application based on the school's focus. Representatives from school councils, principals, leadership specialists, and staff from Student Services were to design the instrument.

5. The Board required that any entrance-level requirements developed could not unintentionally or intentionally discriminate against students based on race, disability, gender, religion, or national origin, etc.

6. On August 24, 2000, the Board adopted the Neighborhood School Initiative (NSI) in an effort to provide opportunities for as many students as possible to receive an education in their neighborhoods and to reduce transportation.

7. During the adoption of NSI, the issue of high student mobility, which impedes the efforts of the MPS to educate youth, was raised. As a result, the Student Mobility Task Force was formed.

8. During the 2004-05 and 2005-06 enrollment periods, respectively, 98.9% (15,426 total applications) and 99.4% (12,071 total applications) of the parents participating in the 3-Choice process received one of their three choices (see Attachment A in the minutes of your Committee's meeting).

9. There were 3,355 fewer applications received during 2005-06 than were received during the 2004-2005 school year.

10. Early enrollment data for the 2005-06 school year indicates 96% (2,800) of the students applying for early admissions were accepted by at least one high school to which they had applied. The high-school wait list consists of 1,056 students. (see Attachment B in the minutes of your Committee's meeting).

11. Early enrollment data for the 2005-06 school year indicates that 100% (1,571) of the students applying for early admissions received their middle schools of choice. Middle school did not have a wait list (see Attachment B in the minutes of your Committee's meeting).

12. Based on this information, and in order to make the student-enrollment process more convenient for parents, the Administration is recommending that the Three-Choice school-selection process be moved from its current timeframe of October through November back to January.

13. The early admissions process will be conducted in November. Schools participating in the early admissions process will decide whether to develop and finance a brochure that describes the early admissions process and procedures.

14. Tentative dates for the early admissions period (first enrollment period) will be November 1, 2005, through November 23, 2005. This time period still allows schools a timeframe in which they may address all of the current issues associated with student enrollment, entrance-level requirements and standards, and other types of issues that schools must address (e.g., staffing, scheduling of student assessments, development of student and staff schedules).

15. During the second enrollment period (Three-Choice student-assignment process), students (middle, high, and elementary students) not participating or not receiving an assignment in the early admissions process will have the opportunity to participate in the Three-Choice student-assignment process. All high schools with space will also be available as an option for students during the second enrollment period, which will take place from January 9, 2006, through January 27, 2006. The Chapter 220 enrollment period will take place during the second enrollment period.

16. Students not participating in the Three-Choice school selection process will have an opportunity to participate in the third enrollment period, which will run from March 1, 2006, through June 24, 2006. Appeals, reassignments, and new and returning student enrollments will also occur during this enrollment period.

17. As is the current practice, the Open Enrollment dates will be included in the informational booklet sent home to parents. This enrollment period, which is established by state standards, begins during the first Monday in February and ends at the third Friday in February.

18. The enrollment period for Schools Identified for Improvement (SIFI) under No Child Left Behind will take place from June 26, 2006, through July 14, 2006.

19. The summer enrollment period will take place from July 24, 2006, through August 11, 2006. This enrollment period will address the enrollment needs of new and returning students, as well as students who wish to appeal their most current assignments.

20. The recommended changes will decrease student mobility and increase the amount of students attending their neighborhood schools. The Administration will ensure that the *Directions* booklet is made available to all Milwaukee households with school-aged children.

21. A committee will be developed to make recommendations relative to student recruitment and retention, to ensure that all students are afforded equal access to all schools. This committee will also make recommendations relative to the student appeals process.

Strategic Plan Compatibility Statement

22. The recommendations support MPS Strategic Plan, Goal 1, to improve student achievement; Goal 2, 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

23. This item is consistent with administrative policies.

Fiscal Impact Statement

24. This item does not authorize expenditures; however, it should be noted that during the early enrollment period for the 2005-06 school year, costs encumbered by the schools totaled $40,000. These costs included only duplicating, mailing, and translation of documents.

Implementation and Assessment Plan

25. The implementation of the new school-selection periods will be effective for the Fall of 2006 and does not require any changes or modifications to current policies.

Committee's Recommendation

Your Committee recommends that the Board direct the Administration to carry out the following adjustments to the student-enrollment process, effective for the 2005-2006 enrollment period:

1. conduct the early admissions process from November 1 through November 23, 2005.
2. move the Three-Choice school-selection process from its current timeframe of October-November back to January (January 9, 2006, through January 27, 2006). The Chapter 220 enrollment period will take place during this enrollment period.
3. conduct a third enrollment period for students who did not participate in the Three-Choice school-selection process from March 1, 2006, through June 24, 2006. Appeals, reassignments, and new and returning student enrollments will also occur during this enrollment period.
4. as is the current practice, include the open enrollment dates in the informational booklet sent home to parents. This enrollment period is established by state standards and begins during the first Monday in February and ends at the third Friday in February.
5. conduct the enrollment period for Schools Identified for Improvement (SIFI) under the NCLB Act from June 26, 2006, through July 14, 2006.
6. conduct the summer enrollment period from July 24, 2006, through August 11, 2006. This enrollment period will address the enrollment needs of new and returning students, as well as students who wish to appeal their most current assignments.

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

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(Item 18) Action on a Request to Approve a Sole-Source Contract for Software maintenance, Transition, and Support of the APlus System to the Division of Technology

Administration's Analysis

1. In 1999, the Board approved a contract with Cayen Systems, LLC, to create a computerized system to track the attendance and activities of the Community Learning Centers (CLCs). Milwaukee's CLCs have continued to exceed standard evaluation requirements because of the ability to track CLC participation data and interface it with MPS records on student academic performance. The system tracks activities, participants, and attendance and correlates that data with academic and day-school data in order to better support the improved academic achievement of MPS students. The system was upgraded in 2000 and 2003 to support the GEAR UP Program and Supplemental Education Services (SES), which are both required by NCLB. The new upgraded system is referred to as APlus.

2. At the Board's request, a survey of APlus users was administered in May 2005. The results of this survey (attached) indicate a high level of user satisfaction with the APlus System for CLC, GEAR UP, and Summer Stars users, as well as SES providers.

3. In FY06, the Administration is recommending the approval of a sole-source contract with the vendor for limited maintenance support and the transitioning of total support of this district-owned system to the Division of Technology. In subsequent years, the vendor will provide only level-two maintenance and systematic upgrades to the software to take advantage of new hardware and software and additional required functionality.

Strategic Plan Compatibility Statement

4. This program 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

5. The contract is being presented to the Board pursuant to Board Policy 3.09(3).

Fiscal Impact Statement

6. The total cost of the contracts for supportive services, which is not to exceed $249,120, will be funded out of the following budget codes:

GEN-0-0-LC6-RC-ECTS	$ 107,700	(CLC)
CSV-0-0-US6-DW-ECNS	2,520	(Summer Stars)
OGA-0-S-1S6-CI-ECTS	98,100	(SES)
GEAR UP	40,800	(Pending Grant Award in August 2005)
TOTAL	$ 249,120	

implementation and Assessment Plan

7. The 21st Century CLC project director, or designee, as well as the project managers for SES, GEAR UP, and Summer Stars and the Director of the Division of Technology, will monitor and approve reimbursements for monthly expenditures regarding their respective programs under this contract. Annual performance reports required by DOE, DPI, and OJJDP will be submitted as required, based on the data that are gathered throughout the year. The overriding focus will be to track the attendance of students participating in CLCs, SES, Summer Stars, and GEAR UP activities.

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration to enter into a sole-source maintenance and transition contract with Cayen Systems, LLC, for services to support the APlus system as needed to maintain the functional requirements of the CLCs, GEAR UP, SES, and Summer Stars programs for the period June 1, 2005-June 30, 2006, with the Division of Technology to assume the support role in subsequent years. This contract will not exceed $249,120. Funding will be from the accounts listed below:

GEN-0-0-LC6-RC-ECTS	$ 107,700	(CLC)
CSV-0-0-US6-DW-ECNS	2,520	(Summer Stars)
OGA-0-S-1S6-CI-ECTS	98,100	(SES)
GEAR UP	40,800	(Pending Grant Award in August 2005)
TOTAL	$ 249,120	

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 Policy Council

Date: June 11, 2005
Submitted by: Director Kenneth Johnson
Delegate to: Head Start Policy Council

Previous month's summary:

The Policy Council and Administration discussed the two budgets for a compromise budget for presentation to the Board of School Directors on Thursday, May 26. One budget was presented to the Board and approved.

The next meeting to be held on: July 9, 2005

Upcoming agenda items will include:

- Community Representatives
- Impasse Procedures
- Literacy Project/Educational Field Trip
- Grant Applications Approval

Upcoming issues:

- Impasse Procedures
- Community Representatives
- Federal Grant Application

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

Date: June 23, 2005
Submitted by: Director Kenneth Johnson
Delegate to Milwaukee Partnership Academy

Previous month's summary:

- Efforts of the MPA have resulted in the rubric for the Wallace Grant being revamped to reflect an urban setting by using the candidates that MPS moves through. Candidates will be merged into the state pilot project and qualify for the $5,000 bump.
- A presentation about the MPA was given at the May 12th budget hearing.
- Coordinated efforts with the MPA and its partners concerning the writing-intensive-district initiative are being explored.
- Discussions are taking place on how to attract and retain students in after-school tutoring programs. A grant that could help with this has been applied for.

- Feedback has been gathered on the Characteristics of a High Performing Urban Classroom. A booklet on the Characteristics of a High Performing Urban Classroom — "Closing the Achievement Gap" — is being created. It will show what the characteristics look like in the classroom, particularly teacher indicators and student indicators; how the characteristics are aligned to the state teacher standards; and school and central services supports.
- Learning Team training was conducted May 23-27, 2005, focused on closing the achievement gap.
- An online survey was devised and is being conducted through July 15 to gather information from teachers and building administrators regarding Learning Teams. This information will be used to plan future Learning Team training.
- The National Science Foundation (NSF) site visit was completed, and the results were very positive.
- Guest speakers at the MPS Urban Leadership Institute on June 22-23, 2005, were sponsored by the MPA and the math grant. MPA presentations were also given concerning the work of Priority Work Group #2, Family Literacy and Tutoring, and Priority Work Group #3, Teacher and Principal Quality.
- The new teacher induction brochure has been completed. The ultimate goal is to attract and retain quality teachers in MPS. A guidebook to supplement this brochure is being devised for all stakeholders which will cover the first three to five years for new teachers.
- The external evaluation of the Milwaukee Mathematics Partnership (MMP) was completed.
- The Mathematics Fellowship Program for middle grades teachers has been launched.
- During Herzfeld Foundation staff visits to schools with Herzfeld Foundation Learning Team Grants, it has been seen and reported that strategies are working and that teachers more and more are able to show achievement on the part of the students.
- MPS scores are up at the high-school level and the averages beat the state average.
- Work continues on formation of the secondary school reading intervention program.
- MPA restructuring discussions and decision-making continue. See the attached document (pp. 211-214) for the most recent information concerning approved changes.
- The MPA was awarded the $2.5 million NEA Foundation Grant. $500,000 is slated to go to classroom teachers and Learning Teams. Schools in the low value added/low attainment quadrants in both math and reading will be given a mini-grant in order to meet during the summer to focus on data and closing the achievement gaps. Grants related to best practices, professional development and comprehensive induction will be made available to Learning Teams. Applications were distributed at the Urban Leadership Institute and are due July 8, 2005. Grants related to action research and family involvement strategies to close the achievement gap will be made available to classroom teachers. These will also be advertised in the fall with applications due October 3, 2005.
- Presentation on the work of the MMP and the Math Teacher Leaders was given at the May 2005 MPA Board of Directors' Meeting. Math Teacher Leaders indicated some of the benefits to be:

— School staff looking deeply at data, identifying problem areas and being enabled to move purposefully forward together and bring change.

— Being able to reach everyone through the Learning Team.

— Excitement about math in the schools.

— Learning new strategies and working on ways to institute them.

— Time for collaborative work and strategy development.

— Formation of a unified school vision in math.

— Looking beyond the grade and sharing teaching ideas to reach those who don't understand.

— Increased teacher content knowledge.

— Everyone staying focused.

— Promotion and embedding of professional development.

— Math pushed to the forefront.

— Time for professional development and to work on common Classroom Assessments Based on Standards (CABS).

— Each grade level focused on the same things, aligned to the Learning Targets.

The next meeting to be held on: September 16, 2005

Upcoming agenda items will include:

- Characteristics of a High-Performing Urban Classroom

Attachment

The Milwaukee Partnership Academy

The purpose of the Milwaukee Partnership Academy is to enhance the quality of teaching and learning in the Milwaukee Public Schools. The broad initiative of the MPA is to assure that every child in the Milwaukee Public Schools is performing at or above grade level in reading, writing and mathematics through shared responsibility for student success. The framework for the initiative is balanced literacy and mathematics; a comprehensive literacy and mathematics program that provides skills development across all curricular areas and grade levels, and focuses on reading, writing, listening, speaking, deep thinking and research skills. Literacy and mathematics instruction will move to sciences and others critical areas of the curriculum over time.

The Primary goals of the MPA are to:

1. Improve Teacher and Principal Quality
2. Increase Student Achievement At All Educational Levels
3. Address Systematic Issues Across Educational Institutions

The partnership identified the following four priorities to support the Milwaukee Partnership Academy quality teaching and learning agenda:

Priority 1 — District-wide Implementation of the Comprehensive Literacy and Mathematics Framework

The Comprehensive Literacy Framework will serve as the guide for teaching and learning literacy across all subject areas in MPS schools.

Priority 2 — Tutoring and Family Literacy

Tutoring and adult/family education programs will focus on improving achievement in literacy and mathematics.

Priority 3 — Teacher and Principal Quality

Learning teams will possess the expertise to provide support and training for all staff in all schools to teach the Comprehensive Literacy Framework across all content areas.

All adults in the school and across the district will participate in continuous learning to support teaching the Comprehensive Literacy Framework across all content areas.

Priority 4 — Research and Evaluation

District-endorsed strategies, materials, resources, and technology will be directed to support improved student achievement.

Skunkworks and MPA Partners Work Group will be added to the Implementation Team.

Approved Changes to MPA Structure
June 17, 2005

I. Executive Committee

A. Change the name of the Executive Committee to the Executive Partners

B. Meeting dates for Executive Partners will be the first Wednesday of each month from 7:30 to 9:30 a.m.

C. No meetings will be scheduled in July

D. Roles and responsibilities (still being developed)

Principles that Guide the Operation and Management of the MPA

- Leadership for the MPA is vested in the Executive Partners, composed of MPS Administration and Board, the Milwaukee Teachers' Education Association (MTEA), University of Wisconsin-Milwaukee (UWM), Milwaukee Area Technical College (MATC), Metropolitan Milwaukee Association of Commerce (MMAC), Greater Milwaukee Committee (GMC), the Helen Bader Foundation, Office of the Mayor of Milwaukee, and the Private Industry Council (PIC).
- The Executive Partners will determine membership of the MPA and are fiscally responsible for the operational costs of the MPA.
- The MPA Executive Partners will be the primary public spokespersons for the MPA, representing the MPA's vision, goals and strategies to the MPA Partners, the community at large and local and national funding agencies and foundations.
- To succeed at group management, the MPA Executive Partners invests considerable time and energy in aligning the vision and operation of their various organizations to that of the MPA, and strives to provide the community with a consistent message about the efforts of the MPA.
- The MPA operates like a 501c3 or a state 66-30 agreement, but has at this time no legal standing. Thus the partners must work diligently to maintain a sense of belonging and coherence to an organization that, to date, is structurally formal but legally informal.

II. Board of Directors & Board Affiliates

A. MPA Board of Directors and Board Affiliates become **MPA Partners**

B. Hold quarterly meetings

1. September 16, 2005

2. December 16, 2005

3. March 17, 2006

4. June 16, 2006

C. Meetings will be a report out by Implementation Team Chairs and each MPA Partner with a discussion of the goals and the progress of the work to achieve the MPA goals

D. Roles and responsibilities developed during retreat will become practice

1. Be knowledgeable about and find ways to collaborate with the MPA to achieve the MPA mission

2. Promote the MPA and its goals throughout the community (share the MPA brand)

3. Identify community resources to support MPA strategies
4. Align programs with MPA goals
5. Share in resource development
6. Aid the MPA in connecting to parents
7. Document outcomes and coordinate evaluations of the community work and efforts
8. Be active participants at MPA Partner quarterly meetings

III. Implementation Team

A. Implementation Team will be limited to the following appointments and chaired by the Executive Director:

1. Four appointed by MPS

2. Three appointed by UWM

3. Two appointed by MATC

4. Three appointed by MTEA

5. Two appointed by the Private Colleges/Universities

6. Two selected parents

7. Two selected community group representatives

B. Appointed members are Work Group Chairs

C. Include **Boundary Spanner** position when hired

D. Roles and responsibilities developed during the retreat become practice

1. The "think tank" of the MPA
2. Develop the strategies for putting the MPA mission and goals into place
3. Coordinate and align the efforts of the Work Groups
4. Review status of implementation of strategies in the Work Groups and make adjustments
5. Solve problems that require representation across Work Groups
6. Are decision-makers from their respective organizations and can commit resources
7. Willing to chair a Work Group
8. Focused on the MPA mission and goals

E. Hold monthly meetings

1. September 12, 2005

2. October 10, 2005

3. November 14, 2005

4. December 12, 2005

5. January 9, 2006

6. February 13, 2006

7. March 13, 2006

8. April 10, 2006

9. May 8, 2006

10. June 12, 2006

11. August Retreat

F. Temporary Work Groups will be used

G. Priority Work Groups remain the focus, which are currently:

1. Comprehensive Literacy and Mathematics Framework
2. Family Literacy and Tutoring
3. Teacher and Principal Quality
4. Research and Evaluation

IV. Work Groups

A. Continue weekly/bi-weekly meetings

B. Membership on work groups are open to all Partners

C. Add **Skunkworks** group

D. Add **MPA Partners Work Group** to align and strengthen the partnerships between the MPA Partner — this group will work closely with the Boundary Spanner

V. August Retreats

A. Annual Partners Strategy and Planning Retreat for the Partners to discuss "on-the-system" needs and priorities

B. Annual Implementation team retreat to discuss "in-the-system" needs and to address priorities of Annual Partners Retreat

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(Item 3) Report of the Board's Delegate to Report of the Board's Delegate to CESA #1

Date: May 17, 2005
Submitted by: Director Danny Goldberg
Delegate to: CESA #1

Previous month's summary:

- Board members signed the oath of office for 2005-2006.
- Election Of Officers for 2005-2006
  - — Gabe Kolesari was unanimously elected as Board of Control Chairperson for 2005-2006.
  - — Mary Karolewicz was unanimously elected as Board of Control Vice Chairperson for 2005-2006.
  - — Kathy Rutter was elected as Treasurer of the CESA #1 Board of Control for 2005-2006.
  - — The newly elected officers of the CESA # I Board of Control for 2005-2006 were approved.

— By policy, Tim Gavigan, Agency Administrator, serves as Board of Control Secretary.

- A number of school districts have requested that CESA enter into partnership with Thinkronize and Nth Degree. A motion was carried to authorize CESA #1 to establish one-year contracts with Thinkronize and Nth Degree.
- A motion was carried to approve entering into a service contract with North Central Regional Education Laboratory/Leaming Point to collaborate on a technology project.

The next meeting to be held on: June 21, 2005

Upcoming agenda items will include:

- Treasurer's Report 1 — Voucher List
- Administrator's Report
  - — 21ST Century Learning Initiative
  - — K-12 Education/Economic Development Initiative
  - — Agency Management Information System Update
- Review of Board Policy (2204) "Meetings of the Board of Control"
- Election of Board of Control Treasurer
- Personnel Action
- Service Contracts
- Grant Approvals
- Student Technology Access Policy (8450)
- Designation of Official Depository
- 2004-05 Budget Amendment
- Expenditure Authorization for 2005-2006
- Borrowing Resolution
- Appoint W ASB Board Delegate
- Bergum Believe and Succeed Scholarship
- Business Insurance Renewal

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RESOLUTIONS

Resolution 0506R-003

by Directors Morales and Blewett

Whereas, The Milwaukee Public Schools serve a large population of students living in poverty, homelessness, and other types of family distress; and

WHEREAS, Both educational research and school staff members' experience consistently show that family stability forms a major basis for student academic success; and

WHEREAS, Foster care and adoption of children from foster care are vehicles for providing stability for children from families in distress; and

WHEREAS, There is currently an urgent shortage of foster parents and adoptive parents available to care for Milwaukee County youth; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors hereby declares the 2005-06 school year the "MPS Year for Foster and Adoptive Families"; and, be it

FURTHER RESOLVED, That the Board direct the Administration to collaborate with the Bureau of Milwaukee Child Welfare to develop and implement a year-long communications strategy to recruit foster and adoptive parents from the MPS community.

Referred to the Committee on Legislation, Rules and Policies.

Resolution 0506R-004

by Directors Morales and Blewett

WHEREAS, State and federal support, including categorical and general aids, for Milwaukee Public Schools has not kept pace with the District's rapidly increasing costs; and

WHEREAS, State and federal governments have imposed new and increased performance requirements on the District, including new, large-scale programs demanded by the federal No Child Left Behind Act; and

WHEREAS, The budget approved in June 2005 by the Wisconsin Legislature's Joint Committee on Finance would impose drastic budget cuts on the District in the 2005-07 biennium; and

WHEREAS, The No Child Left Behind Act includes a provision that frees states from complying with any requirement of the Act for which federal funding is not provided; and

WHEREAS, The Milwaukee Board of School Directors and the Superintendent have, through actions and public statements, made clear that the classroom is the most important place in the District and must be protected from further budget cuts; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors direct the Administration to first accommodate any further budget cuts imposed on the District by state or federal aid decisions by reducing or eliminating programs or expenditures imposed by the No Child Left Behind Act, with special consideration for elimination being given to large-scale, costly programs that are not within the District's classroom focus.

Referred to the Committee on Strategic Planning and Budget.

The Board recessed from 8:42 to 8:57 PM.

Director Hardin left at 8:57 PM.

The Board adjourned at 9:55 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
JULY 21, 2005

Special meeting of the Board of School Directors called to order by President Johnson at 5:15 PM.

Present—Directors Dannecker, Goldberg, Morales, Spence, and President Johnson—5.

Absent and excused—Directors Balistreri, Blewett, Hardin and Horton—4.

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

July 15, 2005

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Kenneth Johnson, a special meeting of the Board of School Directors will be held at 5:00 PM on Thursday, July 21, 2005, in Room 103 of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of receiving, considering, and taking action on various reports of the Independent Hearing Panel of the Board of School Directors (student expulsion reports).

Pursuant to Wisconsin Statutes, Section 19.85(1)(f), the Board may retire to executive session for the purpose of considering disciplinary data of specific persons and may reconvene in open session to take action on matters considered in executive session.

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

REPORTS OF SPECIAL COMMITTEES

The Director, Office of Board Governance/Board Clerk, presented five 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 June 22, 23, and 24, 2005.

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

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

Noes—None.

The Board adjourned at 5:18 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
JULY 28, 2005

Special meeting of the Board of School Directors called to order by President Johnson at 6:15 PM.

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

Absent—None.

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

July 22, 2005

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Kenneth L. Johnson, a special meeting of the Board of School Directors will be held at 6:00 p.m. on Thursday, July 28, 2005, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purposes of receiving an update and possibly of taking action on litigation in which the Board is involved with Shannon's Fine Arts, Inc.

Pursuant to Wisconsin Statutes, Section 19.85(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 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; TDD 475-8893).

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 who is rendering legal advice concerning litigation in which the Board is involved with Shannon's Fine Arts, Inc.

The motion prevailed, the vote being as follows:

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

Noes—None.

The Board retired to executive session at 6:17 PM.

The Board reconvened in open session at 6:45 PM.

Director Spence moved to authorize the administration to enter into a settlement agreement based on the direction that has been given by the Board to the administration in closed session.

The motion prevailed, the vote being as follows:

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

Noes—None.

The Board adjourned at 6:46 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
JULY 28, 2005

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

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

Absent—None.

APPROVAL OF MINUTES

The minutes of the regular and special Board meetings of June 9, and 23, 2005, were approved as printed.

* * * * *

COMMUNICATIONS FROM THE BOARD CLERK

(Item A) Action on a Technical Amendment to an Administrative Policy Regarding the Children's Internet Protection Act (CIPA)

Office of
Board Governance

To the Milwaukee Board of School Directors:

The Federal Children's Internet Protection Act (CIPA), 20 U.S.C. (6801) and 47 U.S.C. (254)(h), requires MPS to protect students from harmful material that may be accessed via the Internet and received via e-mail. In order for the district's new Information and Technology Strategic Plan for 2005-2008 to be approved by the Department of Public Instructions (DPI), the Board, at its regular meeting in June 2005, approved Administrative Policy 8.46, Children's Internet Protection Act (CIPA). Subsequent to the approval, however, it was discovered that there already exists an Administrative Policy 8.46 (Accommodation of Religious Beliefs).

In light of this, it is being recommended that the Board approve a technical amendment to redesignate the administrative policy regarding CIPA as Administrative Policy 8.47.

Sincerely,

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

Director Morales moved that the Board approve the Board Clerk's recommendation.

The motion prevailed, the vote being as follows:

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

Noes—None.

* * * * *

COMMUNICATIONS FROM CITY DEPARTMENTS

OFFICE OF THE CITY COMPTROLLER

(Item A) Action on a Request from the City Comptroller for Adoption of a Resolution Regarding the Financing of Capital Improvements to Congress, Craig, and Fratney Schools

Office of the Comptroller
July 20, 2005

Ms. Lynne A. Sobczak
Director, Office of Board Governance/Board Clerk
Milwaukee Public Schools
P.O. Drawer 2181 (Room 273)
Milwaukee, WI 53201

Dear Ms. Sobczak:

As you are aware, Milwaukee Public Schools is in the process of performing a financing for the Congress, Craig, and Fratney schools.

We suggest that the enclosed resolution be placed on the next available agenda of the Board for their consideration in order to ensure that the requirements of the IRS regulations regarding reimbursement financings are satisfied. This resolution would clarify the Board's intention to bond finance the improvements to the Congress, Craig, and Fratney schools.

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 DECLARING OFFICIAL INTENT
REGARDING DEBT FINANCING OF CAPITAL IMPROVEMENTS

Whereas, Milwaukee Public Schools ("MPS") desires to make capital expenditures on the Congress, Craig, and Fratney schools (the "Improvements") from amounts to be financed with proceeds of tax-exempt debt; and

Whereas, on October 28, 2003, the Milwaukee Board of School Directors ("Board") adopted a resolution amending the 2004 budget and setting forth the proposed expenditures for the portion of the Improvements allocable to the Congress and Fratney schools and acknowledging that the financing of such expenditures was to be determined by the administration of MPS in conjunction with the City of Milwaukee; and

Whereas, on October 28, 2004, the Board adopted a resolution authorizing the assembling of a financing team to develop a $10,000,000 financing plan for the Improvements; and

Whereas, On May 26, 2005, the Board adopted a resolution increasing the financing plan to $12,415,000; and

Whereas, funds for the Improvements will be provided on an interim basis from existing cash resources (the "Temporary Advances"); and

Whereas, pursuant to the budgetary and financial policies and practices of MPS, the Temporary Advances are not available to fund the Improvements on a long-term basis; and

Whereas, it is reasonably expected that the Improvements will be financed, in whole or in part, on a long-term basis with tax-exempt debt in accordance with the above-described financing plan; and

Whereas, Section 1.150-2 of the IRS Regulations describes the circumstances under which tax-exempt debt may be issued to finance reimbursement expenditures, such as the Temporary Advances; and

Whereas, the Board desires to clarify its prior actions in order to ensure that prior expenditures on the Improvements meet the requirements of the IRS Regulations;

NOW, THEREFORE, OFFICIAL INTENT IS HEREBY DECLARED FOR PURPOSES OF SECTION 1.150-2 OF THE IRS REGULATIONS AS FOLLOWS:

Resolved, By the Milwaukee Board of School Directors that it reasonably expects to reimburse the Temporary Advances, in whole or in part, from the proceeds of tax-exempt debt in the amount up to $12,415,000. In addition, the debt for the Improvements will be incurred within 18 months following the later of (i) the date of the original expenditure for the Improvements or (ii) the date on which the Project is placed in service, but no later than three years after the date of the original expenditure for the Project; and be it

Further Resolved, That this is a clarification of an intent originally made on October 28, 2003, October 28, 2004, and May 26, 2005, for the purposes of section 1.150-2 of the IRS Regulations.

Director Spence moved that the Board approve the resolution.

The motion prevailed, the vote being as follows:

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

Noes—None.

* * * * *

REPORTS OF SPECIAL COMMITTEES

The Director, Office of Board Governance/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 July 20, and July 21, 2005.

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

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

Noes—None.

* * * * *

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

This Item initiated by the Administration

Authorization to Make Purchases

Copies of all bids are sent to 10 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 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 programming support to the Division of Assessment and Accountability.

M&M Technologies was selected through the RFP process. A total of five responses were received. An RFP evaluation team was established to review the responses. Each member of the evaluation team, who reviewed the responses independently., evaluated and ranked them based on criteria listed in the RFP. Members then met as a team, discussed their findings, and selected M&M Technologies as the winning vendor.

The services to be performed include extracting data from various sources and formatting as requested for further analysis by the Division of Assessment and Accountability or other staff; reviewing data quality; cleansing data files received from vendors and the Department of Public Instruction in preparation for upload to the district's student information systems; analyzing existing data extract/analysis processes; and proposing and implementing solutions to streamline and improve time to delivery; updating existing applications as needed (e.g. MPS Report Card System); and documenting ongoing processes with sufficient detail to support capacity building with non-Information Technology personnel.

The contract is for one year and the amount is not to exceed $144,000.

The budget code to be charged is SYS0S1E6RH-ECNS (Educational Research — Consultant Services).

HUB-Certified Prime?	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION				
	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
NO	NA	NA	NA	NA	NA	0	NA	NA

Authorization to Increase the Amount of a Contract for Nursing Services

The Administration requests authorization to increase the amount of the contract with the Visiting Nurses Association (VNA) to complete the existing three-year contract.

In August of 2002, following a competitive bid process, a contract was awarded to VNA for services to diabetic students. The contract focuses 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 provide fully the services because they are required during 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.

The original contract period was for one year, renewable for two additional years (maximum 3-year contract). The contract period would not change; however, the Administration is requesting that the contract amount be increased by $16,720. Although this amount is less than the $50,000 threshold for seeking Board approval, the Board previously authorized an amount of $120,000, and an increase of $16,720 requires further Board approval.

The budget code to be charged is SSU00IF5DW-ECNS (Special Services — Consulting Services).

HUB-Certified Prime?	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION				
	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
NO	NA	NA	NA	NA	NA	0	NA	NA

Authorization to Enter into a Contract for Printing and Distributing the MPS Learning Targets

The Administration requests authorization to enter into a contract with A to Z Printing Company Inc. for the purpose of printing and distributing MPS Learning Target posters.

MPS Learning Target brochures and posters, which feature grade-specific educational targets aligned with Wisconsin state standards, were introduced in 2002. They became an instantly recognizable set of guides for parents and educators. Leaning Targets have been revised and will be reprinted and distributed to schools, staff, and parents. New this time is a set of targets for K4.

The award to A to Z Printing is a one-time event for the printing and distribution of the MPS Learning Target posters. The contract is not to exceed $55,840.

The budget code to be charged is SDV0S5MGER-ESUP (Title V — Staff Development)

Purchasing Request Summary — July 2005

Total contract dollars to be awarded	$ 216,560
Total dollars eligible for HUB participation	$ 0
Total HUB dollars	$ 0
% of MBE participation	
% of WBE participation	
Total HUB Participation	0%

Acceptance of the Report of Revenues and Expenses and Monthly Expenditure Control Report

TO THE MILWAUKEE BOARD OF SCHOOL DIRECTORS:

Below is a summary of revenues as of May 31, 2005, 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	$ 870,427,089	$ 80,394,964	$ 950,822,053	$ 6,829,508	$604,795,860	$346,026,193	64%
Categorically Aided	178,654,593	19,320,061	197,974,654	14,385,176	120,643,742	77,330,912	61%
School Nutrition	29,852,872	1,511,895	31,364,767	3,064,669	23,194,369	8,170,398	74%
Construction	28,796,054	48,112,472	76,908,526	18,723,255	31,597,258	45,311,268	41%
Extension	11,366,461	377,452	11,743,913	160,575	9,602,616	2,141,297	82%
Total All Funds	$1,119,097,069	$149,716,844	$1,268,813,913	$43,163,183	$789,833,845	$478,980,068	62%

Below is a summary of expenditures as of May 31, 2005, for the School Operations, Categorically Aided Programs, School Nutrition Service, Construction, and Extension Funds,

	Amended Budget	Approved Transfers(l)	Revised Budget	Current Monthly Expenditures	Year-to-Date Expenditures & Encumbrances	Unexpended Balance	Percent Expended
School Operations	$ 870,427,089	$ 80,394,964	$ 950,822,053	$ 68,999,325	$ 777,125,729	$173,696,324	82%
Categorically Aided	178,654,593	19,320,061	197,974,654	16,353,603	151,664,778	46,309,876	77%
School Nutrition	29,852,872	1,511,895	31,364,767	3,041,516	28,938,600	2,426,167	92%
Construction	28,796,054	48,112,472	76,908,526	1,851,438	71,182,145	5,726,381	93%
Extension	11,366,461	377,452	11,743,913	687,726	9,803,158	1,940,755	83%
Total All Funds	$1,119,097,069	$149,716,844	$1,268,813,913	$ 90,933,608	$1,038,714,410	$230,099,503	82%

[1]Represents Board approved transfers during fiscal year 2005 and appropriations for purchases encumbered in fiscal year 2004.

Respectfully submitted,

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, 2004, through May 31, 2005.

SCHOOL OPERATIONS FUND

Expenditures and encumbrances through May totaled $777,125,729, or 82% of the revised budget.

District Contingent Fund — The balance at May 31, 2005, was $650,000. No transfers or appropriations have been requested or approved in May:

Balance — July 1, 2004	$ 1,000,000
Approved Transfers:	
Community Meetings	(350,000)
Balance — May 31, 2005	$ 650,000

CONSTRUCTION FUND

Expenditures and encumbrances through May totaled $71,182,145, or 93% of the revised budget.

EXTENSION FUND

Expenditures and encumbrances through May totaled $9,803,158, or 83% of the revised budget.

REVENUES AND EXPENDITURES
CURRENT YEAR VERSUS THREE-YEAR AVERAGE
As of May 31, 2005

	Revenues		Expenditures	
	Percent Realized		Percent Expended	
	Current Year	3-Year Avg.	Current Year	3-Year Avg.
School Operations	64%	66%	82%	86%
Categorically Aided	61%	67%	77%	81%
School Nutrition	67%	81%	92%	96%
Construction	41%	34%	93%	88%
Extension	82%	79%	83%	81%

Report on Administrative and School Fund Transfers

The listing of administrative and school transfers required by Administrative Policy 4.04 has been forwarded 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 2005 quarterly reports of contracts between $25,000 and $50,000. This report includes information for April, May, and June of 2005.

MONTH	SCH/DEPT	PROJECT DESCRIPTION	CONTRACTOR/VENDOR	HUB%	AMT
April 05	Pierce	HVAC Unit Vent	Trane — American Standard	0%	35,408
April 05	F & M	Panel Vans	Hiller Ford	0%	31,222
April 05	Vieau	Textbook Materials	Harcourt, Inc.	0%	33,828
June 05	Pulaski	Cafeteria Tables	School Specialty	0%	40,799
TOTAL					141,257

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

This document, which has been forwarded to the Board under separate cover, is an informational report and does not require action.

Acceptance of Donations

School	Donor	Amount	Gift or Purpose
Clemens	MoneyLine Mortgage	$100	Field Day
Emerson	Wal-Mart	$1,000	Teacher Recognition/Appreciation Gift Honoring Arnita Rathell
Emerson	Maryanne and Regan Wickersham	$125	School Trip for 5th-Graders to the Capitol in Madison, WI (Bus)
Fernwood	General Mills	$282.99	Monetary donation to school
Fratney	Robert Peterson	$80	Camping Trip
Fratney	Jacqueline Dettloff	$80	Camping Trip
Fratney	Rebecca and Michael D'Amato	$80	Camping Trip
Fratney	Stili Klikizos	$80	Camping Trip
Fratney	Anita Hernandez	$80	Camping Trip
Fratney	Mariadelina Lopez	$80	Camping Trip
Fratney	Richard Korducki	$80	Camping Trip
Fratney	Rita Tenorio	$80	Camping Trip
Fratney	Susan Winans	$50	Camping Trip
Fratney	Joyce Miller	$100	Camping Trip
Fratney	Linda Carter	$160	Camping Trip
Fratney	Lynn Halmar	$40	Camping Trip
Fratney	Jennifer Elliott	$40	Camping Trip
Fratney	Dale Weiss	$40	Camping Trip
Fratney	Dulce Mendoza	$20	Camping Trip
Garland	1st Credit Union	$50	Savings Bond — Spring Fling
Garland	Advance Landscape	$20	Hanging Plant — Spring Fling
Garland	American Credit Union	$50	Savings Bond — Spring Fling
Garland	American Lemonade Stand	$20	Watch — Spring Fling
Garland	Applebee's	$25	Gift Certificate — Spring Fling
Garland	AutoSpa	$175	Car Washes — Spring Fling
Garland	Balloonee Toonz	$26	Basket — Spring Fling
Garland	Betty Brin Museum	$16	2 Passes — Spring Fling
Garland	Campbells	$20	Cups and T-Shirt — Spring Fling
Garland	CHEC	$50	Classroom Trip — Spring Fling
Garland	Circuit City	$100	Boom Box — Spring Fling
Garland	Clarion Hotel	$179	1 Night Stay — Spring Fling
Garland	Classic Lanes	$186	62 Games — Spring Fling
Garland	Country Flower Shop	$20	Flower Arrangement — Spring Fling
Garland	Country Samplers	$50	Basket — Spring Fling
Garland	Country Spring Water Park	$100	Water Passes — Spring Fling
Garland	Cousins	$25	Gift Certificate — Spring Fling
Garland	Culver's Restaurant	$40	Meals — Spring Fling
Garland	Custom Grown Greenhouse	$300	Plants — Spring Fling
Garland	Denny's	$50	9 Meals — Spring Fling
Garland	Discovery World Museum	$50	Membership — Spring Fling
Garland	Dolores Marki	$50	2 Afghans — Spring Fling

School	Donor	Amount	Gift or Purpose
Garland	Dunkin Donuts	$27.50	5 dozen donuts — Spring Fling
Garland	Dura Services	$200	2 Tax Filings — Spring Fling
Garland	Farm & Fleet	$16	2 M&M Radios — Spring Fling
Garland	Fitzgerald's	$75	Bench, etc. — Spring Fling
Garland	Flowers by Jan	$20	Gift Certificate — Spring Fling
Garland	Four Points Sheraton	$50	Dinner Certificates — Spring Fling
Garland	Fun Services	$75	2 Animals — Spring Fling
Garland	Gander Mountain	$60	Fishing Equipment — Spring Fling
Garland	Green Bay Packers	$75	Football — Spring Fling
Garland	Harley Davidson	$40	2 Bears — Spring Fling
Garland	Hauke's Floral	$20	Gift Certificates — Spring Fling
Garland	HUB – South	$50	Black-and-White TV — Spring Fling
Garland	Humanities	$30	3 T-Shirts — Spring Fling
Garland	Inflatable Rentals	$125	Inflatable Castle — Spring Fling
Garland	Kelloggs	$21	3 Tickets — Spring Fling
Garland	K-Mart	$100	Boom Box — Spring Fling
Garland	Mrs. Litza	$50	2 Afgans — Spring Fling
Garland	Mama DeMarini's	$100	Gift Certificates — Spring Fling
Garland	McDonalds (Steren Management)	$30	6 meals — Spring Fling
Garland	McDonalds (Laughlin/Constable)	$110	52 Certificates — Spring Fling
Garland	Menards	$15	Blanket — Spring Fling
Garland	Menasha Packaging Company	$60	Movies and Posters — Spring Fling
Garland	Michaels Family Restaurant	$40	Gift Certificate — Spring Fling
Garland	Midwest Twisters Gymnastics	$109	Day Party and 4 Passes — Spring Fling
Garland	Milwaukee Admirals	$60	4 Tickets — Spring Fling
Garland	Milwaukee Art Museum	$32	4 Passes — Spring Fling
Garland	Milwaukee Brewers Baseball Club	$50	Tickets — Spring Fling
Garland	Milwaukee Bucks	$88	4 Tickets — Spring Fling
Garland	Milwaukee County Zoo	$20	2 Tickets — Spring Fling
Garland	Milwaukee Public Museum	$48	6 Certificates — Spring Fling
Garland	Milwaukee Wave	$20	Pennant — Spring Fling
Garland	Milwaukee World Festival, Inc.	$24	2 Tickets — Spring Fling
Garland	Mr. Z's	$60	12 Pizzas — Spring Fling
Garland	Old Country Buffet	$450	75 Gift Certificates — Spring Fling
Garland	Outback Restaurant	$45	Gift Certificate — Spring Fling
Garland	Panera Bread Company	$20	Gift Certificate — Spring Fling
Garland	Pick'n Save	$10	Gift Certificate — Spring Fling
Garland	Pick'n Save	$20	Gift Certificate — Spring Fling
Garland	The Pink Shopping Bag	$100	Purses and Jewelry — Spring Fling
Garland	Plant Land	$450	Plants — Spring Fling
Garland	Prime Quarter	$18	Gift Certificate — Spring Fling
Garland	Quality Contracting, Inc.	$100	Check — Spring Fling
Garland	Reader's Digest/QSP	$50	Prizes — Spring Fling
Garland	Scrub A Dub	$10	3 Car Washes — Spring Fling
Garland	Selen's	$25	Gift Certificate — Spring Fling

School	Donor	Amount	Gift or Purpose
Garland	South Shore YMCA	$264	3 month pass — Spring Fling
Garland	Subway	$20	6 free Subs — Spring Fling
Garland	Sweet Earth Garden Center	$50	2 Baskets — Spring Fling
Garland	Target	$15	Gift Card — Spring Fling
Garland	Tehan Brothers Inc.	$40	4 Flats/Plants — Spring Fling
Garland	Tuckaway Country Club	$100	Golf Package — Spring Fling
Garland	Tulipmania	$20	Basket — Spring Fling
Garland	Ultimate Beach Suntanning	$50	1 month Tanning — Spring Fling
Garland	Wayne's Daughters	$25	Basket — Spring Fling
Garland	Wisconsin Athletic Club	$315	3 month Membership — Spring Fling
Garland	Larry Oleson	$500	Garden Art – Spring Fling
Garland	Garland PTO	$6000	TVs/DVDs & installation – Spring Fling
Lincoln Avenue	Jewell Osco	$96.94	Gift Certificate/Sleeping Bag and Carry on Bag (H.R./attendance raffle)
Lincoln Avenue	Bigby	$40	4 Gift Certificates (H.R./attendance breakfast raffle)
Lincoln Avenue	Lincoln State Bank	$300	Monetary Donation (Grade 5 completion luncheon)
Meir	Eaton Corporation	$500	Student Opportunities
Meir	Kathleen Stilin	$100	Student Opportunities
MPS Early Childhood Curriculum	James and Kersti Cox	$50	Anne H. Zink Memorial Fund for Early Childhood Curriculum
MPS Early Childhood Curriculum	Newton North High School Math Department	$75	Anne H. Zink Memorial Fund for Early Childhood Curriculum
Morgandale	Playzone	$5,000	Tot Lot
Sherman	Pauline Redmond Coggs Foundation Inc., AKA	$100	Math/Science/Literature
Webster	Rotary Club	$1,200	Monetary Donation (Staff Development and/or Student Incentives)
Webster	Time Warner Cable	$3,500	Five (5) PCs (4 HP Vectra VE) (1 Vanguard) (Computers will be used as a resource in teacher instruction)
Webster	Time Warner Cable	$1,250	Five (5) Studio Works, 995E Computer Monitors (Computers will be used as a resource in teacher instruction)
Webster	Time Warner Cable	$250	Five (5) Adesso CRUUS Computer Keyboards (Computers will be used as a resource in teacher instruction)
WCLL	Midland Plastics	TBD	Plexi Glass (Art Class)

Administration's Recommendation

The Administration recommends that the Board:

1. approve the purchases as listed above; and
2. accept the donations as listed above, with appropriate acknowledgment to be made on behalf of the Board.

Director Goldberg moved to approve the recommendations.

The motion prevailed, the vote being as follows:

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

Noes—None.

* * * * *

(Item 2) Action on Monthly Personnel Matters: Approval of Classified Personnel Transactions; Approval of Prevailing Wage Rates; Approval of Leaves of Absence; Report on Resignations; and Affirmative Action Reports

This Item initiated by the Administration

Approval of Classified Personnel Transactions

Name and Assignment	Position and Salary	Date
	APPOINTMENTS	
Wanda Hamilton MHSA/North Division	School Bookkeeper $30,176.90/yr.	06-13-05
Monica Paprocki Special Services	School Nurse $45,903.00/yr.	08-23-05
	PROMOTIONS	
William Ackland Bradley School of Tech. & Trade	School Engineer IV $55,362.84/yr.	07-04-05
Randall Bezjak Technology	Telecommunications Specialist $53,088.77/yr.	07-01-05
Ronald Bryant Bradley School of Tech. & Trade	Building Service Helper II $26,929.76/yr.	06-20-05
Corey Calvert Green Bay	School Engineer I $44,384.08/yr.	07-04-05
Lee Eschendal, Jr. Malcolm X Academy	School Engineer III $48,033.18/yr.	06-20-05
John Fieldhack Dr. M.L. King	School Engineer II $42,586.70/yr.	06-20-05
Quentin Halton Douglas Academy	Building Service Helper II $26,929.76/yr.	07-04-05
Frank Morano Bay View	Building Service Helper II $26,929.76/yr.	07-04-05
Linda Paulson Procurement — Purchasing	Buyer I $48,487.13/yr.	07-01-05
Rochelle Roundtree Morse	Building Service Helper II $26,929.76/yr.	07-04-05

Michelle Shelander Procurement — Purchasing	Buyer I $48,487.13/yr.	07-01-05
Arvis Williams Student Services	Information Specialist $33,318.12/yr.	06-30-05

CHANGES IN STATUS

James Carroll Hamilton	Building Service Helper II $33,847.84/yr.	06-22-05
Shanell Colson-Horton Emerson	Handicapped Children's Assistant $14,609.70/yr.	05-23-05
Lisa McKinley Metcalfe	Handicapped Children's Assistant $14,609.70/yr.	05-11-05
Seceana Merriweather Forest Home	Handicapped Children's Assistant $14,609.70/yr.	06-06-05
Theresa A. Williams Sherman	Handicapped Children's Assistant $14,609.70/yr.	05-16-05

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 series of communications from the Milwaukee Building and Construction Trades Council listing the new wage rates for building trades workers and their effective dates has been provided to the Board under separate cover.

Approval of Leaves of Absence

	Present Assignment	Effective From
Illness Leave, to June 17, 2005:		
Renee Prophet	Webster	April 22, 2005
Phyllis Wiggins	Webster	June 9, 2005
Illness Leave, to June 15, 2006:		
John Bril	Milwaukee Spanish Immersion	June 1, 2005
Maternity Leave, to June 17, 2005:		
Kristin Fenske	Carleton	June 6, 2005
Maternity Leave, to June 15, 2006:		
Natalie Lauterbach	Lloyd	August 30, 2005
Sheila Locke	Keefe	August 30, 2005
Stefanie Synovic	Milwaukee German Immersion	August 30, 2005
Jennifer Tomkalski	Milwaukee German Immersion	August 30, 2005
Alia Williams Ashley	WCLL	August 30, 2005
Personal Leave, to January 27, 2006:		
Joseph Hahn	Juneau	August 30, 2005

Personal Leave, to June 15, 2006:

Linda Carter	Fratney	August 30, 2005
Gentry Campbell	Malcolm X	August 30, 2005
Melissa Halleen	Bruce	August 30, 2005
Jill Laurila	Milwaukee Sign Language	August 30, 2005
Kristi Logan	Silver Spring	August 30, 2005
Michelle Rocha	Elm	August 30, 2005
Staci Willis	Doerfler	August 30, 2005

Sabbatical Leave, to June 15, 2006:

Terry Pier	MHSA	August 30, 2005

Extension of Illness Leave, to June 15, 2006:

Holly Bourbonais	Leave	August 30, 2005
Peggy Gaitan	Leave	August 30, 2005

Extension of Legislative Leave, to June 15, 2006:

Toni Clark	Leave	August 30, 2005

Extension of Maternity Leave, to January 27, 2006:

Elisabeth Lien	Leave	August 30, 2005
Rebecca Mork	Leave	August 30, 2005

Extension of Maternity Leave, to June 15, 2006:

Deanna Fayas	Leave	August 30, 2005
Megan Gonzales	Leave	August 30, 2005
Pamela Hansen	Leave	August 30, 2005
Kerry Hill	Leave	August 30, 2005
Keri Kinney	Leave	August 30, 2005
Julie Legawiec	Leave	August 30, 2005
Sarah Lipek	Leave	August 30, 2005
Cheryl Marlega	Leave	August 30, 2005
Luann McKinney	Leave	August 30, 2005
Lynda McTrusty	Leave	August 30, 2005
Teresa Mueller	Leave	August 30, 2005
Amy Schultz	Leave	August 30, 2005
Mary Seewald	Leave	August 30, 2005
Mary Weinberger	Leave	August 30, 2005
Jill Westveer	Leave	August 30, 2005

Extension of Personal Leave, to January 27, 2006:

Alba Dimas	Leave	August 30, 2005

Extension of Personal Leave, to June 15, 2006:

Amy Carver	Leave	August 30, 2005
Tierra DiCarlo	Leave	August 30, 2005
Jessica Hansen	Leave	August 30, 2005
Meghan Steinmeyer	Leave	August 30, 2005

Report on Resignations

Name	Position	Effective Date
Maria Acevedo	Teacher	06/17/05
Patricia Aken	Teacher	07/01/05
Linda Altmayer	Principal	07/01/05
Maria Barbeau	Teacher	06/17/05
Joseph Bastian	Teacher	06/17/05

Ronald Bates	Teacher	06/17/05
Shelly Begolke	Teacher	06/17/05
Catherine Biever	Teacher	07/01/05
Alisha Birtha	Teacher	07/28/05
Joseph Bitter	Teacher	08/01/05
Rodney Bly	Teacher	07/05/05
Elizabeth Braun	Teacher	06/21/05
Karen Brockman	Teacher	06/13/05
Cindy Buchholz	Teacher	06/17/05
Patricia Bush	Teacher	06/28/05
James Carroll	Teacher	06/17/05
Karen Cole	Teacher	06/17/05
Natalie Collins	Teacher	06/27/05
Ryan Delaney	Teacher	06/11/05
Melissa Deutsch	Teacher	06/17/05
Scott Ehlinger	Teacher	06/23/05
Danielle Fulbright	Teacher	06/17/05
Erin Groe	Teacher	06/17/05
Ruth Handley	Teacher	06/17/05
Rachele Hansen	Teacher	06/31/05
Karen Helminiak	Teacher	11/01/05
Kris Herold	Teacher	07/05/05
Michael Hickey	Principal	08/26/05
Molly Holzrichter	Teacher	06/17/05
Sarah Hoppe	Teacher	06/24/05
Judith Janowski	Teacher	08/31/05
Donald Johnson	Teacher	07/01/05
Annie Jones	Asst. Principal	08/01/05
Julie Judd	Teacher	06/17/05
Willie Jude, Jr.	Principal	07/29/05
Kathryn Kaiser	Teacher	06/17/05
Brian Kalish	Teacher	07/29/05
William Key, Jr.	Teacher	06/17/05
Evelyn Koepsel	Teacher	06/17/05
Amy Kuhn	Teacher	07/11/05
James Lightfoot	Teacher	07/02/05
Tamara Lusk	Teacher	06/17/05
Jolie Madihalli	Teacher	06/17/05
Jill Magner	Teacher	06/17/05
Patricia Marshall	Teacher	06/17/05
Nancy Marz	Teacher	06/17/05
Rae McClain	Psychologist	06/23/05
Corey Nieland	Teacher	06/17/05
Norman Nutkis	Teacher	09/08/05
Kelly Ocasio	Teacher	06/17/05
Michael O'Clary	Teacher	06/17/05
Carrie Odom	Principal	07/14/05
Beth Otte	Teacher	06/17/05
Kathryn Palmer	Teacher	06/17/05
Angela Paul	Teacher	06/22/05

Joyce Peoples	Teacher	09/22/05
Janis Peterson	Teacher	06/17/05
Cynthia Plennes	Teacher	07/01/05
Matthew Raml	Teacher	06/17/05
Elise Riepenhoff	Teacher	07/30/05
Charlbert Robinson	Teacher	06/21/05
Rochelle Rogers	Teacher	06/17/05
Janice Ross	Teacher	05/18/05
Ryan Scallon	Teacher	07/16/05
MaryAnne Scherer	Teacher	06/01/05
Erica Schmidt	Teacher	06/17/05
Jordan Sensibar	Teacher	08/31/05
Richard Severin	Teacher	06/03/05
William Shaw	Teacher	07/05/05
Joan Smith	Teacher	07/01/05
Nancy Smith	Teacher	06/15/05
Robert Smudde	Psychologist	06/21/05
Patricia Soumoff	Teacher	06/17/05
Alicia Stratman	Soc. Worker	06/20/05
Robert Surdyk	Teacher	06/17/05
Jason Termaat	Teacher	07/18/05
Katherine Valentyn	Teacher	06/17/05
Stephen Weber	Teacher	06/29/05
Diane White	Teacher	06/14/05
Linda Witherspoon	Teacher	06/17/05
Ginet Wolters	Teacher	07/01/05
Kim Yeghiaian	Psychologist	06/27/05
Jodi Zell	Recruit. Spec.	07/01/05

Affirmative Action Report

The Affirmative Action Report for June 2005 has been forwarded to the Board. This is an informational report, and no action is required.

Administration's Recommendation

The Administration recommends that the Board approve the classified personnel transactions, prevailing wage rates, and leaves of absence as presented.

Director Goldberg moved to approve the recommendations.

The motion prevailed, the vote being as follows:

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

Noes—None.

* * * * *

(Item 3) Action on Recommended Administrative Appointments and Promotions

This Item initiated by the Administration

Administration's Recommendation

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

2(r)	James Lindsey	Principal Eighty-first Street School	Schedule III, Range 13Z $83,293.10
2(r)	Eugene Pitchford III	Principal Grantosa Drive School	Schedule III, Range 13Z $ 65,766.50
5(r)	Shannon Murray	Principal Hi-Mount School	Schedule III, Range 13Z $69,704.31
2(r)	Kathelyne Dye	Assistant Principal Genesis High School	Schedule III, Range 12Y $73,007.25
2(r)	Trinette Patterson	Assistant Principal Madison High School	Schedule III, Range 12Y $58,631.00
2(r)	Dennis Leonard	Assistant Principal Riverside University High School	Schedule III, Range 12Y $66,732.89
2(r)	Sharnissa Dunlap-Parker	Assistant Principal Truth Institute	Schedule III, Range 12Y $58,631.00
5(r)	Stephanie Brandt	Employee Benefits Supervisor Div. of Benefits and Insurance Dept. of Human Resources	Schedule III, Range 10A $61,413.00
5(r)	Steven Walker	School Instructional Technology Specialist (Windows) Dept. of Technology	Schedule III, Range 10A $66,339.77
2(r)	Bernadine Cosey	Staffing Specialist Office of Classified Staffing Dept. of Human Resources	Schedule III, Range 10A $68,200.00
5(r)	Judy Benz	Accountant II Office of Finance and Operations	Schedule III, Range 5A $56,682.07

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:

2	African American	5	White
r	Resident who must remain resident		

Director Hardin moved to approve the recommendations.

The motion prevailed, the vote being as follows:

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

Noes—None.

* * * * *

(Item 4) Action on the Continuation of the Agreement Between the Milwaukee Board of School Directors and the Milwaukee Teacher Education Center (MTEC)

This Item initiated by the Administration

Background

1. Over the last few years, 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 can be successful in MPS settings, and
- provide effective inservice programs for current MPS teachers to expand their certification and professional growth and development and to support the implementation of the district's learning-reform efforts.

Administration's Analysis

4. Presently, MTEC has 592 graduates and current interns in 141 MPS schools teaching over 14,000 children daily. Strengths and success of the program include:

a. MTEC teacher retention over the last five years is greater than 85%;

b. 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 through middle childhood (grades pk3-7), 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 pk3-3), 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

c. 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.

d. MTEC recruits and certifies diverse teachers. More than 39% 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 2005-06 class will initially consist of 52 interns in the bilingual program and the special education program. In addition, the class will also include 48 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 2005-06 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 FY06 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 $62,895 in accounts OGA-0-0-MTE-DW-ESAD-0135 and DWC-0-0-MTE-DW-EEBN and benefits of four mentors estimated at $250,485 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 $80,177 (dollar amount to reflect $28,331 salary, plus 25% of the benefit costs), in accounts OGA-0-0-IF6-XX-ESADO135 and DWC-0-0-IF6-DW-EEBN;
- tuition stipends of $4,000 per student (maximum $40,000) for qualified special education interns who complete the second year of the internship at the end of the 2005-06 school year, in account SDV—0-0-IF6-XX-ECTS, under the management of Pupil Services;

- tuition stipends of $4,000 per student (maximum $40,000) for qualified special education interns who complete the one-year internship at the end of the 2005-06 school year, in account SDV-0-0-IF6-DW-ECTS; and
- funding to reduce the teacher/mentor ratio for special education intern teachers to 10:1, at $60,000 (dollars shall be pro-rated if maximum enrollment is not reached), in account SDV-0-0-IF6-XX-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-VR6-XX-ESAD0135, under the management of the Department of Human Resources; and
- salaries of four mentor positions, estimated at $437,255, in account SDV-0-0-VR6-XX-ESTC-9210

Implementation and Assessment Plan

11. The agreement with MTEC will be executed and implemented upon approval by the Board.

Administration's Recommendation

The Administration recommends that the Board approve the agreement, as presented in the attachment to this item, including the addendum between the Milwaukee Board of School Directors and MTEC, for the 2005-06 school year.

Director Spence moved to approve the recommendation.

The motion prevailed, the vote being as follows:

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

Noes—None.

Temporarily absent—Director Hardin—1.

* * * * *

(Item 5) 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 September 30, 2004, the Board approved 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 2004-05 school year, MPS and MTEC worked together to create a seamless operation with respect to the Principal Coach Model. A brief progress report follows:

a. 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 legal representative. The document now has been completed and will be implemented at the beginning of the 2005-06 school year.

b. MTEC submitted the appropriate information regarding background checks to the MPS Department of Human Resources. Background checks were completed in early November 2004 with no reported problems.

c. 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 has been very successful.

d. 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 2005.

e. 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 2004-2005 school year.

f. MPS, for the third 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 culture change experienced within the system. This evaluation provides a three-year continuous measure of the model.

g. 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 2005-06 school year. These results will be shared with MPS principals, the MPA (Milwaukee Partnership Academy), and the Board. Preliminary results indicate that the majority of principals can identify that the work of their coaches directly ties to student achievement within their building and that the model provides a satisfactory service for both new and experienced principals.

h. MPS and MTEC jointly convened a Design Team to consider matters including, but not limited to, the relationship amongst the Principal Coach Model, the Principal Assessment Center, the Wisconsin Professional Licensing Program (PI 34), the Principal Institute, and the New Principal Induction. This group's work resulted in the following leadership definition: "Effective leadership in MPS is belief, vision, influence, and action that result in a culture of high academic achievement for all students by creating a caring and nurturing teaching and learning environment."

3. In an effort to provide greater impact relative to instruction through this valuable program, beginning with the 2005-06 school year, the principal coaches will expand their influence in working with school learning teams, with an emphasis on leading instructional change to reduce achievement gaps. In September 2005, the principal coaches' new title will be "instructional coaches" to reflect the comprehensive nature of their role as it relates to positions beyond the principal.

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 2005-06 school year.

5. Provisions of the 2005-06 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 and to deliver this training. 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 and MTEC will also work together to 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 in the amount of up to $600,000 to accomplish the above will be transferred from MPS (Budget Code SD1-0-S-T25-ER-ECTS, Title II Contracted Services) to MTEC upon the approval of the Milwaukee Board of School Directors of the contract. As of June 30, 2006, any unexpended or unencumbered funds will be returned to 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, 2005, contingent upon Board 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 approved in the FY06 adopted budget in the Title II Grant in the amount of up to $600,000. Funds are budgeted in the FY06 budget. MTEC will provide coaching services using these funds. (Budget Code SD1-0-S-T25-ER-ECTS, Title II Contracted Services.)

Administration's Recommendation

The Administration recommends that the Board approve the continuation contract, as provided in the attachment to this item, for up to $600,000 with the Milwaukee Teacher Education Center (MTEC) to provide services to support the Principal Coach Model from July 1, 2005, through June 30, 2006. 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.....16,000 hours of coaching services

MTEC Administration Fees .....$5 per coaching hour
.....5% of other authorized expenditures

Director Spence moved to approve the recommendation.

The motion prevailed, the vote being as follows:

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

Noes—Director Balistreri—1.

* * * * *

(Item 6) Annual Adoption of Resolution Delegating the Board's Expulsion Authority to an Independent Hearing Panel

This Item initiated by the Administration

Background

1. Section 119.25 of the Wisconsin Statutes allows the Board to adopt a resolution authorizing the use of either an independent hearing panel or a hearing officer appointed by the Board to hear and decide student expulsion cases. The resolution is effective for the school year for which it is adopted.

2. For the 1988-89 school year, the Board appointed an Independent Hearing Panel made up of assistant superintendents. For the 1989-90 through 2004-2005 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 2005-2006 school year, the Administration is again recommending that the Board authorize an Independent Hearing Panel comprising directors, coordinators, managers, supervisors, specialists, assistant coordinators, program administrators, and other staff of Central Services departments and offices. 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 1989-1990 school year through the 2001-2002 school year, the Independent Hearing Panel determined whether or not the student was to receive educational services during the expulsion period. Beginning with the 2002-2003 school year, the Panel also had the option of recommending, in addition to educational services, AODA (Alcohol and Other Drug Abuse) 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 has 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 which 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.

a. An early reinstatement condition may be one which the pupil is required to meet:

(1) before he/she may be granted early reinstatement, or

(2) after his/her early reinstatement, but before the end of the terms of the expulsion specified in the student's expulsion order.

b. 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 2002-2003 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 to Administrative Policies 8.32, Student Expulsion, and 8.23, Weapons in the Schools (and Other Criminal Offenses), which gave the Independent Hearing Panel the authority to offer every student who is expelled without services the opportunity for early readmission if the student volunteers to participate in, and successfully completes, the requirements associated with the district's voluntary community services program for expelled students, the Responsible Investigative Talent Zone Service program (RITZ). The students expelled without services from the Milwaukee Public Schools during the 2003-2004 and 2004-2005 school years were invited to participate in this voluntary program.

Administration's Analysis

10. During the 2004-2005 school year (July to May 30), 267 students were expelled. There were 302 expulsions during the 2003-2004 school year. 203 students were expelled during the 2002-2003 school year. A summary of the expulsion data for the 2004-2005 school year, as well as expulsion statistics covering 1980-1981 through 2004-2005, has been provided as an attachment to this item.

11. In regard to the reinstatement of expelled students, the Administration will notify the parent/guardian in writing of the need to have a reinstatement conference. This notification will take place two weeks prior to the expiration of the expulsion period. Failure of the parent/guardian to respond to a reinstatement conference request will result in the Administration's issuing a school assignment for the student. The parent/guardian and the receiving school will be notified in writing of the school assignment.

Strategic Plan Compatibility Statement

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.

Administration's Recommendation

The Administration recommends that the Board adopt the following resolution delegating the Board's expulsion authority to an Independent Hearing Panel:

RESOLVED, That for the 2005-2006 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 and other staff of Central Services' departments and offices; and be it

FURTHER RESOLVED, That this three-member Panel may be augmented by one voting non-MPS ombudsperson who 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 2004-2005 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, which may be a condition which 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 reinstatemen, 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 (Alcohol and Other Drug Abuse) 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 an expelled student shall be reinstated to the Milwaukee Public Schools through the Division of Student Services as follows: The Administration shall notify the parent/guardian in writing of the need to have a reinstatement conference. This notification shall take place two weeks prior to the expiration of the expulsion period. Failure of the parent/guardian to respond to a reinstatement conference request shall result in the Administration's issuing a school assignment for the student. The parent/guardian and the receiving school shall be notified in writing of the school assignment.

Director Blewett moved to approve the recommendation.

The motion prevailed, the vote being as follows:

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

Noes—None.

* * * * *

(Item 7) Action on Resolution 0405R-055 by Director Blewett to Recognize Provisionally Licensed Personnel as Being Fully Licensed

This item initiated by a Board member

Background

At its meeting on March 24, 2005, the Board referred the following resolution by Director Blewett to the Committee on Finance/Personnel:

WHEREAS, The Wisconsin Department of Public Instruction (DPI) recognizes the amount of time which provisionally licensed teachers spend inside the classroom as licensed teaching experience; and

WHEREAS, For administrative positions such as assistant principals in charge, MPS requires that candidates need three years of successful teaching experience or equivalent (guidance, social worker, psychologist); and

WHEREAS, Although DPI considers provisional licensed teachers' time in the classroom as experience that counts towards qualifying experience, MPS currently does not; and

WHEREAS, There are numerous dedicated employees within the district teaching with provisional licenses; and

WHEREAS, The Wisconsin Department of Public Instruction counts full-time regular employment under an emergency or provisional license (as long as not employed as a long-term substitute) towards the three years of teaching experience, which is a pre-requisite for administrative licenses; and

WHEREAS, MPS's interpretation of successful teaching experience is inconsistent with what DPI, the state's licensing agent, considers as teaching experience for provisionally licensed individuals; now, therefore be it

RESOLVED, That MPS recognize the Wisconsin Department of Public Instruction's provisionally licensed individuals as meeting qualification of being fully licensed at all position levels; and be it

FURTHER RESOLVED, That, immediately upon adoption of this resolution by the Board, MPS's policies, procedures, and practices be updated to reflect this action.

Administration's Analysis

1. One of the goals of the district has been to improve the quality of our teachers and administrators in accordance with the overarching goals reflected in mandates like No Child Left Behind (NCLB) and PI34. While DPI has recognized such experience as specified in the resolution as meeting the minimum qualifications for eligibility for an administrator's license, we have sought to raise the bar among our administrative ranks by seeking more than the minimum.

2. With the implementation of PI34, time as an intern or permit teacher will no longer qualify a teacher for the initial education license. Thus a change in the requirements which MPS has reviewed and modified with PI34 in mind would affect only those employees whose years as permit teachers were grandfathered under PI34.

3. Full licensure is an objective way to evaluate pedagogic preparation. Anything less would require subjective evaluation of an employee's experience and preparation thus far. Moreover, it increases the chance that the administrator may have more of an educational arsenal to draw upon in providing guidance and assistance to the teachers whom they are supervising.

4. Finally, the importance of full certification has been formally recognized by both the Administration and the Milwaukee Teachers Education Association (MTEA), as reflected by the language in the labor contract that prohibits permit teachers from advancing more than one step on the salary schedule until they are fully certified.

Strategic Plan Compatibility Statement

5. This item supports the MPS Strategic Plan, Goal 1, student achievement; Goal 2, student success in further education and employment; and Goal 3, family satisfaction, as measured by their choices in the education marketplace.

Statute, Administrative Policy, or Board Rules Statement

6. This item is consistent with MPS administrative policy and procedure.

Fiscal Impact Statement

7. This item does not authorize expenditures.

Administration's Recommendation

The Administration recommends that, in lieu of resolution 0405R-055, the Board continue to support the Administration's efforts in improving the quality of the administrative staff.

Director Spence moved to discharge the Committee on Finance and Facilities from further consideration of resolution 0405R-55 by Director Blewett.

The motion prevailed, the vote being as follows:

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

Noes—None.

Director Blewett moved adoption of the resolved and further resolved sections of the resolution.

Director Spence moved a substitute, to approve the administration's recommendation.

The substitute motion prevailed, the vote being as follows:

Ayes—Directors Dannecker, Goldberg, Horton, Morales, Spence and President Johnson—6.

Noes—Directors Balistreri, Blewett and Hardin—3.

* * * * *

(Item 8) Approval of a Short-Term Lease Agreement with Woodson Academy for Space at Garfield Avenue School

This Item initiated by the Administration

Background

At its meeting of April 21, 2005, (Proc. pp. 900-902) the Board authorized the Department of City Development (DCD) 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. each lease term will be for one year, with a renewal option of one additional year at the discretion of the district;

b. each lease will be identical to that used by MPS non-instrumentality charter schools who lease space in district facilities;

c. each lease cost will 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 the building be sold.

Administration's Analysis

1. Based on the Board action, DCD developed a request for proposal (RFP). The RFP was sent both electronically and by mail to all current or proposed schools in the Milwaukee Parental Choice Program, all independent charter schools, and all MPS non-instrumentality charter schools. Proposals were to be received by 2:00 p.m. on May 27, 2005, at the DCD's bid desk.

2. Prospective proposers were provided an opportunity to individually inspect each of the schools between May 12 and 16, 2005. The number of persons attending the open-house tours are as follows:

S. 88th Street ..... 1 person
Garfield Avenue ..... 2 persons
N. 76th Street ..... 0 persons
Robinson ..... 2 persons

3. The MPS Administration answered each RFP question asked by a prospective proposer and mailed the answer to all prospective proposers. All questions and answers were also published on the DCD website. The following summarizes the questions and answers:

a. Purchase of Building ..... the buildings are not for sale at this time.

b. Availability of furniture ..... furniture remaining in the building and not needed by the district will be included in the lease.

c. Providing services to reduce rent ..... proposers may submit a list of services they will provide in lieu of rent. Rent is expected to cover district costs, and any services provided by the proposer must meet Board standards.

4. Three proposals were received by DCD — two from Woodson Academy to use either Garfield Avenue or N. 76th Street School, and one from LaBrew Troopers Inc. for use of Garfield School.

5. On June 2, 2005, DFMS began evaluating the proposals. In addition to interviewing the schools' current landlords, DFMS met with representatives of Woodson Academy and LaBrew Troopers on June 15 and June 16, 2005, respectively, to clarify proposals and to inspect the groups' current facilities. Additional information was then requested from each.

6. Based on the evaluation interviews and requests for additional information, the proposals for each group were revised. A summary of the revised proposals is as follows:

a. LaBrew Troopers Inc. ..... Moves its existing military-based program to Garfield. Bid $90,000 annual rent, exclusive of daily cleaning, building engineer, snow removal, infrastructure maintenance, and school safety services, which would be performed by LaBrew Troopers. LaBrew pays water/sewer, electrical, and telephone service, including internet service. LaBrew reimburses MPS for gas utility, trash and recycling collection, and building security costs.

b. Woodson Academy ..... (Garfield only.) Moves its existing school to Garfield. Bid $221,602 annual rent, including infrastructure maintenance, plant operations services, trash/recycling, building security, and gas utility. Woodson pays for water/sewer, electrical, and telephone service, including internet service and school safety services.

c. Woodson Academy ..... (N. 76th Street.) Withdrawn

7. The Woodson proposal for Garfield, which includes the performance of all building maintenance by MPS, most closely resembles lease arrangements between MPS and several non-Instrumentality charter schools. The Administration believes that the continued operation and management of the Garfield building by MPS personnel on a daily basis presents the least amount of risk to the district and is most likely to result in the preservation of building value. Therefore, the Administration recommends that the revised proposal from Woodson Academy be accepted.

8. A lease agreement between the district and Woodson Academy containing the elements discussed in this analysis 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 recommendation is consistent with Administrative Procedure 5.01(3, Rentals and Services (Leases), and Board Governance Policy 4.08, Lease Agreements.

Fiscal Impact Statement

11. The lease amount of $221,602, net of any operational costs, will be deposited into the Construction Fund in accordance with Administrative Policy 5.01.

12. Woodson Academy will contract separately for electric, water and sewer, and telephone and internet services and will provide for its own educational maintenance and school safety activities.

Implementation and Assessment Plan

13. Upon approval by the Board of School Directors, the lease will be executed, and Woodson Academy will be a tenant in the Garfield facility for the FY06 school year.

Administration's Recommendation

The Administration recommends that the Board authorize the Administration to enter into a one-year lease agreement, as provided in the attachment to this item, with the Woodson Academy for the Garfield School at an annual rental rate of $221,602 and with the option to extend the lease for one additional year at the sole discretion of the district.

Director Hardin moved to approve the recommendation.

The motion prevailed, the vote being as follows:

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

Noes—None.

Voting "present"—Director Blewett—1.

* * * * *

NEW BUSINESS

REPORTS OF BOARD DELEGATES

Board members presented verbal reports on the following matters:

1. President Johnson on the Milwaukee Partnership Academy.
2. President Johnson on the Head Start Policy Council.
3. Director Dannecker on the Wisconsin Association of School Boards.
4. President Johnson on the Library Board.
5. Director Morales on Allan Odden's School Finance Adequacy Task Force.

* * * * *

RESOLUTIONS

Resolution 0506R-005

by Director Blewett

WHEREAS, Milwaukee Public Schools requires parents to provide the district with personal information for the purpose of enrollment; and

WHEREAS, It is the responsibility of the district to protect students and to protect the privacy of students' personal information that is entrusted to the district for the purpose of education; and

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, Administrative Policy 8.42(3)(a), Student Records, provides that "Neither the names nor the addresses of the students shall be furnished to any person for any purpose whatsoever, except to the superintendent's office, without the consent of the parent or guardian, in the case of minor students, and without the student's consent, in the case of students 18 years of age or older"; and

WHEREAS, It is Milwaukee Public Schools' policy, in order to provide educational and career opportunities to our students, to release "directory data" to college and military recruiters and to prospective employers; and

WHEREAS, Administrative Policy 8.42(4)(d) defines directory data as "those pupil records which include the pupil's name, participation in officially recognized activities and sports, weight and height of athletic teams, degrees and awards received, and the name of the school most recently previously attended by the pupil"; and

WHEREAS, Administrative Policy 8.42(4)(d) specifically states that directory data "does not include address, telephone listing, date/place of birth, dates of attendance, or photograph"; and

WHEREAS, a Committee of the Board as recently as 2000 discussed Administrative Policy 8.42 and unanimously reaffirmed the right of parents, guardians, and students of legal age to control the release of student information; and

WHEREAS, In 2001, Congress reauthorized the Elementary and Secondary Education Act of 1965, which reauthorization, known as No Child Left Behind (NCLB), contains a new provision (§ 9528) that pre-empts MPS Administrative Policy 8.42 by requiring local educational agencies (LEAs) to release information about individual students — including their names, addresses, and contact numbers — without informing parents, guardians, or students of legal age of this disclosure and without obtaining permission from parents, guardians, or students of legal age; and

WHEREAS, In accordance with NCLB, these personal records for every student enrolled in any school that receives federal funds must be made available to military recruiters who request that information; and

WHEREAS, Any district or school that violates that law by not making these student records available to military recruiters stands in jeopardy of losing federal funding; and

WHEREAS, NCLB does allow parents, guardians, and students of legal age to sign a form that prevents the district and its schools from providing this information to military recruiters (§ 9528); and

WHEREAS, Few parents or guardians know about the provision of federal law that mandates the release of personal student records without parental knowledge or consent; and

WHEREAS, Even fewer parents or guardians know about their right to prevent the disclosure of said information; and

WHEREAS, MPS bears the responsibility to ensure that the education of students is provided with minimal disruption; and

WHEREAS, The disruptive presence of military recruiters on public school campuses across the nation has been documented numerous times during the past year, including in stories published by the New York Times, the Los Angeles Times, and the USA Today; and

WHEREAS, Complaints about the release of individual student information to military recruiters without the knowledge or consent of parents, guardians, and students of legal age have been brought to members of the Milwaukee Board of School Directors (MBSD) and to the Administration; and

WHEREAS, Complaints regarding the presence and behavior of military recruiters at schools have been forwarded to members of the MBSD and to the MPS Administration; now, therefore, be it

RESOLVED, That the Board direct the Administration to notify parents, guardians, and students of legal age of the provisions of NCLB regarding the release of student information to military recruiters without the knowledge or consent of parents, guardians, and students of legal age, and regarding the ability to "opt out"; and be it

FURTHER RESOLVED, That the Administration also develop a procedure for parents, guardians, and students of legal age to opt out electronically as well as on paper; and be it

FURTHER RESOLVED, That the Board direct the Administration to revise Administrative Policy 8.42, Student Records, and Administrative Procedure 7.32(2), Career Guidance, section (a), Guidelines Relating to College Admission Counselors and Military Recruiters Visiting High Schools, to direct that there shall be no active recruitment of high-school pupils by any branch of the Armed Forces in MPS, except as set forth below:

1. With the approval of the school principal, representatives of the Armed Forces may present information about the various branches to pupils in MPS high schools. Military recruiters will have the same access to students on school grounds as prospective employers and post-secondary educational institutions. Military recruiters, prospective employers, and post-secondary educational institutions shall each be allowed access to students on school grounds on three days during a school year per high school. The three days may be designated by the principal.

2. Counselors may provide information related to the military as career information for students. Counselors may provide information related to alternatives to military service.

3. All military recruitment materials shall be appropriately labeled or identified and placed only in the Guidance Office.

4. Parents shall be notified in writing of board or administrative policy on Armed Forces recruitment via the first bulletin or newsletter sent to parents each year.

5. Students shall be notified in writing of board or administrative policy on Armed Forces recruitment via the student handbook.

6. Parents and students shall be notified of a parent's or student's right to not have the student's name, address, and telephone number released to the military. The parents and students will be notified of such right in the student handbook, on the District's web site, in a newsletter, and at registration; and be it

FURTHER RESOLVED, That the Administration be directed to submit the revised administrative policy and 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 policy and the revised procedure be implemented for the 2005-06 school year, insofar as the district is able to implement it without reprinting literature that has already been published.

Referred to the Committee on Legislation, Rules and Policies.

Resolution 0506R-006

by Director Blewett

WHEREAS, In 1948, Gaylord Nelson was elected to the Wisconsin State Senate; in 1958, was elected as the 35th Governor of Wisconsin; and in 1962, was elected to the United States Senate, where he served until 1981; and

WHEREAS, In 1969, as a United States Senator from Wisconsin, Gaylord Nelson came up with one of the most powerful ideas of his time — Earth Day; and

WHEREAS, First held on April 22, 1970, Earth Day has become an annual national event to learn about ecology and what we can do to reduce environmental harm; and

WHEREAS, According to the American Heritage Magazine, "Earth Day is one of the most remarkable happenings in the history of democracy"; and

WHEREAS, In 1995, Senator Nelson was awarded the Medal of Freedom in recognition of a lifetime of public service; and

WHEREAS, Gaylord Nelson after serving a total of 18 years in the US Senate, died on July 3, 2005, of cardiovascular failure at age 89; and

WHEREAS, His contributions to the US State Senate and to the State of Wisconsin deserve to be recognized; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors hereby expresses its admiration for the work of Gaylord Nelson; and be it

FURTHER RESOLVED, That the Board expresses its sincere sympathy in the passing of Gaylord Nelson, a true friend of education; and be it

FURTHER RESOLVED, That the Board direct the Administration to develop a district-wide Earth Day competition for MPS students in honor of deceased U.S. Senator Gaylord Nelson.

Referred to the Committee on Innovation/School Reform.

Resolution 0506R-007

by Director Johnson

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 this resolution effectively negates 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.

Referred to the Committee on Legislation, Rules and Policies.

Resolution 0506R-008

By Director Blewett

RESOLVED, That the Milwaukee Public Schools join with the Wisconsin Department of Public Instruction (DPI) in recognizing provisionally licensed individuals as meeting the qualification of being fully licensed at all position levels, for the purpose of counting length of service in the same way in which MPS counts length of service for fully licensed personnel; and be it

FURTHER RESOLVED, That, immediately upon adoption of this resolution by the Board, MPS's policies, procedures, and practices be updated to recognize the length of service that provisionally licensed personnel spend in positions in the same manner in which MPS counts the length of service of fully licensed personnel.

Referred to the Committee on Finance/Personnel.

The Board recessed from 8:34 to 8:48 PM.

The Board adjourned at 9:16 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
AUGUST 11, 2005

Special meeting of the Board of School Directors called to order by President Johnson at 5:39 PM.

Present—Directors Blewett, Dannecker, Goldberg, Morales, Spence, and President Johnson—6.

Absent and excused—Directors Balistreri, Hardin, and Horton—3.

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

August 5, 2005

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Johnson, a special meeting of the Milwaukee Board of School Directors will be held at 5:30 p.m. on Thursday, august 11, 2005, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the following purposes:

1. to take action with respect to an administrative appointment; and
2. to receive an update and possibly to take action with respect to litigation in which the Board is involved regarding special education.

The Board may resolve itself into a Committee of the Whole in order to receive public testimony on Item 1 above. The Board may then reconvene to receive and to take action on the report of the Committee of the Whole.

In regard to Item 1, the Board may retire to executive session to consider this personnel matter, under the provisions of Wisconsin Statutes, Chapter 19.85(1)(c).

In regard to Item 2, and pursuant to Wisconsin Statutes, Section 19.85(1)(g), the Board may retire to executive session to confer with its legal counsel who is rendering legal advice regarding litigation in which the Board is involved.

In regard to both these items, 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 a Recommended Administrative Appointment

This item initiated by the Administration

Administration's Recommendation

The Superintendent recommends that the following individual be appointed to the classification indicated, effective upon assignment following approval by the Board:

2(r)	Sarika Simpson	Principal Elm Creative Arts School	Schedule III, Range 13Z $75,000.00

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:

2 African American
r Resident who must remain resident

Director Goldberg moved that the Board resolve itself into a Committee of the Whole for the purpose of considering and giving public hearing on the proposed appointment.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Dannecker, Goldberg, Morales, Spence and President Johnson—6.

Noes—None.

The Board resolved itself into a Committee of the Whole at 5:42 PM.

The Board rose from the Committee of the Whole at 5:46 PM.

President Johnson, who chaired the Committee of the Whole, reported that the Committee had given public hearing on the proposed appointment and that the Committee recommended approval of the appointment.

Director Spence moved to approve the Committee's recommendation.

The motion prevailed, the vote being as follows:

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

Noes—None.

Temporarily absent—Director Blewett—1.

With respect to Item 2, 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 who is rendering legal advice regarding litigation in which the Board is involved regarding special education.

The motion prevailed, the vote being as follows:

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

Noes—None.

Temporarily absent—Director Blewett—1.

The Board retired to executive session at 5:48 PM.

The Board adjourned from executive session at 6:20 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
AUGUST 25, 2005

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

Present—Directors Balistreri (6:57 PM), Blewett, Dannecker, Goldberg, Horton, Morales, Spence, and President Johnson—8.

Absent and excused—Director Hardin—1.

President Johnson requested that a moment of silence be observed in memory of Brandon Sprewer, a tenth-grade student at Cornerstone Achievement Academy, who was tragically killed on July 30, 2005.

APPROVAL OF MINUTES

The minutes of the regular and special Board meetings of July 21, and July 28, 2005, were approved as printed.

* * * * *

COMMUNICATIONS FROM THE SUPERINTENDENT

(Item A) Approval of Negotiated Labor Agreements with Local 150

Office of the
Superintendent of Schools

TO THE BOARD OF SCHOOL DIRECTORS:

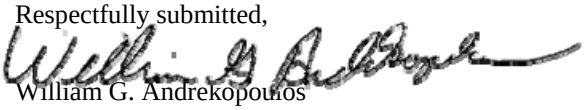
Negotiations have been completed between the Milwaukee Board of School Directors and the following bargaining units:

Local 150 (Building Service Helpers) —
Two-year contract (July 1, 2004, through June 30, 2006)

Local 150 (Food Service/Handicapped Children's Assistants/School Nursing Associates) —
Three-year contract (July 1, 2003, through June 30, 2006)

It is the recommendation of the Superintendent that the Board approve and adopt the above contracts with the amendments as indicated on the attached summary documents.

Respectfully submitted,



William G. Andrekopoulos
Superintendent of Schools

SETTLEMENT HIGHLIGHTS
CONTRACT BETWEEN THE MILWAUKEE BOARD OF SCHOOL DIRECTORS
AND
SERVICE EMPLOYEES' INTERNATIONAL UNION, LOCAL 150 — BSH

July 1, 2004, through June 30, 2006

1. Two-year contract (July 1, 2004, through June 30, 2006)
2. Voluntary political deductions
3. Health insurance: Design changes
   Employee premium share language
4. Life insurance — standardized benefit
5. Commitment to establishing a health-and-productivity-management program
6. Increased tuition reimbursement overall allocation
7. Salaries: Effective 7/01/04 — 2.0%
   Effective 1/01/05 — 0.5%
   Effective 7/01/05 — 2.0%
   Effective 1/01/06 — 0.5%
8. Increase in shift differential.

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

SETTLEMENT HIGHLIGHTS
CONTRACT BETWEEN THE MILWAUKEE BOARD OF SCHOOL DIRECTORS
AND
SERVICE EMPLOYEES' INTERNATIONAL UNION, LOCAL 150 — FS

July 1, 2003, through June 30, 2006

1. Three-year contract (July 1, 2003, through June 30, 2006)
2. Voluntary political deductions
3. Health insurance: Design changes
   Employee premium share language
4. Life insurance — standardized benefit
5. Commitment to establishing a health-and-productivity-management program.
6. Salaries: Effective 7/01/03 $200 lump sum NB all regular FSA*

   $300 lump sum NB all regular HCA and employees classified as FSA-in-charge*

   $400 lump sum NB all regular FSM & SNA*

   Effective 7/01/04 2.0%
   Effective 1/01/05 0.5%
   Effective 7/01/05 2.0%
   Effective 1/01/06 0.5%

BB = Base Building

NB = Non-Base Building

* includes all in category at the time except terminations and resignations

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

Director Dannecker moved to approve the Superintendent's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Dannecker, Goldberg, Horton, Morales, Spence and President Johnson—7.

Noes—None.

* * * * *

(Item B) Action on a Request to Approve a Contract Amendment to New Hope Institute of Science and Technology's Non-Instrumentality Charter School to Change Location

Office of the
Superintendent of Schools

TO THE BOARD OF SCHOOL DIRECTORS:

On July 31, 2003, the Milwaukee Board of School Directors and New Hope Institute of Science and Technology entered into a five-year charter school contract, commencing with the 2003-2004 school year and ending on the last regularly scheduled school day of the 2007-2008 school year. At the time its charter contract was brought forward for consideration, New Hope Institute of Science and Technology was housed temporarily at 1501 South Layton Blvd. Milwaukee, Wisconsin, 53215.

On August 26, 2004, the Board approved a contract amendment to the New Hope Institute's contract to allow the school to move from 1501 South Layton Blvd. and to lease space at Malcolm X Academy, 2760 North 1st Street. The location was selected to better accommodate the school's growing enrollment from 120 full-time-equivalent (FTE) students in the 2003-2004 school year to 250 FTE students for the 2004-2005 school year, while the school conducted a search for a permanent facility capable of housing its maximum contracted number of 350 FTE students.

On May 13, 2005, New Hope Institute of Science and Technology submitted a letter to the Division of Diversified Community Schools requesting to move to a permanent location, 3500 West Center Street, Milwaukee, Wisconsin, 53210, for the 2005-2006, 2006-2007, and 2007-2008 school years of its contract term.

New Hope Institute has provided the following reasons for its request to change the school's location:

- The original intent of the school was to begin at an incubation site and to find a permanent facility in order to fully implement the educational program and serve the economically disadvantaged, including special education and at-risk populations of the city. This area is ideal, with a high concentration of at-risk middle- and high-school students.
- The new facility provides open space for the project-based learning and college-bound activities as indicated in the educational program of the school's charter proposal.

- Parents have indicated to the school officials the need for a small school setting to which parents will have easy access and where they will be able to provide the input necessary to create a home-and-school connection. The school plans to provide educational opportunities for its parents and community.

The Office of the City Attorney provided legal input and language for the contract amendment.

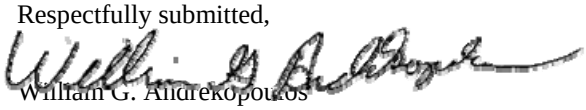
The amendment includes references to section I.N. of the contract, *A description of the school facilities and the types and limits of the liability insurance that the school will carry*. This section provides that the school shall ensure that any new facility meets all of the safety codes and standards required under the charter contract, including, but not limited to, the occupancy permit referred to in the contract, in accordance with applicable timelines, and further provides that MPS Division of Facilities and Maintenance Services shall view any new facility.

Section I.N. of the contract also provides that the facility utilized to conduct its educational program shall be adequate to serve the pupil population identified in the contract and further provides that the MPS Division of Facilities and Maintenance Services and MPS Benefits and Insurance Division shall view the facility prior to the commencement of the charter school's program in the facility.

The Administration recommends that the Board approve the following amendment to the New Hope Institute of Science and Technology's non-instrumentality charter school contract to reflect this relocation to 3500 West Center Street, effective for the 2005-2006, 2006-2007, and 2007-2008 school years.

Pursuant to Board Rule 1.09(2), a recorded affirmative vote of two-thirds of all members of the Board will be required if the Board wishes to receive public testimony on this item.

Respectfully submitted,



William G. Andrekopoulos
Superintendent of Schools

SECOND AMENDMENT TO
CHARTER SCHOOL CONTRACT
BETWEEN
THE MILWAUKEE BOARD OF SCHOOL DIRECTORS
AND
NEW HOPE INSTITUTE OF SCIENCE AND TECHNOLOGY CHARTER SCHOOL

Whereas, The Milwaukee Board of School Directors ("Board") and New Hope Institute of Science and Technology Charter School ("Charter School") entered into a 5-year Charter School Contract on July 31, 2003; and

Whereas, The Charter School Contract provides that Charter School is located at 1501 South Layton Blvd., Milwaukee, Wisconsin 53204; and

Whereas, The Board on August 26, 2004 approved a recommendation that the Charter School Contract be amended to delete the address of "1501 South Layton Boulevard" and be replaced with the following: 2760 North 1st Street.

Whereas, Section I.N. of the Charter School Contract provides that the facility utilized to conduct its educational program shall be adequate to serve to pupil population identified in the Contract, and further provides that the MPS Division of Facilities and Maintenance Services and MPS Benefits and Insurance Division shall view the facility prior to the commencement of the Charter School Program in the facility; and

Whereas, Section I.N. of the Charter School Contract provides that, in the event Charter School anticipates relocating its school from its facility, Charter School shall notify Division of Diversified Community Schools in writing at least 30 days prior to the anticipated relocation; and

Whereas, Section I.N. of the Charter School Contract provides that Charter School shall ensure that any new facility meets all of the safety codes and standards required under the Contract, including, but not limited to, the occupancy permit referred to in the Contract, in accordance with applicable timelines, and further provides that MPS Division of Facilities and Maintenance Services shall view any new facility; and

Whereas, On May 13, 2005 and on August 12, 2005, Charter School requested to change its location to a permanent site, located at 3500 West Center Street, Milwaukee, Wisconsin, 53210, to sufficiently implement its educational program for its contracted pupil enrollment count of 350 full-time equivalency students for the 2005-2006, 2006-2007, and 2007-2008 school years of the five-year Charter Contract term; and

Whereas, The Board on _____ approved a recommendation that the Charter School Contract be amended to allow Charter School to change its location;

Therefore, The Charter School Contract between the Board and Charter School is hereby amended as follows:

1. In the first paragraph of the Charter School Contract, the address "1501 South Layton Boulevard" and amended to "2760 North 1st Street" shall be deleted and replaced with the following: 3500 West Center Street, Milwaukee, Wisconsin, 53210.
2. In Section IV. of the Charter School Contract, the address "1501 South Layton Boulevard" amended to "2760 North 1st Street" shall be deleted and replaced with the following: 3500 West Center Street, Milwaukee, Wisconsin, 53210.

APPROVED:

MILWAUKEE BOARD OF SCHOOL DIRECTORS

KENNETH L. JOHNSON, President
Milwaukee Board of School Directors

Date: _____

APPROVED:

NEW HOPE CHILD DEVELOPMENT CENTER, INC.
CHARTER SCHOOL:
NEW HOPE INSTITUTE OF SCIENCE AND TECHNOLOGY

ROSELLA TUCKER, Director
New Hope Child Development Center, Inc.

Date: _____

WILLIAM G. ANDREKOPOULOS
Superintendent,
Milwaukee Public School District

Date: _____

Director Dannecker moved to approve the Superintendent's recommendation.

The motion prevailed, the vote being as follows:

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

Noes—None.

* * * * *

(Item C) Action on a Request to Amend the Charter Non-Instrumentality Contract with Next Door Foundation, Inc.

Office of the
Superintendent of Schools

TO THE BOARD OF SCHOOL DIRECTORS:

On August 17, 2004, the Milwaukee Board of School Directors held a public hearing to consider the non-instrumentality charter school proposal submitted by Next Door Foundation, Inc., to create Next Door Charter School. On August 26, 2004, the Board approved the concept of Next Door's proposal in anticipation of opening the Next Door Charter School beginning with the 2005-06 school year.

On May 26, 2005, the Board approved a request for approval of a non-instrumentality charter contract with the Next Door Foundation, Inc. to open for the 2005-06 school year. The educational program of the Next Door Charter School will couple quality care and quality instruction as it reflects the Milwaukee Public School's commitment to high standards of achievement for all children.

Because the newly-adopted state budget contains a provision that, over the next two years, redirects one million dollars of state "children at-risk" funding away from MPS programs and to the Next Door Foundation's Educare Center of Milwaukee, the MPS Administration is recommending an adjustment to the charter school contract with the Next Door Foundation. The Next Door Foundation will receive $250,000 from the state in the first year of the biennium and $750,000 in the second year of the biennium.

Although 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, they have stated that it was not their intent to have funding diverted from MPS programs.

Moreover, Sharon Schulz, Executive Director of the Next Door Foundation and Dan Pedersen, President of the Buffett Early Childhood Fund, have stated that it is their goal "to fully restore funding for the MPS portion of the children at-risk program, using any available means to accomplish the task." Agreement on this contract amendment represents the first step toward fully restoring the one million dollars in funds to MPS. Milwaukee Public Schools will work with the Next Door Foundation to make sure that all diverted funds are redirected to the proper MPS programs.

The amendment will cover a period of one year and will stipulate that the Next Door Foundation will direct $250,000 to MPS by November 1, 2005. Once the Next Door Foundation, Inc., has worked out that the remaining $750,000 does not diminish MPS's at-risk fund by that amount in 2006-07, the MPS Administration will bring a contract extension to the Board.

The Administration recommends that the Board approve this amendment to the Next Door Foundation's contract with Milwaukee Public Schools that was previously approved by the Board on May 26, 2005.

Pursuant to Board Rule 1.09(2), a recorded affirmative vote of two-thirds of all members of the Board will be required if the Board wishes to receive public testimony on this item.

Respectfully submitted,



William G. Andrekopoulos
Superintendent of Schools

AMENDMENT TO
CHARTER SCHOOL CONTRACT
BETWEEN
THE MILWAUKEE BOARD OF SCHOOL DIRECTORS
AND
NEXT DOOR FOUNDATION, INC.

Whereas, The Milwaukee Board of School Directors ("Board") and Next Door Foundation, Inc. Charter School ("Charter School") entered into a five-year Charter School Contract on May 26, 2005; and

Whereas, The Charter School Contract provides that Charter School will couple quality care and quality instruction as it reflects the Milwaukee Public School's commitment to high standards of achievement for all children; and

Whereas, Charter School, in concert with the Buffett Early Childhood Fund, lobbied members of the state legislature to secure funding for the operational costs of the Charter School's Educare Center of Milwaukee, and

Whereas, The newly-adopted state budget contains a provision that, over the next two years, redirects one million dollars of state "children at-risk" funding away from MPS programs and to the Charter School's Educare Center; and

Whereas, Charter School will receive $250,000 from the state in the first year of the biennium and $750,000 in the second year of the biennium; and

Whereas, Charter School has stated that it is not its intent to receive funding diverted from MPS programs; and

Whereas, Charter School has stated that its goal is to fully restore funding for the MPS portion of the children at-risk program.

Whereas, Charter School and MPS have agreed to modify the Charter School Contract from a five-year term to a one-year term, consisting of the 2005-2006 school year, with the stipulation that Charter School will redirect $250,000 to MPS by November 1, 2005; and

Whereas, The Board on _____, approved a request that the Charter School Contract be amended; and

Therefore, the parties hereby Acknowledge and Agree that the five-year Charter School Contract between the parties is hereby amended to:

1. The Table of Contents shall be amended to include Section I. AA. Allocation of State Funds back to MPS, page 2.

2. Section I of the Charter School Contract shall be amended to include the following new paragraph:

   <u>AA. Allocation of State Funds back to MPS.</u>

   <u>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 Charter School. In the event Charter School fails to make this payment, MPS shall withhold future payments, in the amount of $250,000, that it would otherwise be required to make under Section II of this contract.</u>

3. Section II.B. and Section III. A. of the Charter School Contract shall be amended as follows, to reflect the change from a five-year contract to a one-year contract term, consisting of the 2005-2006 school year:

II. B. Payment.

As a condition of funding, Charter School shall maintain and report accurate enrollment and attendance data on an approved MPS format, and pupil enrollment counts shall be monitored monthly by MPS. The MPS Division of Diversified Community Schools may adjust payments made under this paragraph II.B. based upon the audited Official Counts for each semester, for a maximum of 93 Full-Time Equivalent pupils in grades K4 through K5 for the 2005-2006 school year~~, and a maximum of 121 FTE pupils in grades K4 through K5 for the 2006-2007, 2007-2008, 2008-2009, and 2009-2010 school years~~ under this Contract.

1. Per pupil allocation

The per pupil Full Time Equivalent (FTE) rate for Charter School shall be equal to the amount the state determines annually for charter schools operated by the Milwaukee Area Technical College (MATC), the University of Wisconsin at Milwaukee (UWM) and the City of Milwaukee. The total costs of the Contract shall be based on the Charter School FTE count for up to a maximum of 93 Full-Time Equivalent pupils in grades K4 through K5 for the 2005-2006 school year~~, and a maximum of 121 FTE pupils in grades K4 through K5 for the 2006-2007, 2007-2008, 2008-2009, and 2009-2010 school years~~ under this Contract, plus any categorical aids that Charter School is entitled to receive.

Charter School shall provide MPS with an official enrollment and FTE count by the Third Friday in September of each year during the term of this contract. MPS shall make payment to Charter School not to exceed categorical aids plus the per pupil FTE rate allocation multiplied by a maximum of 93 Full-Time Equivalent pupils in grades K4 through K5 for the 2005-2006 school year~~, and a maximum of 121 FTE pupils in grades K4 through K5 for the 2006-2007, 2007-2008, 2008-2009, and 2009-2010 school years~~ under this Contract, in accordance with the following payment schedule:

Section III.A. Term

The term of the contract is ~~five (5)~~ one (1) school year~~(s) commencing with~~ consisting of the 2005-2006 school year. ~~and ending on the last regularly scheduled school day of the 2009-2010 school year.~~ This Contract is contingent upon the approval of the Board. This Contract shall become effective upon approval by the Board and execution by all appropriate persons.

4. Section II. B. 4., Grants shall be amended as follows to include the school's intent to only apply for funds that do not compromise the ability of MPS to receive the same funds:

Grants and Other Funds.

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 to receive the same monies ~~said grant~~. Charter School shall contact the MPS-Grant Office for information regarding possible grant conflicts. Charter School shall expend any grant monies it may receive in a manner consistent with the terms of this Contract as well as the Grant. Any grant money received by Charter School shall not reduce the per pupil revenue to be received by Charter School from MPS.

All of the other terms and conditions set forth in the Charter School Contract approved by the Board on May 26, 2005, shall remain in full force and effect.

APPROVED:

MILWAUKEE BOARD OF SCHOOL DIRECTORS

KENNETH L. JOHNSON, President
Milwaukee Board of School Directors

Date: _____

WILLIAM G. ANDREKOPOULOS
Superintendent
Milwaukee Public School District

Date: _____

APPROVED:

CHARTER SCHOOL: NEXT DOOR CHARTER SCHOOL

SHARON F. SCHULZ, Executive Director
Next Door Foundation, Inc.

Date: _____

Director Spence moved to approve the Superintendent's recommendation.

The motion prevailed, the vote being as follows:

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

Noes—None.

* * * * *

REPORTS OF STANDING COMMITTEES

Separate consideration was requested of the following items:

Legislation, Rules and Policies Committee, Report #1, Item 2, a resolution regarding educational collaboration;

Legislation, Rules and Policies Committee, Report #2, Item 1, a resolution regarding military recruitment in the schools; and

Finance/Personnel Committee, Item 5, receipt of the Fiscal Year-End 2004 Federal and Single Audit Report.

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

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

Noes—None.

COMMITTEE ON SPECIAL EDUCATION

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

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Special Education presents the following report:

(Item 1) Monthly Report on Special Education Compliance

Administration's Report

1. Service Information

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

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

	07/05	08/05
Population Served	17,624	17,144

b. IEP Evaluations

Open re-evaluations must be completed (from referral to offer of placement) 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.

	07/05	08/05
Initial Evaluations	4,594 (Total 04-05)	109 (Completed since 7/05)
Percentage Identified Special Education	61%	71%
Active Initial Referrals	290	248
Re-evaluations	5978 (Total 04-05)	15 (Completed since 7/05)
Active Re-evaluations	165	112

2. Data-Management Services

Special Services Information Management System (SSIMS) Project Status Report as of August 3, 2005

a. SSIMS (Encore) Applications

- MPS servers were upgraded and all MPS servers are currently operating on version 6.6.0.68.

b. SSIMS Training

- "HELP desk" staff and trainers are available on-site for summer IEP team activities and ESY staff.

  The second wave of trainings started on July 22 for Summer IEP Teams.

- The SSIMS Fall training plan has been finalized for all administrators, special education teachers, special education staff, and support staff. Training, which began on August 1, 2005, for Fall 2005, will continue through October 31, 2005. Encore on-line forms will be used for all new activities starting August 1, 2005, for all schools.

c. 504 and Intervention Modules

- A first round of configuration of the 504 module was completed. Additional configuration is in process, with testing to be scheduled during the fall.
- A first round of configuration of the Intervention module was completed. Additional configuration is in process, with testing to be scheduled during the fall.

d. Interfaces

- Interfaces continue to run as follows:

(1) Inbound daily interface processing (eSIS to Encore) — three times daily.

(2) Outbound daily interface (Encore to eSIS) — nightly.

(3) The Provider daily interface — nightly.

(4) The School Calendar and School Entity interface — ready by Fall 2005.

e. Reports

- The Department of Special Services is using a combination of Encore standard reports and customized reports created by MPS staff for purposes of compliance and monitoring.

f. Network Access

- SSIMS is working with the Department of Technology to ensure that schools are networked for teacher use and IEP staff meeting rooms.
- SSIMS is working with the Department of Technology to ensure that special education teachers who use Macs have access to PCs.

3. Continuous-Improvement-Focused Monitoring (CIFM) 2005 Update

a. The Special Education Oversight Action Plan (SOAP), which was approved by the Milwaukee Board of School Directors in June 2002, is designed to improve services for students with disabilities and to maximize outcomes for students with disabilities. The plan includes the development and implementation of a-continuous-improvement-focused monitoring strategy that increases the accountability of the individual teacher, school, and district and allows for the use of collected data to form the basis of ongoing individual professional development, school-based professional development, and district-wide professional development.

b. The goals of the monitoring process are to:

(1) provide a data-driven decision-making base for educational planning for special services;

(2) provide teachers with professional development and to increase skill at developing appropriate IEPs that meet the individual needs of the students;

(3) assist the special education supervisor and building administrator to identify staff-development needs for the building staff, as well as for individual teachers;

(4) identify district-wide areas for targeting staff development, development of policy and providers, and monitoring for compliance.

(5) assist the district and the Department of Public Instruction (DPI) with ongoing compliance monitoring and improvement action plans that lead to district- wide improvement and accountability.

c. DPI has worked collaboratively with Milwaukee Public Schools staff members to develop and implement the CIFM system, which addresses special education procedural compliance areas that have been identified as deficient based on previous DPI audits in the area of Special Education. Compliance-related areas were originally identified as target items for the monitoring tool in the following general categories:

- IEP Team Composition
- IEP Document and Process
- Discipline
- Attendance
- Placement
- Parental Participation/Involvement

d. Training was provided in the spring and fall of 2003 and 2004 to building-based administrative staff to understand the role of SOAP requirements, and the continuous-improvement-focused monitoring requirements. In addition, extensive training was given in the specific areas of required compliance for the identified areas at the building level.

e. The CIFM strategies, in addition to the ongoing monitoring of compliance, focus on the following three activities that are used throughout the 2003-04 and the 2004-05 school years to guide professional development and school improvement:

(1) Individual special education staff checklist activities, in which administrative staff review the ongoing work of each special education service provider in the development and implementation of high-quality IEPs. Ongoing staff development was offered on an individual and school-wide basis to address identified areas of weakness. Individual IEPs were reviewed (or will continue to be reviewed) until each staff reaches competency in the areas of identified IEP development.

(2) Each school developed a general plan to address building-wide strategies to implement building policies and procedures for special education. The plan included procedures for discipline, attendance, placement, and the IEP process. The administrative staff was interviewed by Central Services special education administration regarding specific areas of building-wide special education procedure and policy implementation. The school administrative staff identified areas of weakness, and corrective measures were implemented. Special education administrative staff reviewed the implementation activities. Special Education Leadership Liaisons (SELLs) worked directly with building staff to enhance service plans.

(3) Administration of the CIFM Annual Audit was completed during the months of March 2004 and March 2005 in order to gather school-wide data relative to the successful implementation of the required special education components. The results of these point-in-time measures were used to develop goals and strategies in the 2004-05 School Education Plan and in the 2005-06 Educational Plan. The data were also used to provide immediate feedback to schools relative to

successful implementation of special education requirements. During the Spring of 2004 and 2005, the results were also shared with principals and Administrative Accountability to be incorporated as part of administrative and school staff evaluations.

f. During the spring of the 2003-04 and the 2004-05 school years, the SELLS reviewed the building-based reviewer's documentation to ensure accuracy and quality and provided additional input, support, and staff development throughout the year. DPI conducted several district-wide review activities to confirm completion of individual reviews and to monitor progress in the targeted areas of compliance, The CIFM Process is designed to be sustainable from year to year to measure progress and to continue to target areas of needed professional growth.

g. The School Educational Plan (SEP) document for 2004-05 required evidence throughout the document of high-quality service delivery for students with disabilities. Teams used data from a wide variety of sources, including the CIFM system, to guide them in making important decisions, in setting goals, and in educational planning for professional development. The data contributed to the evaluation of the building administrator, the special education leadership liaison, the special education supervisor, and the diagnostic teacher, as well as of all providers of special education and related services.

4. Annual Building Assessment 2005-2006 Levels of Support

Based upon the results of the 2005-06 building assessments, MPS has assigned a level of support for *each compliance item* in each building. The levels of support that are designed to ensure continuous improvement are *intensive monitoring* and *general supervision.* The following is a description of the monitoring process at each level.

a. Intensive Monitoring

(1) This level of support is assigned to an item assessed below 80%. To improve the school's performance, the school's School Education Plan (SEP) committee will review, revise, and implement the School Education Plan, Special Education Continuous Improvement Plan, for each item assessed at this level. The SEP will include an analysis, an action plan, a professional development plan, and the funding support to address the items.

(2) The SEP committee must analyze why the 2004-05 Special Education Continuous Improvement Plan's actions were not effective for each item, including the obstacles to progress. The action plan in the 2005-06 SEP Special Education Continuous Improvement Plan must address the obstacles identified in the analysis.

(3) The SELLs will ensure that the SEP committee analyzes the obstacles and addresses them in the SEP Special Education Continuous Improvement Plan. After reviewing the plan and considering other information, the SELL and the special education supervisors/ special services administrator (SSA) will determine if an adequate analysis was completed and is reflected in the plan. The SELL and special services supervisor/SSA will meet with school principal(s) and other members of the SEP committee for the purpose of amending or strengthening this component. The staff will implement the SEP Special Education Continuous Improvement Plan actions for the 2005-06 school year. The school will participate in the activities in the 2005-06 district-wide building support plan which address relevant items in the SEP.

(4) For all special education providers and diagnostic teachers (DTs), the supervisor/SSA will apply the IEP checklist system on all the checklist items remaining in the SEP Special Education Continuous Improvement Plan. Questions regarding the application of the checklist system should be addressed to the SELL. The supervisor/SSA must determine if additional items should be added to the checklist system and applied to any staff member demonstrating a need for support in an area not addressed in the SEP Special Education Continuous Improvement Plan.

(5) The SELLs will conduct an annual building assessment pre-measurement survey, including specific follow-up activities to address deficiencies revealed by the survey. The pre-measurement survey addresses progress in implementing the action plan of the SEP Special Education Continuous Improvement Plan and progress on items not included in the checklist system. The survey is a means of monitoring progress and providing feedback to staff on the items in the SEP.

b. General Supervision

(1) This level of support is assigned to items scored 80% or more. An item assigned the general supervision level does not need to be addressed in the school's SEP or included in the annual building assessment. During the school year, special services supervisors/SSAs and SELLs will assess whether staff continue to implement correctly checklist and non-checklist items assigned this level of support. At the discretion of the SELL, an item originally assigned to the general supervision level may be re-assigned to the intensive level of support, after the SELL confers with the principal and the special education supervisor/SSA.

(2) The SOAP requires that school-based administration and Central Services administration work together to ensure compliance with special education requirements while providing the necessary supports to assist student with special needs to achieve at high levels. Under SOAP, services and support are aligned to maximize support. Nine Department of Special Services school workgroups, each led by a SELL, implement SOAP.

(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) Building-based administrators, also known as SSAs, train staff and monitor timelines and adherence to district-wide policies and procedures such as those related to attendance, discipline, etc.

(c) SSAs and special education supervisors work directly with building-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 provided 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, the School Report Card reporting system.

5. Results of the 2004-05 Continuous-Improvement-Focused Monitoring Assessment Annual Audit

a. The individual school data results of the 2004-05 CIFM Annual Assessment are provided in Attachment #1 to this item (available with the report of your Committee's meeting). An average percentage of compliance with all items combined is assigned to each school, with an overall level of required support assigned to each school. This data will be used to determine individual school oversight activities for supervisors and SELLs. In addition, this information has been provided to the Departments of Administrative Accountability and Principal Leadership Support to assist in planning coaching-support activities and evaluation--oversight of administrative staff.

b. Attachment # 2 to this item (available with the report of your Committee's meeting) presents a district-wide average for each targeted compliance item and is being used to form the basis of a district-wide continuous improvement action plan. The district will focus centralized resources to schools to facilitate improvement in these district-wide targeted areas. District-wide areas of focus that are identified as in need of improvement are:

- attendance and truancy
- behavior and discipline
- transfer of IEP records

c. Individual schools received similar data-report formats with the school's percentages and monitoring levels that were assigned for each individual item. This school-based data are used as one of the data components that contribute to the components of the school's Educational Plan and goal-setting activities.

6. Incorporation of CIFM Data within the School Educational Plan

a Each school received the results of the most recent continuous-improvement-focused monitoring in May of 2005 with the expectation that data would be included in the preparation of the 2005-06 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 at 79% or below correct. Any item assessed at 80% 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 as well as in the 2005-06 Educational Plan: Special Education Continuous Improvement Plan template. As part of the web-based directions, each administrator received a document entitled "Special Education Workbook-2005-06" that informed administrators of the required special education components of the Educational Plan (see attachment #3 to the report of your Committee's meeting).

d. In addition to the Section 7 compliance-related requirements, academic achievement outcomes, and goals relative to parental participation, attendance, suspension rates, graduation rates, etc. that are targeted within the main body of the Educational Plan must also include specific goal targets for student with disabilities. 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 (see Attachment #4 to the report of your Committee's meeting). 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

f. 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.

* * * * *

COMMITTEE ON LEGISLATION, RULES AND POLICIES

Director Dannecker presented the following reports for the Committee on Legislation, Rules and Policies:

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Legislation, Rules and Policies presents the following reports:

Report #1

(Item 1) Action on Revisions to Board Governance Policy 4.10, Employee Reclassification

Background

In June, 2005, the Administration brought to the Committee on Finance/Personnel recommended changes in the classification/reclassification process in response to Director Horton's resolution 0405R-007 regarding a system-wide analysis of Human Resources' policies, procedures and current practices. At its regular June meeting, the Board approved the Committee's recommendations for changes in the classification/reclassification process and directed the Administration to bring to the Committee on Legislation, Rules and Policies revisions to Board Governance Policy 4.10, Employee Reclassification, as prescribed in Board Rule 2.08(1).

Administration's Analysis

The appropriate changes have been made to Board Governance Policy 4.10, Employee Reclassification.

Committee's Recommendation

Your Committee recommends approval of the following changes to Board Governance Policy 4.10, Employee Reclassification:

BG 4.10
EMPLOYEE RECLASSIFICATION

(1) The superintendent shall not fail to bring to the Board a quarterly informational report detailing the activities of the Compensation ~~Administration~~ Review Committee and the Compensation Appeals Committee meetings. ~~during the prior three month period~~. The report shall provide information on:

(a) the titles of the positions considered for reclassification;

(b) the names of the ~~individuals for those~~ position incumbents; ~~and~~

(c) salary ranges of the positions ~~prior to~~ before and after the ~~action of the Compensation Administration Committee~~ reclassification; and

(d) the rationale for any ~~positions~~ reclassified positions.

(2) The superintendent shall also report to the Board the employee's name, the employee's prior salary, the employee's new salary, and the rationale for the salary increase in those situations in which the salary increase is more than

(a) ten percent, if the position is reclassified three or more grades higher;

(b) eight percent, if the position is reclassified two grades higher; or

(c) four percent, if reclassified one grade higher.

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

* * * * *

(Item 2) Action on Resolution 0506R007 by Director Johnson Regarding Educational Collaboration

Background

At its meeting on July 28, 2005, the Board referred Resolution 0506R-007 by Director Johnson to the Legislation, Rules and Policies Committee:

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 this resolution effectively negates 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. In December 2004, the Milwaukee Board of School Directors approved the 2005-06 MPS Legislative Agenda. This agenda includes initiatives focusing on, but not limited to, increasing funding for special education, bi-lingual education, incentives for attracting and retaining new and current teachers, Community Learning Centers (CLCs), full-day four-year-old kindergarten, SAGE, P-5, and student healthcare. The adopted agenda has been submitted under separate cover as an attachment to this item.

2. The agenda also directs advocacy for SAGE flexibility, continued support of the Neighborhood Schools Initiative (NSI), improving the equalization-aid formula to restore two-thirds funding, correction of the "formula flaw" related to the Milwaukee Parental Choice Program, and opposition to "Taxpayer bill of Rights (TABOR)" legislation.

3. The agenda also articulates a vision for "serving needs critical to the city's children, directly or through partnerships." The agenda lists several ways that the vision is to be demonstrated, including high-quality educational services, extended-day services, early childhood education, providing essential services to-low income children, and partnerships with community stakeholders.

4. Resolution 0506R-007 appears to clarify the role that the Milwaukee Board of School Directors plays as leaders in advocating for the adopted agenda and vision, especially in the area of funding equity and in partnering with community stakeholders.

5. This resolution appears to be supportive of the current agenda. It does not conflict with or supersede any articulated position with respect to legislative, operational, or fiscal policy.

Strategic Plan Compatibility Statement

6. The resolution 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. This resolution is consistent with State of Wisconsin statutes and administrative policies.

Fiscal Impact Statement

8. This item does not authorize expenditures. There is no direct fiscal impact in adopting this resolution.

Committee's Recommendation

Your Committee recommends that the Board adopt Resolution 0506R-007 by Director Johnson, amended as indicated below.

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 negate previous board actions to the extent that such actions limit, restrict, or prohibit the discussions or actions reflected in this resolution, including, but not limited to, our legislative agenda, policies, and procedures.

Director Goldberg moved to approve the Committee recommendation with the last Resolved amended as follows:

FURTHER RESOLVED, That this resolution effectively negates any intent of previous board actions ~~to the extent~~ that ~~such actions~~ limit, restrict, or prohibit the discussions ~~or actions~~ reflected in this resolution, including, but not limited to, our legislative agenda, policies, and procedures.

The motion prevailed, the vote being as follows:

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

Noes—Directors Balistreri and Morales—2.

Voting "present"—Director Blewett—1.

* * * * *

Report #2

(Item 1) Action on Resolution 0506R-005 by Director Blewett Regarding Military Recruitment in the Schools

Background

At its meeting on July 28, 2005, the Board referred the following resolution by Director Blewett to the Committee on Legislation, Rules, and Policies:

WHEREAS, Milwaukee Public Schools requires parents to provide the district with personal information for the purpose of enrollment; and

WHEREAS, It is the responsibility of the district to protect students and to protect the privacy of students' personal information that is entrusted to the district for the purpose of education; and

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, Administrative Policy 8.42(3)(a), Student Records, provides that "Neither the names nor the addresses of the students shall be furnished to any person for any purpose whatsoever, except to the superintendent's office, without the consent of the parent or guardian, in the case of minor students, and without the student's consent, in the case of students 18 years of age or older"; and

WHEREAS, It is Milwaukee Public Schools' policy, in order to provide educational and career opportunities to our students, to release "directory data" to college and military recruiters and to prospective employers; and

WHEREAS, Administrative Policy 8.42(4)(d) defines directory data as "those pupil records which include the pupil's name, participation in officially recognized activities and sports, weight and height of athletic teams, degrees and awards received, and the name of the school most recently previously attended by the pupil"; and

WHEREAS, Administrative Policy 8.42(4)(d) specifically states that directory data "does not include address, telephone listing, date/place of birth, dates of attendance, or photograph"; and

WHEREAS, a Committee of the Board as recently as 2000 discussed Administrative Policy 8.42 and unanimously reaffirmed the right of parents, guardians, and students of legal age to control the release of student information; and

WHEREAS, In 2001, Congress reauthorized the *Elementary and Secondary Education Act of 1965*, which reauthorization, known as *No Child Left Behind* (NCLB), contains a new provision (§ 9528) that pre-empts MPS Administrative Policy 8.42 by requiring local educational agencies (LEAs) to release information about individual students — including their names, addresses, and contact numbers — without informing parents, guardians, or students of legal age of this disclosure and without obtaining permission from parents, guardians, or students of legal age; and

WHEREAS, In accordance with NCLB, these personal records for every student enrolled in any school that receives federal funds must be made available to military recruiters who request that information; and

WHEREAS, Any district or school that violates that law by not making these student records available to military recruiters stands in jeopardy of losing federal funding; and

WHEREAS, NCLB does allow parents, guardians, and students of legal age to sign a form that prevents the district and its schools from providing this information to military recruiters (§ 9528); and

WHEREAS, Few parents or guardians know about the provision of federal law that mandates the release of personal student records without parental knowledge or consent; and

WHEREAS, Even fewer parents or guardians know about their right to prevent the disclosure of said information; and

WHEREAS, MPS bears the responsibility to ensure that the education of students is provided with minimal disruption; and

WHEREAS, The disruptive presence of military recruiters on public school campuses across the nation has been documented numerous times during the past year, including in stories published by the *New York Times*, the *Los Angeles Times*, and the *USA Today*; and

WHEREAS, Complaints about the release of individual student information to military recruiters without the knowledge or consent of parents, guardians, and students of legal age have been brought to members of the Milwaukee Board of School Directors (MBSD) and to the Administration; and

WHEREAS, Complaints regarding the presence and behavior of military recruiters at schools have been forwarded to members of the MBSD and to the MPS Administration; now, therefore, be it

RESOLVED, That the Board direct the Administration to notify parents, guardians, and students of legal age of the provisions of NCLB regarding the release of student information to military recruiters without the knowledge or consent of parents, guardians, and students of legal age, and regarding the ability to "opt out"; and be it

FURTHER RESOLVED, That the Administration also develop a procedure for parents, guardians, and students of legal age to opt out electronically as well as on paper; and be it

FURTHER RESOLVED, That the Board instruct the Administration to revise Administrative Policy 8.42, Student Records, and Administrative Procedure 7.32(2), Career Guidance, section (a), Guidelines Relating to College Admission Counselors and Military Recruiters Visiting High Schools, to direct that there shall be no active recruitment of high-school pupils by any branch of the Armed Forces in MPS, except as set forth below:

1. With the approval of the school principal, representatives of the Armed Forces may present information about the various branches to pupils in MPS high schools. Military recruiters will have the same access to students on school grounds as prospective employers and post-secondary educational institutions. Military recruiters, prospective employers, and post-secondary educational institutions shall each be allowed access to students on school grounds on three days during a school year per high school. The three days may be designated by the principal.

2. Counselors may provide information related to the military as career information for students. Counselors may provide information related to alternatives to military service.

3. All military recruitment materials shall be appropriately labeled or identified and placed only in the Guidance Office.

4. Parents shall be notified in writing of administrative policy on Armed Forces recruitment via the first bulletin or newsletter sent to parents each year.

5. Students shall be notified in writing of administrative policy on Armed Forces recruitment via the student handbook.

6. Parents and students shall be notified of a parent's or student's right to not have the student's name, address, and telephone number released to the military. The parents and students will be notified of such right in the student handbook, on the District's web site, in a newsletter, and at registration; and be it

FURTHER RESOLVED, That the Administration be directed to submit the revised administrative policy and 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 policy and the revised procedure be implemented for the 2005-06 school year, insofar as the district is able to implement it without reprinting literature that has already been published.

Administration's Analysis

1. MPS changed practice to comply with NCLB regarding access to college and military recruiters in 2002-2003. At that time, the District revised the *Student Rights and Responsibilities Handbook* to include information regarding both "directory data," as defined by administrative policy, and college and military recruiters. To ensure that parents understood the difference, two forms — one regarding the release of directory information, as defined by administrative policy, and the other regarding federal law governing access to schools by military and college recruiters — were developed (attached) to ensure that parents had information necessary to make informed choices.

2. MPS already annually notifies parents of the law and their right to opt out in the *Student Rights and Responsibilities Handbook*. MPS Administration can further direct all schools serving middle-school and high-school students to include this same page in their student handbooks and in their first back-to-school mailings annually starting with the 2006-07 school year.

3. On June 23, 2005, the Office of Board Governance sent Administrative Policy 8.42, Student Records, to the City Attorney for review and guidance. When the Administration receives that response, the Administration will make all necessary changes and submit the revised administrative policy and procedure to the Committee on Legislation, Rules and Policies, in accordance with Board rules.

4. MPS must provide military recruiters the same access to high-school students as is provided generally to post-secondary educational institutions or to prospective employers of those students. Limiting our students' exposure to post-secondary options to only three days during the school year would effectively limit their opportunities to be exposed to a wide array of options and opportunities for their future.

Strategic Plan Compatibility Statement

5. This item 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 Rule Statement

6. This item is consistent with state statutes and NCLB legislation, Sec. 9528, Armed Forces Recruiter Access to Students and Student Recruiting Information, and Sec. 544, Military Recruiter Access to Secondary School Students.

Implementation and Assessment Plan

7. Upon notification by the Office of the City Attorney regarding any adjustments to administrative policy or procedure relative to military or college recruitment,, the Administration will bring the respective policies and procedures forward to the Committee on Legislation, Rules, and Policies.

Fiscal Impact Statement

8. This item does not authorize expenditures.

Committee's Recommendation

Your Committee recommends that the Board

1. approve the following:
   (a) the Administration is already implementing the first and second resolved, though there is no electronic method of "opting out" in place. The Administration will explore this as a possibility; and
   (b) the Administration will wait for and take the City Attorney's guidance on any adjustments to administrative policy or procedure that relate to military or college recruitment; therefore, items 1-6 of the third resolved and the timeframe for bringing forward and implementing any policy revisions as detailed in the fourth and fifth resolved will depend on the advice received and when it is received;
2. direct the Administration to inform the Board of how the Madison Metropolitan School District resolves its policy;
3. direct the Administration to inform the Board of the results of the Administration's assertions in items 1(a) and 1(b) above; and
4. authorize the Administration to itemize all the ways in which the opt-out information is being made available to parents and to specify all cost-effective means of getting this information out of parents, and to direct the Administration to treat this opt-out information with the same degree of importance as it does any other important policy information.

Director Blewett moved to adopt the original resolution, amended by the addition of the following:

Further Resolved, that the Administration notify the parents, guardians and/or students of any student whose contact information the Administration intends to release to anyone by mail, and that that letter have a postcard attached to it or a form attached to it that parents, students or guardians can return to the District indicating their desire to opt in or out of having their information released; and be it

Further Resolved, that the administration include the opt-out information on each middle and high school student's emergency card.

Director Spence moved a substitute, to adopt the Committee's original recommendation, with the Administration to bring back a report to the Board in October regarding its efforts to inform parents, guardians and students of legal age to opt out, and of its efforts to develop guidelines for behavior of recruiters in schools.

The substitute motion prevailed, the vote being as follows:

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

Noes—None.

* * * * *

(Item 2) Action on Resolution 0405R-057 by Director Blewett to Establish a Review Panel for Partnership and Other Contracted, Non-Charter Educational Programs

Background

At its meeting on March 24, 2005, the Board referred Resolution 0405R-057 by Director Blewett to the Committee on Legislation, Rules, and Policies:

WHEREAS, In fulfilling its goals to improve student achievement, to improve student success in further education and employment, and to increase family satisfaction, the Milwaukee Public Schools not only employs traditional educational settings, but also uses contracted schools, such as partnership and charter schools; and

WHEREAS, Section (8)(b) of Administrative Policy 9.12, Charter Schools, establishes an MPS Charter School Review Panel to review, evaluate and make recommendations to the Board with regard to MPS charter school petitions and proposals, with is members, including two individuals as designated by the Superintendent, to be appointed by the Board President; and

WHEREAS, Equity, efficiency, and accountability in all new contracted programs within MPS would be enhanced if such programs were to undergo the same rigorous review and evaluation process as do MPS charter schools; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors direct the Administration to bring back to the Board, by the August 2005 Board cycle, its recommendations for a policy to establish a review panel for partnership and other contracted, non-charter educational programs; and be it

FURTHER RESOLVED, That the proposed review panel, in its goals, functions, and make-up, be modeled upon the MPS Charter School Review Panel.

Administration's Analysis

1. The Administration concurs with the intent of the resolution that equity, efficiency, and accountability in all contracted programs (new and existing) within MPS would be enhanced if such programs were to undergo the same rigorous review and evaluation process as do MPS charter schools.

2. The MPS Charter School Review Panel and Charter School Contract Review Team have served as efficient and effective means to review and evaluate charter school petitions, proposals, and renewals in order to make recommendations to the Board. Based on this, providing similar review and evaluation services for new and existing partnership and other contracted, non-charter educational programs would provide a consistent method of making sound recommendations to the Board relative to these programs.

3. If this resolution is adopted, the Administration will develop a process to provide review and evaluation services for new and existing partnership and other contracted, non-charter educational programs. The Charter School Review Panel and Charter School Review Team will be used as a basis for developing the process.

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 Rule Implication Statement

5. Implementation of this resolution is consistent with administrative policies and procedures.

Implementation and Assessment Plan

6. Upon approval by the Board, the Administration will develop a mechanism to provide review and evaluation services for new and existing partnership and other contracted, non-charter educational programs.

Fiscal Impact Statement

7. This item does not authorize expenditures. Additional staff time will be necessary to provide review and evaluation services to new and existing partnership and other contracted, non-charter educational programs.

Committee's Recommendation

Your Committee recommends that the Board adopt Resolution 0405R-057 by Director Blewett.

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

* * * * *

(Item 3) Action on Revision of Administrative Policy 2.04, Superintendent's Cabinet

Administration's Analysis

1. In order to achieve greater efficiency and effectiveness of operation, the Administration brought forward organizational changes impacting the Department of Parent and Student Services and the Division of Diversified Community Schools in August 2005.

2. The organizational changes included a recommendation to reinstate the position of Director, Department of Parent and Student Services. This reinstatement and elevation from division to department status is due to the expanded duties added to this position. The Department of Parent and Student Services is being expanded to include the Division of Diversified Community Schools, which will become a direct report.

3. Based on these adjustments, revision of Administrative Policy 2.04 is necessary to align all cabinet positions and titles within the confines of the four major functional areas (Office of Academic Excellence, Office of the Superintendent, Office of Human Resources and Office of Finance and Operations). This revision of Administrative Policy 2.04 aligns policy to current practice in accordance with the August 2005 organizational changes.

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 Rule Statement

5. This item recommends revisions to Administrative Policy 2.04, Superintendent's Cabinet.

Implementation and Assessment Plan

6. Upon approval by the Board, the revisions indicated in Administrative Policy 2.04, Superintendent's Cabinet, will be made. This will align policy to the organizational changes that have been brought forth prior to this item.

Fiscal Impact Statement

7. This item does not authorize expenditures. There is no cost associated with revising this policy.

Committee's Recommendation

Your Committee recommends that the Board approve the following changes to Administrative Policy 2.04, Superintendent's Cabinet:

ADMINISTRATIVE POLICY 2.04
Superintendent's Cabinet

(1) Any person serving in any of the following positions serves at the pleasure of the superintendent:

- Administrative Coordinator to the Superintendent
- ~~Director, Department of Strategic Planning and Community Outreach~~
- Director, Division of Communications and Public Affairs
- Director, Division of Assessment and Accountability
- Director, Department of Administrative Accountability
- Director, Division of School Safety
- Director, Department of Leadership Support
- Director, Division of Diversified Community Schools
- Executive Director, Office of Human Resources
- Director, Division of Benefits and Insurance Services
- Director, Division of Labor Relations
- Chief, Office of Finance and Operations
- Director, Division of Facilities and Maintenance
- Director, Division of School Business Services
- Director, Division of School/Community Recreation
- Director, Division of Technology
- Chief, Office of Academic Excellence
- Director, Division of Teaching and Learning
- ~~Director, Division of Educational Technology~~
- ~~Director, Division of Professional Development~~
- ~~Chief, Office of Pupil Services~~ Director, Department of Parent and Student Services
- Director, Department of Special Services
- ~~Director, Division of Student Services and Parent Information Center~~
- Director, Division of Bilingual/Multicultural Education
- Executive Director-CEO, Bradley Tech and Trade

(2) The organizational structure of the school district and position titles are updated each year by Board adoption of the annual budget.

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

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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: Action on Monthly Finance and Facilities Matters: Award of Contracts; Authorization to Make Purchases; Acceptance of the Report of Revenues and Expenses; Monthly Expenditure Control Report; Annual Report of Leases; Report on Administrative and School Fund Transfers; Report of Contracts Awarded between $25,000 and $50,000; Report of the Independent Monitor on Participation Performance in the Neighborhood Schools Initiative; and Acceptance of Donations

Award of Contracts

ROOF REPLACEMENT

Vieau School

Prime Contractor
Walsdorf Roofing Co., Inc.
P.O. Box 66
Kiel, WI 53042

Low Bidder, Base Bid of.....$145,600.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	11% MBE	70	1	4	Corporation	1

Funds are budgeted for the Vieau School project from FY06 account code FAR-0-0-980-VU-ECNCROF6 (W.O. 2-675462). Project is to begin on August 29, 2005, and is scheduled for completion on November 4, 2005.

LaFollette School

Prime Contractor
Roberts Roofing & Siding
4929 North Lydell Avenue
Glendale, WI 53217

Low Bidder, Base Bid of.....$233,491.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% MBE	45	15	5	Corporation	1

Funds are budgeted for the LaFollette School project from FY06 account code FAR-0-0-980-LF-ECNCROF6 (W.O. 2-674981). Project is to begin on August 29, 2005, and is scheduled for completion on November 4, 2005.

FIRE ALARM SYSTEM REPLACEMENT

Bay View High School

Prime Contractor
Braun Electric
2829 Royal Avenue
Madison, WI 53713

Low Bidder, Base Bid of.....$404,700.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	15%	15% MBE	25	1	2	Corporation	1

Funds are budgeted for the Bay View High School project from FY05 account code FAR-0-0-980-BV-ECNCELC5 (W.O. 2-645815). Project is to begin on August 29, 2005, and is scheduled for completion on January 27, 2006.

ELECTRICAL SERVICE REVISIONS

Riverside High School

Prime Contractor
Braun Electric
2829 Royal Avenue
Madison, WI 53713

Low Bidder, Base Bid of.....$278,700.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% MBE	17	1	2	Corporation	1

Funds are budgeted for the Riverside High School project from FY05 account code FAR-0-0-OSM-RS-ECNC (W.O. 2-581599). Project is to begin on August 29, 2005, and is scheduled for completion on January 27, 2006.

TOT LOT REPLACEMENT

Parkview School

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

Low Bidder, Base Bid of.....$70,900.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	3% MBE 7% WBE	26	18	13	Corporation	4

Funds are budgeted for the Parkview School project from FY05 account code FAR-0-0-MM2-PV-ECNCGND5 (W.O. 2-636934). Project is to begin on August 29, 2005, and is scheduled for completion on November 4, 2005.

ASBESTOS ABATEMENT

Milwaukee Trade & Technical High School

Prime Contractor
IFE&S Inc.
2040 W 16th Street
Broadview, IL 60155

Low Bidder, Base Bid of.....$587,000.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% MBE	17	1	2	Corporation	1

Funds are budgeted for the Milwaukee Trade & Technical High School project from FY06 account code FAR-0-0-980-MT-ECNCHSD6 (W.O. 2-688312). Project is to begin on August 29, 2005, and is scheduled for completion on January 31, 2006.

Construction Contracts

Total construction contract dollars awarded.....$1,720391.00
Total dollars HUB participation $164,991.00
% of MBE participation.....9.30%
% of WBE participation 0.29%
% Minority employees within company.....11.40%
% Women employees within company 11.87%

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 Dana Wireless SmartOption Mobile Labs

The Administration requests authorization to purchase four Dana Wireless SmartOption Mobile labs from Alpha Smart.

An MPS handheld project was initiated in October 2004 to determine the suitability of handheld and portable computer devices in improving the writing skills of students in grades 6 through 8. Project participants wrote proposals that required they adopt a writing model, establish goals, develop an assessment plan, and plan for the management of handheld and portable computers. Four school proposals were accepted, all of which requested the Dana portable and mobile lab equipment for the project.

An RFP (request for proposal) was issued for the Dana equipment. Alpha Smart was the only respondent. The purchase price includes the provision of the equipment, setup, testing, and training for up to 20 staff members.

The purchase price is not to exceed $60,000. The cost is to be charged to budget code: TCC00TL6SQ-EAEQ (Title IID-Equipment).

HUB-Certified Prime?	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION				
	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
				0%	0%	N/A	NA	

Authorization to Enter into a Contract Extension for Benefits-Administration Services

In April 2005 the district entered into a sole-source contract in the amount of $40,100 with Amy Titzer for benefits-administration services for the district's Oracle PeopleSoft HRIS system. Ms. Titzer had previously performed this function as an MPS employee, but subsequently moved out of state.

The MPS position is still vacant, and the Administration is seeking authorization to extend this contract for a two-month period ending October 31, 2005, at which time it is anticipated that the position will be filled.

The cost of the extension is $14,400 at the current hourly rate of $45. The budget code to be charged is OBA00INSIN-ECNS (Human Resources — Consulting).

HUB-Certified Prime?	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION				
	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
				0%	0%	N/A	NA	

Authorization to Enter into a Contract for Student Transition Services at South Division High School

The Administration requests authorization to enter into a sole-source contract with the University of Wisconsin-Milwaukee for the purpose of providing the ASIP (Achieving Success Identity Pathways) transitioning program to 9th- and 10th-grade students at South Division High School.

The ASIP program, which was introduced at South Division eight years ago, has continued to demonstrate success in helping youth transition effectively into high school. ASIP is a unique and specialized service that uses structured curricula to help youth become more invested in their own educational success while simultaneously creating stronger mentoring relationships between teachers and their students. Exposure in the first semester of the 9th-grade has been linked to immediate improvements in academic outcomes such as attendance, grades, and credits.

The Leadership Team at South Division has incorporated ASIP as an integral part of its reform efforts. The Governance Council and the Leadership Committee approved the use of Title I funds to continue this important and valuable resource.

This is a one-year contract with a cost not to exceed $103,000. The budget code to be charged is: SD10ST16SD-ECNS (Title I — Consulting Services).

HUB-Certified Prime?	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION				
	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
				0%	0%	N/A	NA	

Authorization to Enter into a Contract for Implementation of the Direct Instruction Model

The Administration requests authorization to enter into a contract with Education Resources, Inc., (ERI) for the purpose of implementing the Direct Instruction Model at Forest Home Avenue School. Educational Resources would provide and supervise consultants trained in the Direct Instruction Model.

A Request For Proposal (RFP) was issued to identify vendors trained in implementation of the Direct Instruction Model. Based on their RFP responses, a number of vendors were pre-qualified to serve as Direct Instruction implementors. ERI was one of those vendors.

This 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 $78,000 annually, or $234,000 over a three-year period.

The budget codes to be charged are SD10ST15FH-EOTH (Staff Development — Title I Funded), GEN0SBDEFH-EOTH (Undifferentiated Curriculum — Board Funded), and SD10SBDEFH-ECNS (Staff Development — Board Funded).

HUB-Certified Prime?	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION				
	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
				0%	0%	N/A	NA	

Authorization to Enter into a Contract to Coach and Mentor Teachers Involved in the Project Lead the Way Program

The Administration requests authorization to enter into a contract with MATC (Milwaukee Area Technical College) for the purpose of coaching and mentoring teachers in MPS schools teaching Project Lead The Way classes to middle- and high-school students. MATC will service as the hands-on implementer, role model, local content expert, and link to the post-secondary engineering programs in Milwaukee and the business community.

An RFP (request for proposal) was issued to solicit responses from interested vendors. MATC was the only respondent.

This contract is for one year, with the option to extend for two additional one-year periods. The total cost of a three-year contract would not to exceed $180,000.

The budget codes to be charged are SDV00TL5SQ-EWPT (Title IID — Part-Time Certificated) and SD100LW6ER-ECNS (Kern Foundation — Contract Services)

HUB-Certified Prime?	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION				
	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
				0%	0%	N/A	NA	

Action to Approve the Purchase of Licenses for the Plato Web-Based Computer Learning Courseware for MPS High Schools

The Administration is requesting authorization to renew 300 licenses for the Plato web-based computer learning courseware for MPS high schools. The Plato system enables teachers to support the learning process by assessing students' skills at a variety of levels. Teachers develop individualized learning plans for each student, and the Plato assessment process allows students to progress as fast as their abilities allow. The Plato system is a supplementary learning tool used by MPS high schools throughout the district. It is not meant to replace the MPS curriculum, but to provide supplementary support. Plato is the only provider of these licenses.

The cost for 300 licenses is not to exceed $85,000. The licenses will be valid from September 1, 2005, to June 30, 2006. The budget code to be charged is GEN0I1Y6DW-ECTS (Title I — Contract Services).

HUB-Certified Prime?	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION				
	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
				0%	0%	N/A	NA	

Authorization to Enter into a Contract to Provide a Reading and Comprehension Program

The Administration requests authorization to enter into a sole-source contract with the Success for All Foundation for the purpose of assisting Green Bay Avenue School with improving the reading and comprehension skills of its student population.

The Success for All reading enhancement program was selected by Green Bay Avenue School to address this need, and the Success for All Foundation is the only vendor providing this program.

This contract is for one year, with the option to extend for two additional one-year periods. The total cost not to exceed for the three-year period is $108,787, with annual costs as follows:

FY06.....$ 66,650
FY07.....$ 24,190
FY-8.....$ 17,947

The budget code to be charged is:GEN00BDEGB-ESUP (Undifferentiated Curriculum — Supplies)

HUB-Certified Prime?	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION				
	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
				0%	0%	N/A	NA	

Authorization to Enter into a Contracts for Technology Support Services

The Administration requests authorization to enter into contracts with multiple vendors for the purpose of providing technology support services.

The Administration issued five Requests for Proposal (RFPs) for various types of support services currently not being performed internally. An evaluation team reviewed all of the proposals and selected winning vendors for each of the RFPs. Below is a list of the winning vendors and the amounts of the proposed contracts.

RFP	Support Service	Vendor	Amount Total	HUB
RFP-480	Network Engineering	AE Business	$252,000	$0
RFP-481	Internet Engineering	ITech	$195,000	$0
RFP-482	Desktop Support	AE Business	$156,600	$0
RFP-484	CAT5 and Fiber Cabling	Munger	$81,000	$17,820
RFP-485	Telephone (MAC) Repair	Cable Com	$100,000	$100,000
RFP-485	Telephone (MAC) Repair	Onyx	$100,000	$100,000

The costs associated with RFP-480 will be charged to budget code TSV00EB6TC-ECTS (E-Rate — Contract Services). The costs for all other RFPs will be charged to budget code TSV00TECTC-ECTS (Technical Services — Contract Services).

HUB-Certified Prime?	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION				
	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
				Various		$217,820	Professional Services	

Authorization to Enter into Multi-Year Renewal Subscriptions for Virtual Library Services

The Administration is requesting authorization to renew subscriptions for virtual library services with Newsbank (relating to K-12 curriculum) for two years and World Book Encyclopedia (relating to K-12 curriculum) for three years. For the past six years, the K-12 Library Media Council has advocated for all children to learn about online resources through a package of hand-selected resources called the MPS Virtual Library. These resources, which are specifically targeted to K-12 education, support both teaching and learning with an array of tools as well as the indexed databases.

The K-12 Library Media Council, which has broad-based representation from within the district, recommends the renewal of these two subscriptions. The subscriptions, which are appropriate to the Common School Fund, extend the walls of the library media center beyond what can be contained on the shelves. In addition, many articles and project features of the resources are available in both English and Spanish. Each offers access from school or home on a 24/7 basis. World Book offers substantial discounts on its print encyclopedias to customers who subscribe to the online version.

Newsbank and World Book Encyclopedia were granted sole-source waivers as they are the only providers of these virtual library resources. The subscription periods would be from July 1, 2006, through June 30, 2008, for Newsbank, and from November 1, 2005, through October 31, 2008, for World Book Encyclopedia.

The cost is not to exceed $288,947 (Newsbank) and $110,471 (World Book). The budget code to be charged is SLB0SCSFDW-ENTB (School Library — Non-Textbook)

HUB-Certified Prime?	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION				
	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
				0%	0%	N/A	NA	

Purchasing Request Summary — August 2005

Total contract dollars to be awarded.....$1,784,787
Total dollars eligible for HUB participation.....$95,875
Total HUB dollars $248,200
% of MBE participation..... 0
% of WBE participation 0
Total HUB Participation..... .....13.9%

Acceptance of the Report of Revenues and Expenses and Monthly Expenditure Control Report

Due to fiscal year-end activities, these reports will be presented at a later meeting of the Committee.

Annual Report of Leases

At its meeting of April 25, 1996 (Proc. pp. 737-769), the Board adopted Board Governance Policy BG 4.08, Lease Agreements, which permits the Superintendent to approve lease agreements which are less than three years in duration or less than $100,000 in cost. It also prescribes that, annually in July,* the Administration will provide an informational report to the Board which will report all leasing activities of the prior year. The report is to include the owners of the properties, the space footage leased, the costs to Milwaukee Public Schools to operate and improve each building and site, and the dates on which the Board approved the lease agreements, where applicable.

Due to there having been no meeting of the Committee on Finance/Personnel in July, this report is being submitted in August 2005.

Leases

School	Owner	Address	Effective Date	Sq. Ft.	Costs			Date of Approval
					Monthly	Annual	Modification	
Bay View High School Outpost	Bay View United Methodist Church	2772 S. Kinnickinnic Avenue	9/1/2004-6/30/2005	3,000	$250.00	$2,500 (10-month)	None	5/21/1999
Bay View Redcat Academy	City of Milwaukee/Milwaukee Public Library	907 E. Russell Avenue	7/1/1999-6/30/2005	8,418	$1/year	$1 (12-month)	$38,262.00	6/7/1999
Hi-Mount School Annex #1	Union Hill Baptist Church	2189 N. 48th Street	7/1/2004-6/30/2005	3,500	$2,650.00	$31,800 (12-month)	$19,926.00	6/9/1999
Hi-Mount School Annex #2	Jo's Daycare Academy	4801 W. North Avenue	9/1/2002-8/31/2012	5,000	$5,800.00	$69,600 (12-month)	$100,000	4/25/2002
Kilmer North	PIC Services LLC	2610 W. North Avenue	8/1/2004-8/31/2014	10,000	$10,358.33	$124,300	$500,000	7/29/2004
Kilmer South	First Property L.L.C.	4807 S. Second Street	7/1/2005-6/30/2006	33,430	$33,036.00	$396,431 (12-month)	$976,500	6/28/1995

School	Owner	Address	Effective Date	Sq. Ft.	Costs			Date of Approval
					Monthly	Annual	Modification	
New School for Community Service	City Real Estate Development, LLC	606 W. Wisconsin Avenue	7/1/1998-6/30/2008	8,461	$8,144.00	$97,725 (12-month)	$109,526	6/18/1997
Riley School Annex	Kosciuszko Community Center	2201 S. Seventh Street	7/1/2004-6/30/2005	5,602	$1,300.00	$15,600 (12-month)	$92,868	6/8/1999
Starms Kindergarten Expansion	Monumental Missionary Baptist Church	2407 W. North Avenue	7/1/2004-6/30/2005	2,600	$2,582.00	$30,984 (12-month)	$142,096	5/5/1999
Townsend Kindergarten Expansion	Trinity Presbyterian Church	3302 N. Sherman Blvd.	7/1/2004-6/30/2009	2,000	$2,522.50	$25,225 (10-month)	$82,000	5/28/2004
Vincent High School Outpost	JGS Holdings, LLC	5401 N. 76th Street	7/1/2002-6/30/2005	2,036	$1,446.00	$17,352 (12-month)	NONE	11/20/1997
Washington High School Outpost	Boys & Girls Clubs - Mary Ryan Branch	3000 N. Sherman Blvd.	9/1/2004-6/30/2005	900	$600.00	$6,000 (10-month)	NONE	10/26/2001
Zablocki School Annex	Child Development Center of St. Joseph, Inc.	1600 W. Oklahoma Avenue	8/1/2004-6/30/2005	2,240	$2,604.00	$26,040 (10-month)	NONE	2/28/2002
NSI/Other Leases								
Auer Avenue School Annex	PAL (Police Athletic League)	2320 W. Burleigh Street	NSI/Other Leases7/1/2002-6/30/2022	30,325	N/A	$10 (12-month) + operating expenses	$1,400,000	5/30/2002
Garden Homes Community Montessori	Garden Homes Lutheran School	2475 W. Roosevelt Drive	9/1/2002-6/30/2005	2,400	$1,400.00	$16,800 (12-month)	NONE	9/13/2002
Twenty-First Street School	Greater New Birth Baptist Church	2207 W. Center St	1/1/2002-6/30/2011	2,400	$2,000.00	$24,000 (10-month)	$257,000	10/25/2001
Browning	MPS/Silver Spring Neighborhood Center	5440 N. 64th Street	6/26/2003-6/30/2102	38,000	N/A	$10 (12-month) + operating expenses	$9,400,000	6/23/2003
Thirty-Fifth Street School	Holy Redeemer (HR) Academy	4834 N. 35th Street	4/29/2003-6/30/2028	119,527	N/A	$10 (12-month) + operating expenses	$7,260,000	12/19/2002
Seher	Boy's & Girl's Clubs - Irving Seher branch	2430 W. Rogers	6/21/2004-6/30/2024	92,315	N/A	$10 (12-month) + operating expenses	$10,400,000	4/22/2004
LaFollette	Rockhill Missionary Baptist Church	1200 W. Burleigh	1/12/2005-6/30/2025	4,043	N/A	$10 (12-month) + operating expenses	$968,650	8/28/2003
Leases w/MPS								
French Immersion	Milwaukee Leadership Training Center	2360 N. 52nd Street	8/1/2004-6/30/2005	6,500	$2,273.00	$25,000 (11-month)	NONE	7/31/2003
Garden Homes (Cell Tower)	Sprint	4456 N. Teutonia	7/26/2005-6/30/2009	200	$1,500.00	$18,540.00	NONE	4/22/2004
Hamilton (Cell Tower)	Sprint	6215 W. Warnimont	3/4/2002-6/30/2007	200	$1,000.00	$13,506.10	NONE	11/27/2001
Hamilton	Educators Credit Union	6215 W. Warnimont	9/1/2004-6/30/2005	190	NONE	$1.00	NONE	4/13/2004
Juneau (Cell Tower)	Sprint	6515 W. Mt. Vernon	12/6/2004-6/30/2009		$1,300.00	$18,540.00	NONE	4/22/2004
Malcolm X	Community Trade & Business Center HS	2760 N. 1st Street	7/1/2004-6/30/2005	7,326	$7,326.00	$87,912.00	NONE	7/29/2004

School	Owner	Address	Effective Date	Sq. Ft.	Costs			Date of Approval
					Monthly	Annual	Modification	
Malcolm X	New Hope Institute of Science & Technology	2760 N. 1st Street	9/1/2004-6/30/2005	10,048	$10,048.00	$120,576.00	NONE	8/26/2004
North Division Multiplex	PIC Services LLC	1011 W. Center	7/1/2004 - 6/30/2005	374	$300.00	$3,600.00	NONE	1/31/2001
Riverside (Cell Tower)	AT & T	1615 E. Locust	9/25/2003-6/30/2008		$1,500.00	$19,669.09	NONE	4/15/2003
South Division High School	Mitchell Bank	1515 W. Lapham	9/1/04-6/30/05	175	NONE	$1.00	NONE	12/29/2000
Thurston Woods	Lit'l Scholars Day Care	3320 W. Wren Avenue	7/1/04-6/30/05	8,540	$3,000.00	$36,000.00	NONE	5/7/1996
Clairmont	Atlas Transit (Clairmont)	2977 S. 20th Street	7/1/2004-6/30/2005	17,000	$750.00 $25/bus	$9,000.00	NONE	8/27/1998

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.

Report of Contracts Awarded between $25,000 and $50,000

MONTH	SCH/DEPT	PROJECT DESCRIPTION	CONTRACTOR/VENDOR	HUB%	AMT
May-05	Marshall High School	Elevator Modifications	Thyssenkrupp Elevator	0% MBE	$36,860.00
	Marshall High School	Masonry Chimney Removal	Wisconsin Restoration, Inc.	5% MBE	$29,666.00
	Edison Middle School	Energy-mgmt Sys Replacement	Butters-Fetting Co., Inc.	10% MBE	$43,800.00
	Riverside Park	Pathway Reconstruction	Henry R. Marohl Inc.	10% MBE	$43,210.00
	Milwaukee School of Languages	Energy-mgmt Sys Replacement	Butters-Fetting Co., Inc.	10% MBE	$39,700.00
	Manitoba	Energy-mgmt Sys Replacement	Siemens Building Technologies, Inc.	N/A	$40,945.00
	Milwaukee School of Languages	Energy-mgmt Sys Replacement	Siemens Building Technologies, Inc.	N/A	$42,301.00
Jun-05	Hawley School	Exterior Window & Door Replacement	Simmons Building Products	0% MBE	$34,239.00
	Hi-Mount School	Library Shelving	Embury, Ltd.	0% MBE	$26,498.63
Total					**$337,219.63**

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
Bradley Technology and Trade	Vegatool Corporation (VTC)	$75,754	Mill Cutters — assorted sizes (student use on existing machines)
Longfellow	Curves for Women	$300	Provide students with the necessary supplies to start the school year (School Supplies)
Milwaukee Public Schools Early Childhood Curriculum	Mr. and Mrs. David Affeldt	$100	Anne H. Zink Memorial Fund for Early Childhood Curriculum
Milwaukee Public Schools Early Childhood Curriculum	Mr. and Mrs. John Boaz	$100	Anne H. Zink Memorial Fund for Early Childhood Curriculum
Milwaukee Public Schools (WYMS Radio Station)	WE Energies	$313.08	Programming “Support the Arts” Campaign
Vincent	Coca Cola Bottling Company	$10,000	Student incentives; building and Installation of display cases
Milwaukee Academy of Aviation, Science & Technology	Experimental Aircraft Assn.	Undetermined	Small Aircraft (no engine) donated in support of school's vision and mission

Committee’s Recommendation

Your Committee recommends that the Board:

1. authorize the contracts as listed;
2. approve the purchases as listed; and
3. 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; and Affirmative Action Reports

Classified Personnel Transactions

Name and Assignment	Position and Salary	Date
	APPOINTMENTS	
Alfred Bartowitz Facilities & Maintenance Services	Roofer $50,000.00/yr.	07-11-05

Lillie Sullivan Special Services	School Nurse $44,264.00/yr.	08-23-05

PROMOTIONS

Allan Monroe Bradley Technology & Trade	Boiler Attendant Trainee $28,639.26/yr.	08-01-05

RETURN FROM LEAVES

LaJuana Bates Goodrich	School Secretary I $27,426.89/yr.	08-23-05
Debra Lukowski Hartford	School Secretary I $26,451.76/yr.	08-23-05

CHANGES IN STATUS

Marva Atterberry Student Services	School Secretary I $33,025.20/yr.	07-01-05
Kris Bertram Lee	School Secretary I $33,025.20/yr.	07-01-05
Kathleen Hart Washington — Information Technology	School Secretary I $33,025.20/yr.	07-01-05
Ana Machado Vieau	School Secretary I $34,065.20/yr.	07-01-05
Cheryl Means W.E.B. Dubois High	School Secretary I $22,995.47/yr.	08-23-05
Sandra Merriweather Foster & Williams Visual Comm.	School Secretary I $33,025.20/yr.	07-01-05
Laura Moore Madison	School Secretary I $30,812.19/yr.	07-01-05
Jerry Parker Riverside	Handicapped Children's Assistant $14,609.70/yr.	05-18-05
Ruby Stowers Thurston Woods	School Secretary I $26,442.99/yr.	08-23-05
Carol Sullivan Fairview	School Secretary I $25,589.15/yr.	08-23-05
Melissa Thomas Curriculum & Instruction	School Secretary I $33,025.20/yr.	07-01-05
Althea Thompson Marshall	School Secretary I $25,579.21/yr.	08-23-05
Courtney Winters Morse	Handicapped Children's Assistant $14,609.70/yr.	08-30-05

Certificated Appointments

Code	Teachers	Division	Salary	Yrs. Exp. Credit	Start Date
r,a	Kimberly K. Anderson Special Education	B	$29,224.00	0	7/27/05
r,a	Brooke A. Birmingham Art, Grades 6-8	B	$29,224.00	0	7/27/05
r	Elizabeth Dempsey Spanish	B	$29,224.00	0	8/16/05

r,a	Tishante D. Farris Special Education	B	$31,674.00	0	7/26/05
r,a	Jennifer M. Gavin Elementary, Grades 1-2	B	$29,224.00	0	7/27/05
r,a	Aruna Jha Cross-categorical	B	$29,224.00	0	7/27/05
r,a	Linda E. Karpinski Elementary, Grade 4	B	$29,224.00	0	8/30/04
r	Tiffanie A. Lawson Elementary, K-4	BB	$34,272.00	3	7/28/05
r,a	Stanley J. Loper Cross-categorical	C	$43,067.00	7	7/27/05
r	Erica Polzin Latin	B	$29,224.00	0	8/16/05
r	Molly A. Stapleton Speech Pathologist	C	$32,910.00	0	7/27/05
r,a	Thor A. Stolen Cross-categorical	B	$29,224.00	0	7/27/05
r	Mary R. Taylor EC:EEN	B	$29,224.00	0	7/27/05

School Psychologists

Code	Psychologists	Division	Yrs. Exp. Salary	Credit	Start Date
r	Lauren Anderson School Psychologist	51C	$41,124.57	0	8/23/05
r,a	Michael D. Butler School Psychologist	51C	$41,124.57	0	7/27/05
r	Tiffany D. Helmke School Psychologist	51C	$41,124.57	0	8/23/05
r	Kelly A. Witz School Psychologist	51C	$41,124.57	0	8/23/05

CODES

a Reappointment without tenure
r Resident who must remain a resident

Leaves of Absence

	Present Assignment	Effective From
Maternity Leave, to June 15, 2006:		
Ann Heinzel	Thoreau	August 30, 2005
Personal Leave, to June 15, 2006:		
Angela Lea	Happy Hill	August 30, 2005
Nicole Salucka	Silver Spring	August 30, 2005
Andrea Seekins Drapeau	Lincoln Center of the Arts	August 30, 2005
Ronni Swan	Kilbourn	August 30, 2005
Study Leave, to January 27, 2006:		
Blanca Sandoval Gil	South Division	August 30, 2005

Extension of Maternity Leave, to June 15, 2006:

Angela Daines	Leave	August 30, 2005

Report on Resignations

Name	Position	Effective Date
Lisa Balistreri-Geib	Teacher	07/15/05
Gretchian Blair	Teacher	07/25/05
Elizabeth Bley	Teacher	07/28/05
Amy Borowski	Teacher	07/27/05
Robert Bosanac	Teacher	09/12/05
Jamie Brady	Teacher	07/28/05
Aretina Brown	Teacher	07/19/05
Jodi Brzezinski	Teacher	07/29/05
Robin Burns	Teacher	06/17/05
Susan Conhartoski	Teacher	07/29/05
Michael Ducett	Teacher	07/27/05
Darwyn Fehrman	Teacher	07/25/05
Marcia Filipiak	Teacher	07/26/05
Henryette Fisher	Director	09/01/05
Thomas Fleter	Specialist	07/29/05
Mark Foreman	Teacher	07/01/05
Hardy Frey	Teacher	07/15/05
Christine Gallina	Teacher	07/29/05
Beth Gogolewski	Teacher	07/28/05
Richard Graycarek	Teacher	06/17/05
Barbara Green	Teacher	07/28/05
Meredith Haider	Teacher	07/22/05
Linda Hake	Teacher	07/21/05
Michael Harris	Assist. Prin.	07/31/05
Janie Hatton	Principal	09/06/05
Marina Heck	Teacher	07/27/05
Daniel Hegrenes	Teacher	07/29/05
Corrine Henningfeld	Teacher	07/25/05
Kimberly Hickethier	Teacher	08/29/05
Jaime Hoenisch	Teacher	06/17/05
LaShawnda Holland	Teacher	07/29/05
Kimberly Hyatt	Teacher	07/29/05
Jody Kalawa	Teacher	07/11/05
Rebecca Kieckhafer	Teacher	07/28/05
John Klein	Teacher	07/22/05
James Koepp	Teacher	07/24/05
Michael Kopesky	Teacher	07/21/05
Karen Kowalski	Teacher	07/14/05
Marla Larsson	Teacher	07/29/05
Timothy Lemke	Teacher	07/26/05

Tina Lutzke	Teacher	07/22/05
Jamie Martinson	Teacher	08/15/05
Zina McKnight	Teacher	07/21/05
Brianna Awve	Teacher	07/12/05
Annie Monahan	Teacher	09/03/05
Jennifer O'Hear	Teacher	07/22/05
Jacqueline Oldenburg	Teacher	07/27/05
Amy Olson	Teacher	07/06/05
Vonnie Orr	Assist Prin.	06/24/05
Catherine Pechauer	Teacher	06/17/05
John Pietenpol	Teacher	07/28/05
Daniel Purney	Teacher	07/26/05
Sara Rasmussen	Teacher	07/10/05
Barbara Reiss	Teacher	07/08/05
Marie Reith	Teacher	07/18/05
Michelle Rocha	Teacher	06/30/05
Elizabeth Rodriguez	Teacher	07/27/05
Amy Sayed	Teacher	07/18/05
Stacey Schaeffer	Teacher	07/07/05
Nicole Schultz	Teacher	07/14/05
Sandra Schultz	Teacher	07/28/05
Matthew Skinner	Teacher	08/28/05
Dennyse Slawny	Teacher	07/25/05
Meghan Steinmeyer	Teacher	06/17/05
Kristina Stewart	Teacher	07/06/05
Lisa Taylor	Teacher	07/15/05
Barbara Turk	Teacher	10/01/05
Fredric Turk	Teacher	10/01/05
Jamie Urban	Teacher	07/17/05
Melissa VanDeYacht	Teacher	06/17/05
Yer Vang	Teacher	07/25/05
Brandon Wagner	Teacher	07/15/05
Dorothy Walker	Teacher	07/29/05
Ellen Weber	Teacher	07/13/05
Jamie West	Teacher	07/15/05
Leif Williams	Teacher	07/29/05
Brad Young	Teacher	06/17/05

Correction from April 2005 Board Report

Joan Salinger	Teacher	06/17/05

Affirmative Action Report

The Affirmative Action monthly personnel transaction report for July 2005 is attached to the minutes of your Committee's meeting.

Committee's Recommendation

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

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

* * * * *

(Item 3) Action on Recommended Administrative Appointments and Promotions

Committee's Recommendation

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

2(r)	Hughes George	Director Dept. of Parent and Student Services	Schedule IIIE, Range 16A $113,634.11

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:

2 African American

r Resident who must remain resident

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

* * * * *

(Item 4) Action on Resolution 0506R-008 by Director Blewett Regarding Provisional Licenses

Background

At its meeting on July 28, 2005, the Board referred Resolution 0506R-008 by Director Blewett to the Finance and Personnel Committee:

RESOLVED, That the Milwaukee Public Schools join with the Wisconsin Department of Public Instruction (DPI) in recognizing provisionally licensed individuals as meeting the qualification of being fully licensed at all position levels, for the purpose of counting length of service in the same way in which MPS counts length of service for fully licensed personnel; and be it

FURTHER RESOLVED, That, immediately upon adoption of this resolution by the Board, MPS's policies, procedures, and practices be updated to recognize the length of service that provisionally licensed personnel spend in positions in the same manner in which MPS counts the length of service of fully licensed personnel.

Administration's Analysis

1. One of the goals of the district has been to improve teacher and administrator quality consistent with the overarching goals reflected in mandates like No Child Left Behind (NCLB) or PI34. While DPI has recognized such experience in terms of meeting the minimum qualifications for eligibility for an administrator license, we have sought to improve the capacity of our administrative ranks by seeking more than the minimum.

2. With the implementation of PI34, time as an intern or permit teacher will no longer qualify a teacher for the initial educator license. Thus requiring full licensure as a prerequisite for administrative consideration would align with PI34 requirements of teachers. Moreover, the administrator will have more of an educational repertoire of knowledge, skills, and experiences to draw upon in terms of providing guidance and assistance to the teachers they are supervising.

3. Finally, the importance of full certification for teachers has been formally recognized by both the administration and the Milwaukee Teacher Education Association (MTEA) as reflected by the language in the labor contract that prohibits permit teachers from advancing more than one step on the salary schedule until they are fully certified.

Strategic Plan Compatibility Statement

4. This item 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 Rule Statement

5. This item is consistent with MPS administrative policy and procedure.

Fiscal Impact Statement

6. This item does not authorize expenditures.

Committee's Recommendation

Your Committee recommends that, in lieu of resolution 0506R-008, the Board continue to support the Administration's efforts in improving the quality of the administrative staff.

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

* * * * *

(Item 5) Receipt of the Fiscal Year-End 2004 Federal and Single Audit Report

Background

1. 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.

2. On March 24, 2005, the Milwaukee Board of School Directors received the District's Financial Statements for the year ended June 30, 2004. At that time, KPMG was in the process of completing the Federal and Single Audit Report. On June 21, 2005, KPMG issued the Federal and Single Audit Report for the Year Ended June 30, 2004.

3. The Federal and Single Audit Report, as well as the District's corrective action plans, have been forwarded to the Board under separate cover.

4. Representatives of KPMG will be present at the committee meeting to answer any questions from Board members.

Recommendation

That the Board receive the Federal and State Single Audit Report for the Year Ended June 30, 2004.

Director Horton moved to approve the Committee recommendation.

The motion prevailed, the vote being as follows:

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

Noes—None.

* * * * *

(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) help to strengthen families, reduce crime, and improve neighborhoods. The CLCs are committed to learning, enrichment, and support activities that help reduce a youth's exposure to negative influences.

2. Over the past four years, the data collected have shown that, overall, a larger percentage of regular CLC attendees (i.e., those attending 30 times or more) have achieved proficiency in reading, mathematics, and language arts than have their day-school peers (non-CLC attendees).

3. MPS continues to subcontract with CBOs to serve as lead agencies for all CLC sites to provide fiscal administration, to hire and evaluate CLC staff, and to assist the day school in developing extended-day academic, recreation, and parent/family programming. Milwaukee's CLCs, in operation since 1998, serve close to 20,000 individuals on an annual basis. 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. The Administration is requesting authorization to enter into similar contracts with these Lead Agencies for FY06 as follows:

CLC Projects FY06		
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	$100,000
Boys & Girls Clubs	Pierce Elementary School	$100,000
Boys & Girls Clubs	Riley Elementary School	$100,000
Boys & Girls Clubs	Siefert Elementary School	$115,000*
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	$50,000+
Journey House	Fritsche Middle School	$130,000*
Journey House	Humboldt Park K-8 School	$100,000
Journey House	Longfellow Elementary School	$100,000
Latino Community Center	Kagel Elementary School	$100,000
Latino Community Center	South Division High School	$115,000*
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 (pending)	$100,000
Northcott Neighborhood House	Lee K-8 School	$100,000
Northcott Neighborhood House	Lincoln MS of the Arts	$100,000
Northcott Neighborhood House	North Division High School	$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
TBD	Malcolm X Middle School	$100,000
YMCA	Engleburg Elementary School	$100,000
YMCA	LaFollette K-8 School	$115,000*
YMCA	Mitchell K-8 School	$115,000*
	Total	$4,460,000

†Assuming daily average of 100 participants or higher.

Notes:

a. These CLC contract allocations reflect the dollar amount which an agency would receive in FY06 if it serves an average daily attendance of 80-120 participants. Sites

denoted with (*) have consistently served daily averages over 120. Thus CLC funds for FY06 are being allocated to reflect the true numbers being served.

b. Washington High School's CLC (+) is being awarded a $50,000 contract due to the fact that the site was unable to meet an acceptable average daily attendance during the 2004-05 school year. Pending an improvement in the number of students served at the Washington CLC during the fall of 2005, the contract may be increased to $100,000.

c. At the present time, Malcolm X Academy is in the process of searching for a new lead agency. Once its new agency has been identified, this information will be made available upon request.

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. The total cost in FY06 for these CLC Projects is $4,460,000. This funding will come from the three (3) five-year (2002-2009) 21st Century Community Learning Center grants awarded to the District by DPI. (Appropriate site locations will be inserted here upon approval by the Board.)

DPI	GEN-0-0-216-XX*-ECTS0000 ..... $	1,887,000	(Recreation Contract Services)
DPI	OPR-0-0-216-XX*-EWXM0000..... $	15,694	(Extra Hours — Building Operations)
DPI	DWC-0-0-216-XX*-EBOW0000..... $	3,306	(Fringe Benefits — Building Operations)
DPI	GEN-0-0-216-RC-ECTS0000 ..... $	19,000	(Recreation Contract Services)
DPI	GEN-0-0-LC6-XX*-ECTS0000..... $	1,530,000	(Recreation Contract Services)
DPI	OPR-0-0-LC6-XX*-EWXM0000..... $	12,390	(Extra Hours — Building Operations)
DPI	DWC-0-0-LC6-XX*-EBOW0000..... $	2,610	(Fringe Benefits — Building Operations)
DPI	GEN-0-0-LC6-RC-ECTS0000 ..... $	15,000	(Recreation Contract Services)

DPI	GEN-0-0-2C6-XX*-ECTS0000 ..... $	957,000	(Recreation Contract Services)
DPI…	OPR-0-0-2C6-XX*-EWXM0000 ..... $	7,434	(Extra Hours — Building Operations)
DPI	DWC-0-0-2C6-XX*-EBOW0000 ..... $	1,566	(Fringe Benefits — Building Operations)
DPI	GEN-0-0-2C6-RC-ECTS0000..... $	9,000	(Recreation Contract Services)
Total ..... $		4,460,000	

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 September and January 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 FY06:

- 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 Recommendations

Your Committee recommends that the Board authorize the Administration to enter into the following contracts for FY06 (July 1, 2005-June 30, 2006) with the specified lead agencies, with the understanding that the Administration will notify the Board when a lead agency has been identified for Malcolm X Middle School:

CLC Projects FY06		
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
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Boys & Girls Clubs	Lincoln Avenue Elementary School	$100,000
Boys & Girls Clubs	Lloyd Street Elementary School	$100,000
Boys & Girls Clubs	Marshall High School	$100,000
Boys & Girls Clubs	Pierce Elementary School	$100,000
Boys & Girls Clubs	Riley Elementary School	$100,000
Boys & Girls Clubs	Siefert Elementary School	$115,000*
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	$50,000+
Journey House	Fritsche Middle School	$130,000*
Journey House	Humboldt Park K-8 School	$100,000
Journey House	Longfellow Elementary School	$100,000
Latino Community Center	Kagel Elementary School	$100,000
Latino Community Center	South Division High School	$115,000*
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 (pending)	$100,000
Northcott Neighborhood House	Lee K-8 School	$100,000
Northcott Neighborhood House	Lincoln MS of the Arts	$100,000
Northcott Neighborhood House	North Division High School	$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
TBD	Malcolm X Middle School	$100,000
YMCA	Engleburg Elementary School	$100,000
YMCA	LaFollette K-8 School	$115,000*
YMCA	Mitchell K-8 School	$115,000*

CLC Projects FY06		
Agency	Sites	Amount†
	Total	$4,460,000

†Assuming daily average of 100 participants or higher.

Notes:

a. These CLC contract allocations reflect the dollar amount which an agency would receive in FY06 if it serves an average daily attendance of 80-120 participants. Sites denoted with (*) have consistently served daily averages over 120. Thus CLC funds for FY06 are being allocated to reflect the true numbers being served.

b. Washington High School's CLC (+) is being awarded a $50,000 contract due to the fact that the site was unable to meet an acceptable average daily attendance during the 2004-05 school year. Pending an improvement in the number of students served at the Washington CLC during the fall of 2005, the contract may be increased to $100,000.

c. At the present time, Malcolm X Academy is in the process of searching for a new lead agency. Once its new agency has been identified, this information will be made available upon request.

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

* * * * *

(Item 7) Annual Report on Student Attendance

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 2004-2005 school year, compared with the attendance percentage for the 2003-2004 school year for grades K-12. The Administration compiles the monthly attendance report from pupil attendance information recorded from schools.

Percent Attendance Summary 2004-2005 school Year

	2004-05	2003-04	Difference
Grades 9-12*	80.05	80.36	-0.31
Grades 6-8	89.19	89.18	+0.01
Grades 1-5	93.32	93.55	-0.23
Kindergarten	91.20	91.66	-0.46
Total	88.47	88.84	-0.37

(Attachment to the minutes of your Committee's meeting: 2004-2005 — Complete list of all MPS Schools)

* * * * *

(Item 8) 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 rates 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. The RFP was made available on June 1, 2005, with responses due on June 23, 2005. 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.

5. A total of five (5) firms submitted proposals. One (1) of the five (5) responses was deemed non-responsive in the area of HUB participation and removed from consideration. Proposals were evaluated on the basis of cost, responsiveness to requirements, experience, references, and ability to meet the needs of MPS. The evaluation of each response was completed by a review panel consisting of personnel from the Division of Facilities and Maintenance Services and the Division of Diversity and Community Engagement.

6. The recommendation anticipates significant participation by historically underutilized businesses (HUBs) during the contract period. The HUB participation requirement is ten percent (10%), and three (3) of the four (4) 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

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. Board Policy BG 4.07 requires formal bids or requests for proposals for the purchase of services in excess of $25,000. In addition, Administrative Policy 3.09 states that no professional services contract can extend more than three years.

Fiscal Impact Statement

9. The creation of this program has no direct fiscal impact. Funds to support these services are either budgeted as part of individual projects or are made available by the individual school, department, or program. Services by the various firms are not used until appropriate funds are identified and encumbered.

10. During FY04, a total of $77,769 of carpet installation and repair services were purchased by schools, departments, or programs. During FY05, a total of $25,946 of carpet installation and repair services were purchased by schools, departments, or programs.

Implementation and Assessment Plan

11. Upon approval by the Board, the individual contractors, schools, and departments will be notified of the terms and conditions of the contract and the prices associated with each vendor. 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 Board 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.
P&P Flooring (HUB)
Ron's Carpeting & Service, Inc. (HUB)
Thomas A. Mason Co., Inc. (HUB)

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

* * * * *

(Item 9) Action on a Request to Extend the Existing Contract for Gas Marketing Services

Background

1. Since 1996, the market for natural gas has been very volatile due to the deregulation of the gas utility industry. The Administration has addressed this volatility by contracting with an energy marketer/consultant. The Administration subsequently issued two Requests for Proposals (RFPs) for natural gas purchasing and energy services. The first contract was awarded by the Superintendent in December, 1996, due to the limited number of schools that it covered. The second was awarded by the Board at its meeting of January 25, 2000 (Proc. p. 562). WPS Energy Services was awarded the contract in both instances. Each contract was for one year with the potential for two additional one-year extensions.

2. In addition to purchasing the gas commodity, WPS Energy Services is also responsible to:

- contract for pipeline transportation to get the gas to Milwaukee;
- to contract for local distribution to get the gas to our buildings;

- to provide for balancing our gas supply on a daily basis; and
- to provide forecasting, trend analysis, budget projections, and general consulting and energy-information-management services related to the purchase of natural gas and deregulation of all utilities.

3. In May 2003, the Board authorized the Administration to extend the contract with WPS Energy Services through the FY09 budget year if the price of natural gas could be obtained for less than $5.00 per dekatherm.

4. Due to the volatility of gas prices, the Administration has been able to pre-purchase gas through the 2005/06 fiscal year under the terms described above. During 2003/04, the District saved $216,279 over the We Energies gas prices. During 2004/05, the District saved $1.26 million and is projected to save over $3.7 million in 2005/06 due to locking in at the $5.00 per dekatherm rate.

5. MPS also has to contract for transportation to deliver the natural gas to Milwaukee. This delivery is purchased for multiple years by our marketer as detailed in our RFPl. Our current transportation agreement includes a firm supply to Milwaukee on an annual basis.

6. In addition, the District has facilitated an agreement with the Milwaukee Metropolitan Sewerage District (MMSD) to share the latter's pipeline capacity on the coldest days of the year. This agreement significantly reduces our exposure to large spikes in gas prices and allows us to not have to purchase excess capacity on the pipeline for the entire year in order to cover us for the few coldest days of the year. Since the MMSD is also a customer of WPS Energy Services, and we are both located in the same delivery region with We Energies, WPS can coordinate this sharing, thereby saving the district $232,200 per heating season. This arrangement is currently contracted to continue to March 2008, when WPS agreements with MMSD and United Water expire.

Administration's analysis

7. The natural gas commodity market is very volatile. Since the Board's approval in May 2003, the Administration has not been able to pre-purchase natural gas for under the $5.00 per dekatherm rate for any time past the 2005/06 heating season.

8. The Administration will have to begin to pre-purchase its natural gas allocations for the 2006/07 heating season, beginning this fall and into early next year.

9. In order to remain able to take advantage of the agreement between WPS and MMSD, the Administration is requesting authorization to continue to contract with WPS Energy Services for the pre-purchase of natural gas through the 2007/08 heating season, when WPS Energy Services' current agreement with MMSD expires.

10. The Administration has worked with WPS Energy Services to develop a statistical tool that will be used to determine when to purchase the gas allocations for 2006/07 and beyond. We will be setting triggers based on the price-risk-management model to automatically purchase our gas supply requirements.

11. As of August 9, 2005, the average price of gas commodity for FY07 is $8.84 per dekatherm, as compared with the $5.00 per dekatherm locked for the current period. If we were to purchase our gas at this time for the FY07 heating season, it would cost us $10,202,243, or $3,379,200 more than we have budgeted in FY06.

Strategic Plan Compatibility Statement

12. 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

13. Administrative Policy 3.09, Purchasing and Bidding Requirements, requires Board approval of all contracts for services in excess of $50,000. It also limits the terms of contracts to a maximum of three years. In October 2001, and again in May 2003, the Board waived this requirement based upon our ability to buy gas at a fixed price for future years. Approval of the recommendations would modify this waiver.

Fiscal Impact Statement

14. The current WPS Energy Services contract consists of a transportation rate, utility-balancing-and-distribution rate, energy-information-management services, and their marketer rate. The transportation, distribution, and balancing rates for FY06 are estimated to be $632,170. The amount for WPS Energy Services' energy-information management is $93,000, and the marketing service is $51,257. The transportation and distribution rates are passed through from WPS to MPS without any markup.

15. The budget for natural gas in FY06 is $6,823,043, which includes all costs for transportation, distribution, balancing, energy-information management, and marketer and takes into account the savings realized through the contract with MMSD. This budget amount was based on being able to purchase gas at a cost of $5.00 per dekatherm. There is no need to amend the FY06 budget, as the gas is not paid for until the month that it is actually used; however, the FY07 budget for utilities will require a significant increase (currently estimated at $3.4 million) in funding. Significant savings will be realized through the long-term purchase of natural gas, as each $0.10 raise in price costs the district $88,000.

Implementation and assessment plan

16. Upon approval by the Board, the Administration will work with WPS Energy Services to establish purchasing guidelines based on market analysis and forecasting of trends for the purchase of gas for the FY06 heating season and beyond.

Committee's Recommendation

Your Committee recommends that the Board:

1. allow the Administration to extend the current contract with WPS Energy Services through the FY08 budget year to take advantage of the agreement with MMSD; and

2. authorize the Administration to pre-purchase natural gas supplies through the FY08 budget year in the most cost-effective manner based on current and future projections and market conditions.

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

* * * * *

(Item 10) Action on a Request for Approval of Organizational Changes

Background

1. The Administration has brought forth adjustments to the organizational structure in October 2002, March 2004, January 2005, and May 2005. The Milwaukee Board of School Directors has unanimously approved all these changes.

2. The May 2005 reorganization eliminated one position — the Chief of Pupil Services — and reassigned all divisions and departments that formerly reported to the Chief of Pupil Services. The Department of Special Services and the Division of Student Services and Parent Information Center now report directly to the Superintendent.

Administration's Analysis

3. At this time, the Administration is bringing forward organizational changes that affect the Division of Student Services and Diversified Community Schools. Leadership capabilities, adjustments based on function and not on funding, and organizational design should provide the foundation on which decisions relative to the organizational design of a district are made. This research-based approach allows good organizational designs to become great. Based on this, and consistent with prior adjustments made to the organizational structure, the Administration is proposing organizational changes that reflect the strengths of the individual administrators in order to match the specific leadership needs.

4. The Board action of May 2005 eliminated the Chief of Pupil Services position and assigned additional duties to the Director of Student Services and Parent Information Center. These duties include preparation and oversight of the budget; and planning, delegating, and monitoring tasks involving district-wide compliance to state and federal laws and statutes involving the Individuals with Disabilities Act (IDEA), 504, Wisconsin Chapter 115, Wisconsin Chapter 118, Elementary and Secondary Education Act (ESEA), McKinney Vento Act (including the supervision and evaluation of three homeless liaisons), HIPPA, and FERPA.

5. This item requests that the Division of Diversified Community Schools report directly to the Director of Student Services instead of the Director of Leadership Support. This will assure greater levels of compliance, especially relative to No Child Left Behind regulations.

6. The Chief Academic Officer and the Director of Leadership Support will collaborate with the Director of Student Services to provide academic support to the schools organized under the Division of Diversified and Community Schools.

7. Based on these additional duties and direct reports, the Division of Student Services and Parent Information Center is reinstated as the Department of Parent and Student Services.

Strategic Plan Compatibility Statement

8. This request is consistent with the Board 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, Administration Policy, or Board Rule Statement

9. Upon approval, the appropriate personnel recommendations will take place. Revisions to Administrative Policy 2.04, Superintendent's Cabinet, are being brought forth to the Committee on Legislation, Rules, and Policies Committee for that Committee's recommendation to the Board.

Implementation and Assessment Plan

10. Upon approval by the Board, the Administration will implement the organizational changes.

Fiscal Impact Statement

11. This item does not authorize expenditures. The proposed changes are in reporting structure only and do not require additional funds.

Committee's Recommendation

Your Committee recommends that the Board approve the following organizational changes:

1. The Division of Diversified Community Schools will report directly to the Director of Student Services instead of the Director of Leadership Support. This will assure greater levels of compliance, especially relative to No Child Left Behind regulations.

2. The Chief Academic Officer and the Director of Leadership Support will collaborate with the Director of Student Services to provide academic support to the schools organized under the Division of Diversified and Community Schools.

3. Based on these additional duties and direct reports, the Division of Student Services and Parent Information Center will reinstated as the Department of Parent and Student Services.

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

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(Item 11) Authorization to Enter into an Agreement with Malaika Early Learning Center to Provide Kindergarten Classes in Conjunction with Martin Luther King, Jr., Elementary School

Background

The Milwaukee Public Schools have been successful in collaborating with community-based early childhood programs. These collaborative partnerships have been beneficial to the district in a number of ways, including creating feeder systems into the partnering elementary schools.

This request is to enter into a collaborative partnership with Malaika Early Learning Center, a state-of-the-art, licensed childcare program that provides to children ages six weeks to six years of age a safe, nurturing place in which to learn and grow. The Center is located on the northeast side of Milwaukee in a predominantly African American community known as Harambee.

Administration's Analysis

1. The Administration is requesting authorization to enter into a contract for up to 25 FTE (full-time-equivalent) K4/K5 kindergarten seats to accommodate students from Martin Luther King, Jr., Elementary School (MLK) for FY06. The students are included in the King membership count. Malaika Early Learning Center will provide kindergarten services to the children at $,5400 per FTE. MLK will assure the students of a seat at King at K5 or first grade. MLK will administer the contract and fund the contract through the per-pupil allocation. An MLK teacher will be assigned to the Malaika Early Learning Center. Malaika will provide a full-time childcare teacher and full-time educational assistant. The children served will have a staff-to-child ratio of 1:7. The maximum annual cost of the contract, including the cost of an MPS teacher, is $135,000 for 25 children. Malaika will assume responsibility for funding beyond the revenue raised through the MPS per-pupil allocation payment. Other details are outlined in the attached contract.

2. This collaboration develops a feeder pattern into MPS and increases the number of students choosing the Milwaukee Public Schools who would otherwise be enrolled in private schools or programs. It supports the Neighborhood Schools Initiative by drawing in parents who live or work in the King neighborhood, a number of whom choose to enroll their children in other schools. It provides MPS children with high-quality early childhood education that is expected to fuel future academic success. And it strengthens the relationship between Malaika and MPS. For example, early childhood staff from Malaika and King will engage in dialogue, co-planning, and staff development about the teaching of young children and family involvement. This collaborative partnership is modeled after the successful UWM-Hartford partnership, which has been lauded by the Governor, legislators, and educators as representing a model school-childcare collaboration of the sort Wisconsin policymakers have worked to promote.

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

4. The Administration is requesting authorization to enter into a one-year contract. An evaluation of the success of the program will be done prior to an extension of the program.

Strategic Plan Compatibility Statement

5. The recommendation supports the MPS Strategic Plan, Goal #1, student achievement. Quality kindergarten and wrap-around childcare can lead to future academic achievement.

Statute, Administrative Policy, or Board Rules Statement

6. The recommendation complies with existing administrative policies.

Fiscal Impact Statement

7. King Elementary School's per-pupil allocation will fund the contract. School accounts to be charged are teacher salary and benefits accounts, KG4 JI BDK KN ESTC 5105 and DWC 00 BDK KN EEBN, respectively, and other expenses, GEN OS BDK KN EOTH**.**

Implementation and Assessment Plan

8. King Elementary School will administer the contract, provide support, and ensure that pupils are engaged in an outstanding Kindergarten program.

Committee's Recommendation

Your Committee recommends that the Board authorize King Elementary School to enter into the contract (copy attached to the minutes of your Committee's meeting) with the Board of Directors of Malaika Early Learning Center for a K4/K5 Kindergarten program for up to 25 FTEs at an annual cost not to exceed $135,000.

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

* * * * *

REPORTS OF SPECIAL COMMITTEES

The Assistant Director, Office of Board Governance/Assistant Board Clerk presented 6 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 July 21, 26, 28, and 29, 2005 .

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

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

Noes—None.

* * * * *

Director Balistreri moved to suspend Board Rule 1.02 (1) for the purpose of rescheduling in regular October Board meeting.

The motion prevailed, the vote being as follows:

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

Noes—None.

Director Balistreri moved to reschedule the regular October Board meeting to October 25, 2005.

Director Blewett moved to postpone consideration of the reschedule date to the regular September Board meeting.

The motion to postpone consideration prevailed, the vote being as follows:

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

Noes—None.

NEW BUSINESS

REPORTS OF BOARD DELEGATES

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

Submitted by: President Johnson

Previous Month's Summary:

- Information on professional development through WEAC for 2005-06 was acquired and is being distributed. Several of these opportunities are offered at no cost.
- A small team from the MPA attended the KEYS (Keys to Excellence for Your Schools) Convocation in Sheboygan on August 8-9, 2005 at no cost in search of information that may be helpful for high-performing learning communities, learning teams, or low-value-added/low-attainment schools.
- Final preparations have been made for the MPA Implementation Team Retreat on August 22, 2005, which is being sponsored by the Assurant Health Foundation.
- Ideas have been discussed concerning Green Bay Packer Mark Tauscher's interest in partnering with the MPA to help kids. A meeting will be set up with him.
- The Plaza Comunitaria at South Division High School is interested in strengthening its partnership with the MPA. Priority Work Group #2 — Family Literacy and Tutoring will be in contact with them for further discussion concerning the Plaza's interest in the area of family literacy.
- Work is being done to make a connection with a national Teachers Network through NYU on action research. In addition, the Dean of the School of Education at UWM has agreed to include action research as part of a professor's workload. With these two things in place, teachers who receive the action research mini-grants out of the NEA Foundation Grant will have both national and local support.

- Three workshops are being planned for September and October 2005 for the literacy coaches, math lead teachers, and principals of the 29 low-value-added/low-attainment schools which are designated to receive NEA Grant funds of $5,000 each year throughout the duration of the grant. Workshops will address the composition, purpose, function, and role of learning teams; school climate; and writing of an action plan tied to their educational plans to close their achievement gaps.
- Preparations continue for the tutor training program which will begin in September 2005.
- Efforts continue on alignment of the Mayor's tutoring initiative with the MPA's work on tutoring.
- Final updates are coming to an end on the administrative side of the tutoring database. Final updates on the user side will be addressed next. The database should be ready for testing again before the end of August.
- Development of the *Characteristics of a High Performing Urban Classroom* booklet is in the latter stages. The latest revision is being finalized for additional feedback from principals and others.
- Work is progressing on the teacher induction booklet. Input is being sought from the schools, union, and institutions of higher education.
- Work continues on the establishment of a secondary reading intervention program. Some Literacy Specialist and Literacy Coach input has been received. Additional input will be sought in the future.
- Work continues on completion of the learning team evaluation. The focus groups are being analyzed, and data crunching from the surveys is taking place. Results are to be utilized for the coming school year, and much activity will build off of the evaluation. Grant funds are in place to support learning team training based on the results of this evaluation.
- A tentative research agenda was completed and presented to the Implementation Team for discussion and feedback. A presentation of the research agenda will be made to the Milwaukee Metropolitan Area Deans of Higher Education in order to inform them of the research needs of MPS.
- Contacts are being made concerning a public relations campaign for family literacy and tutoring to include encouragement of volunteerism and a collective responsibility on education.
- Arrangements are being made to have a computer at the Parent Resource Fair on September 24th for people to search for or input information relative to tutoring and family literacy.
- Participation in Mathematica's high-intensity induction program research project has been secured. Interviews were conducted for the necessary mentors. Two full mentors and one alternate were selected. They, along with Victoria Frazier, MPS Staff Development Supervisor and MPA Teacher and Principal Quality Work Group Co-Chair, attended the initial training session at the end of July.
- Chairs and co-chairs of the two new MPA work groups have been identified, and memberships are beginning to form. Dennis Oulahan will chair the Skunkworks Work Group, which will focus on affecting classroom practice and student learning and tie into closing the achievement gaps. Kathy Munson, YMCA; Mark Warhus, Richard and Ethel Herzfeld Foundation; and Dawn St. George, Zoological Society will co-chair the MPA Partners Work Group, which will focus on partner interaction and alignment of work.
- Plans are being made for a press event in September concerning the NEA Foundation Grant.

The next meeting is to be held on September 16, 2005

Upcoming agenda items will include "Characteristics of a High-Performing Urban Classroom."

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(Item B) Report of the board's Delegate to the MPS Head Start Program

Submitted by: President Johnson

Previous Month's Summary:

Major Activities:

- The State Grant Application was submitted on July 1, 2005. The funds support teaching staff (4) and the social work aide (1) at Congress Early Childhood Center and other areas in program operations.
- The Policy Council held an emergency call Meeting on Saturday, July 2, to approve the Eligibility, Recruitment, Selection, Enrollment and Attendance (ERSEA) procedure. ERSEA was the last area of noncompliance for the Quality Improvement Plan (QIP). That plan was submitted to ACF the following week. MPS Administration, Board, and Head Start staff were notified in a July 21, 2005, letter that the ERSEA quality-improvement plan and supporting documentation was received and approved.
- The Policy Council met on July 13, 2005. The agenda items included community representatives, impasse procedure, federal grant, and literacy project. There was not a quorum, and the meeting was recessed.
- There was a special meeting of the Head Start Policy Council on July 27, 2005, to consider and take action on the federal grant application.
- Student Services staff met with Head Start management staff to discuss the enrollment process. Processes and procedures were clarified for staff.
- Head Start management staff attended the Division of Early Childhood July 12 meeting and participated in the Division's strategic planning on July 26 and 27.
- On July 15, the Head Start Support Office relocated to Central Services in Rooms 9 and 11.
- Representatives of MPS Administration and Board met with representatives of the US Department of Health & Human Services Administration of Children and Families (ACF) on July 27 for a information-sharing session on the MPS Head Start Program.
- On July 28, MPS Head Start management, in collaboration with the MPS Grants office, submitted the federal grant application to Region V for consideration of continued funding.

Services Provided:

- Parent Orientation scheduled at Central Services, 5225 W. Vliet Street, on Tuesday, July 12, 19, and 26 from 10:00 a.m. to 12:00 p.m. and 6:00 p.m. to 8:00 p.m.

The next meeting was to be held on Saturday, August 13, 2005. (Note: this meeting was cancelled)

Upcoming agenda items will include:

- Community Representative Applications

- Impasse and Arbitration Procedure
- Family Literacy Project

Upcoming issues:

- Discussion of the new schedule for election of officers
- Discussion of the Bylaws

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RESOLUTIONS

Resolution 0506R-009

by Director Morales

WHEREAS, The public uses its ability to elect or to not elect candidates for the Milwaukee Board of School Directors to enforce its standards and to fulfill its values and expectations; and

WHEREAS, The Superintendent of Milwaukee Public Schools is appointed by the Milwaukee Board of School Directors and so is not directly accountable to the public for his or her actions; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors oppose any proposed legislation or other effort on the part of state or federal governments to give the Superintendent of the Milwaukee Public Schools veto powers over actions of the Milwaukee Board of School Directors.

Referred to the Committee on Legislation, Rules and Policies.

* * * * *

The Board recessed from 8:23 PM to 8:39 PM.

The Board adjourned at 10:17 PM.

EUGENE JONES
Assistant Director,
Assistant Board Clerk

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
SEPTEMBER 8, 2005

Special meeting of the Board of School Directors called to order by President Johnson at 8:07 PM.

Present—Directors Balistreri, Blewett, Dannecker, Goldberg, Morales, Spence, and President Johnson—7.

Absent and excused—Directors Hardin and Horton—2.

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

September 2, 2005

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Johnson, a special meeting of the Milwaukee Board of School Directors will be held at 7:30 p.m. on Thursday, September 8, 2005, (or immediately upon adjournment of the meeting of the Committee on Special Education, scheduled to begin at 6:30 P.M.) in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the following purpose:

1. To take action on a request to approve an amendment to the New Hope Institute of Science and Technology's non-instrumentality charter school contract to change location.

The Board may resolve itself into a Committee of the Whole in order to receive public testimony regarding this item. The Board may then reconvene to receive and to take action on the report of the Committee of the Whole.

LYNNE A. SOBCZAK
Board Clerk

The Superintendent presented the following item:

(Item 1) Action on a Request to Approve an Amendment the New Hope Institute of Science and Technology's Non-Instrumentality Charter School Contract to Change Location

This item initiated by the Administration

Background

1. The New Hope Institute of Science and Technology, an MPS non-instrumentality charter school, is a project-based learning school with a priority to provide a safe, nurturing and ideal college-bound learning community with an emphasis on science, mathematics and technology for traditionally underserved or at-risk students in grades 6-12. It offers the opportunity for students to benefit from partnership relationships with science and mathematics departments of local colleges and research centers.

2. On January 14, 2003, the Committee on Innovation/School Reform held a public hearing to consider the charter proposal for New Hope Institute of Science and Technology. On January 30, 2003, the Board approved the concept of the New Hope Institute of Science and Technology 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 school, in anticipation of the establishment of an MPS non-instrumentality charter school.

3. On July 31, 2003, the Milwaukee Board of School Directors and New Hope Institute of Science and Technology entered into a five-year charter school contract, commencing with the 2003-2004 school year, and ending on the last regularly scheduled school day of the 2007-2008 school year. At the time its charter contract was brought forward for consideration, New Hope Institute of Science and Technology was housed temporarily at 1501 South Layton Blvd. Milwaukee, Wisconsin 53215.

4. On August 26, 2004, the Board approved a contract amendment with New Hope Institute to allow the school to move from 1501 South Layton, Blvd., and to lease space at Malcolm X Academy, 2760 North 1st Street. The location was selected to better accommodate the school's growing enrollment from 120 full-time equivalency (FTE) students the 2003-2004 school year to 250 FTE students for the 2004-2005 school year, while undertaking a search for a permanent facility, capable of housing its maximum contracted number of 350 FTE students.

5. On August 25, 2005, the Board approved a contract amendment allowing New Hope to move to 3500 W. Center.

Administration's Analysis

6. On May 13, 2005, New Hope Institute of Science and Technology submitted a letter to the Division of Diversified Community Schools requesting to move to a permanent location, 3500 West Center Street, Milwaukee, Wisconsin, 53210 for the 2005-2006, 2006-2007, and 2007-2008 school years of its contract term.

7. New Hope Institute has provided the following reasons for its request to change the school's location:

a. The original intent of the school was to begin at an incubation site and to find a permanent facility in order to fully implement the educational program and serve the economically disadvantaged, including special education and at-risk populations of the city. This area is ideal, with a high concentration of at-risk middle and high school students.

b. The new facility provides open space for the project-based learning and college bound activities as indicated in the educational program of the school's charter proposal.

c. Parents have indicated to the school officials the need for a small school setting where parents will have easy access and be able to provide the input necessary to create a home and school connection. The school plans to provide educational opportunities for its parents and community.

8. The Office of the City Attorney provided legal input and language for the contract amendment. The amendment includes references to section I.N. of the contract, A description of the school facilities and the types and limits of the liability insurance that the school will carry. Section I.N. of the contract provides that the school shall ensure that any new facility meets all of the safety codes and standards required under the charter contract, including, but not limited to, the occupancy permit referred to in the contract, in accordance with applicable timelines, and further provides that MPS Division of Facilities and Maintenance Services shall view any new facility.

9. Section I.N. of the contract also provides that the facility utilized to conduct its educational program shall be adequate to serve the pupil population identified in the Contract, and further provides that the MPS Division of Facilities and Maintenance Services and MPS Benefits and Insurance Division shall view the facility prior to the commencement of the Charter School Program in the facility.

10. Subsequent to the most recent Board action, circumstances have arisen that temporarily prevent the availability of the approved site at 3500 W. Center Street. Pending resolution of these circumstances, a temporary site is needed to house this program. Douglass Community Academy has available space and discussions have taken place with representatives from New Hope regarding the possibility of a temporary lease at Douglass Community Academy. The Office of the City Attorney has worked with the Administration to draft a contract amendment allowing New Hope to occupy space in Douglass Community Academy until the site at 3500 W. Center Street is available. The attached amendment allows New Hope to move to the 3500 W. Center Street location once it becomes available.

Strategic Plan Compatibility Statement

11. The recommendation supports the MPS Strategic Plan, Goal 3: family satisfaction as measured by their choices in the education marketplace.

Statutes, Administrative Policy, or Board Rule Impliction Statement

12. The recommendation is consistent with Administrative Policy and Procedure 9.12, Charter Schools.

Fiscal Impact Statement

13. New Hope will pay for the use of available space at Douglass Community Academy during this temporary placement.

Director Spence moved that the Board resolve itself into a Committee of the Whole for the purpose of considering and receiving public testimony on the item.

The motion prevailed, the vote being as follows:

Ayes— Directors Balistreri, Blewett, Dannecker, Goldberg, Morales, Spence, and President Johnson—7.

Noes—None.

The Board resolved itself into a Committee of the Whole at 8:09 PM.

The Board rose from the Committee of the Whole at 8:18 PM.

President Johnson, who chaired the Committee of the Whole, reported that the Committee had given public hearing on the item and that the Committee recommended approval of the administration's recommendation.

Director Spence moved that the Board approve the recommendation of the Committee of the Whole, with the correct address of 3620 N. 18th St. being inserted.

The motion prevailed, the vote being as follows:

Ayes— Directors Balistreri, Blewett, Dannecker, Goldberg, Morales, Spence, and President Johnson—7.

Noes—None.

The Board adjourned at 8:20 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
SEPTEMBER 15, 2005

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

Present—Directors Balistreri, Blewett (6:54 PM), Dannecker (6:54 PM), Goldberg, Hardin, Horton, Morales (6:54 PM), Spence, and President Johnson—9.

Absent—None.

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

September 12, 2005

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Kenneth Johnson, a special meeting of the Board of School Directors will be held at 6:30 p.m. on Thursday, September 15, 2005, in Room 103 of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of conducting a performance evaluation of the Superintendent of Schools.

Pursuant to Wisconsin Statutes 19.85(1)(c), which provides that a governmental body may convene in executive session for the purpose of "considering employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility," the Board may retire to executive session for the purpose stated above. The Board may reconvene in open session to take action on matters discussed in executive session.

LYNNE A. SOBCZAK
Board Clerk

Director Spence moved that the Board retire to executive session, pursuant to Wisconsin Statutes 19.85(1)(c), for the purpose of conducting a performance evaluation of the Superintendent of Schools.

The motion prevailed, the vote being as follows:

Ayes—Directors Balistreri, Goldberg, Hardin, Horton, Spence and President Johnson—6.

Noes—None.

The Board retired to executive session at 6:54 PM.

The Board adjourned from executive session at 8:29 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
SEPTEMBER 22, 2005

Special meeting of the Board of School Directors called to order by President Johnson at 6:40 PM.

Present—Directors Balistreri, Blewett (6:44 PM), Dannecker, Goldberg, Horton, Morales, Spence (6:50 PM) and President Johnson—8.

Absent and excused—Director Hardin—1.

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

September 16, 2005

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Kenneth Johnson, a special meeting of the Board of School Directors will be held at 6:30 p.m. on Thursday, September 22, 2005, in Room 103 of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of conducting a performance evaluation of the Superintendent of Schools.

Pursuant to Wisconsin Statutes 19.85(1)(c), which provides that a governmental body may convene in executive session for the purpose of "considering employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility," the Board may retire to executive session for the purpose stated above. The Board may reconvene in open session to take action on matters discussed in executive session.

LYNNE A. SOBCZAK
Board Clerk

Director Goldberg 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 Superintendent of Schools.

The motion prevailed, the vote being as follows:

Ayes—Directors Balistreri, Dannecker, Goldberg, Horton, Morales and President Johnson—6.

Noes—None.

The Board retired to executive session at 6:43 PM.

The Board recessed from 8:34 to 8:49 PM.

The Board adjourned from executive session at 10:40 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
SEPTEMBER 27, 2005

Special meeting of the Board of School Directors called to order by President Johnson at 9:13 PM.

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

Absent—None.

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

September 23, 2005

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Kenneth Johnson, a special meeting of the Milwaukee Board of School Directors will be held in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, at 7:30 p.m. on Tuesday, September 27, 2005, or immediately upon adjournment of the meeting of the Committee on strategic planning and budget, which is scheduled to begin at 6:30 p.m. 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 Goldberg 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 Superintendent of Schools.

The motion prevailed, the vote being as follows:

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

Noes—None.

Temporarily absent—Director Hardin—1.

The Board retired to executive session at 9:15 PM.

Director Morales left at 11:20 PM.

The Board reconvened in open session at 11:35 PM.

Director Goldberg moved that the Board;

1. authorize the Board President to negotiate an Employment Agreement reflecting the terms discussed in executive session on behalf of the Board; and

2 authorize the President to negotiate and execute the addition of language to the Superintendent's current Employment Agreement which allows for the establishment of a flexible spending account for healthcare deductibles.

Director Blewett moved a substitute motion, that the Board authorize the President to negotiate and execute the addition of language to the Superintendent's agreement which allows for the establishment of a flexible spending account for health care benefits.

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

Ayes—Directors Balistreri, Blewett and Hardin—3.

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

The question being on the original motion by Director Goldberg, it was adopted, the vote being as follows:

Ayes—Directors Balistreri, Dannecker, Goldberg, Horton, Spence and President Johnson—6.

Noes—Director Hardin—1.

Voting "present"—Director Blewett—1.

The Board adjourned at 11:44 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
SEPTEMBER 29, 2005

Regular meeting of the Board of School Directors called to order by President Johnson at 6:52 PM.

Present—Directors Balistreri, Blewett, Dannecker (7:11 PM), Goldberg, Horton, Morales, Spence, and President Johnson—8.

Absent and excused—Director Hardin—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:

GE Healthcare

Milwaukee Public Schools greatly values its longstanding partnership with GE Healthcare. Over the last 11 years, thousands of GE Healthcare employees have logged thousands of volunteer hours in various schools throughout the district through the company's annual community service day. This annual event is just one example of GE Healthcare's strong commitment to Milwaukee Public Schools. In addition, GE employees are involved in an E-Mentoring program for students at West Side Academy, and have facilitated the Junior Achievement program at a number of elementary schools. Also, the district received a $300,000 grant from the GE Foundation to support leadership development – one of the district's key initiatives.

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

Other awards and Commendations

Students

In conjunction with the Igniting Creative Energy Challenge sponsored by Johnson Controls, Inc. the following students from MacDowell Montessori Elementary School had their entries chosen to be published in their Excellence in Student Creativity notebook, Isabel Gunderson, Kennedy Hughes, Shenita Quezaire, Malaika Powell, and Kayla Gardner.

Schools

Grant Elementary, Hampton Elementary, Allen-Field Elementary, and Manitoba Elementary Schools have been selected to receive an award for their efforts in Wisconsin's *Movin' School* initiative. The Department of Public Instruction, in cooperation with the Wisconsin Association for Health, Physical Education, Recreation, and Dance, formulated the *Movin' Schools* resource kit and award program. Each School will receive $250 which should be used to improve physical activity in the school.

Staff

Norma Mortimer, a teacher at Morse Middle School, was nominated by her former student, Elizabeth Siefert, to be included in the UWM School of Education's Educator Honor Roll. This honor recognizes the positive impact educators have on their students while supporting the UWM School of Education's scholarship program. It is part of UWM's *Education is the Best Investment* initiative.

Each year, the Association for Direct Instruction (ADI) honors principals from throughout the country through their *Annual Excellence in Education Awards.* The ADI Board seeks to honor individuals who have made a significant difference in the educational performance of their students. The awards are meant to say thank you for a job well done, and serve as an inspiration for others who are committed to high standards and effective education for all children.

Ms. Kristi Cole, the principal of Humboldt Park K-8 School since 1999, was nominated and chosen as a recipient of this prestigious award for the 2004-05 school year. Her career has included teaching in the primary grades and working as a library media specialist. As principal of Humboldt Park K-8 School, she has been successful in increasing enrollment and test scores through aggressive curricular reform. In addition, the school has been lauded by State Superintendent Elizabeth Burmaster and has served as a model school for the *Wisconsin Association of School Board Members.*

The following MPS Safety Assistants were honored in June 2005 by the Division of School Safety & Security for courageous action taken on behalf of staff and students:

Daryl L. Delaney, Vincent High School
Phillip L. Friends, Dubois High School
Phillip J. Holiday, Vincent High School
Brandy M. Howell, Milwaukee High School of the Arts
Erik A. Rodriguez, Custer High School
David B. Witteman, Foster & Williams Visual Communication Campus

Community

The employees of Ernst & Young LLP conducted their *Education Counts* school supply drive during the summer of 2005 to support MPS students during the 2005-06 school year. Ernst & Young raised a total of $6,737 during the drive. Some of the funds were used to purchase school supplies that were distributed to students at a press conference held at Longfellow Elementary School. The remaining funds will be used throughout the year to purchase additional needed school supplies for various schools and for those children who have been displaced due to Hurricane Katrina. Thank you to the generous employees of Ernst & Young for supporting Milwaukee's children by providing them with the necessary tools for learning!

* * * * *

APPROVAL OF MINUTES

On the motion of Director Spence, the minutes of the regular and special Board meetings of August 11, and 25, 2005, were approved as corrected.

Ayes—Directors Balistreri, Blewett, Goldberg, Horton, Morales, Spence and President Johnson—7.

Noes—None.

* * * * *

COMMUNICATIONS FROM THE SUPERINTENDENT

(Item A) Disallowance of Claims

Office of the
Superintendent of Schools

TO THE BOARD OF SCHOOL DIRECTORS:

In accordance with established procedures, I present the following claims:

1. Notice of Claim served on the Milwaukee Public Schools by Mr. Michael Tarnoff, attorney, on behalf of a minor and his parents, Ray and Cherie Brown, for injuries allegedly sustained by the minor at the Webster Middle School on October 20, 2004.

   Claim is being made in the sum of $50,000 for the minor and in the sum of $5,000. each for his parents, Ray and Cherie Brown.

2. Claim for Damages served on the Milwaukee Public Schools by Mr. Ronald Bornstein, attorney, on behalf of Catherine Harty, an adult who allegedly sustained personal injuries at the Kosciuszko Middle School on January 27, 2005.

   Claim is being made in the sum of $50,000.

3. Notice of Claim served on Milwaukee Public Schools by Mr. Robert Levine, attorney, on behalf of a minor, and his mother, Ms. Melissa F. Jordan, for injuries allegedly sustained by the minor at the Milwaukee Education Center on May 7, 2004.

   Claim is being made in the sum of $75,000. for the minor and in the sum of $22,238.52 for his mother, Ms. Melissa F. Jordan.

Wausau Insurance Companies, the third-party administrator which currently investigates the general liability claims filed against the district, has requested that these claims be disallowed.

Therefore, I recommend that 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, these disallowances 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 Spence, the claims were disallowed, the vote being as follows:

Ayes—Directors Balistreri, Blewett, Goldberg, Horton, Morales, Spence and President Johnson—7.

Noes—None.

* * * * *

(Item B) Approval of a Negotiated Labor Agreement with PAMPS

Office of the
Superintendent of Schools

TO THE BOARD OF SCHOOL DIRECTORS:

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

PAMPS
Two-year contract (July 1, 2003, through June 30, 2005)

It is the recommendation of the Superintendent that the Board approve and adopt the above contract as highlighted on the following summary document.

Sincerely,

William G. Andrekopoulos
Superintendent of Schools

HIGHLIGHTS OF CONTRACT RESOLUTION BETWEEN
THE MILWAUKEE BOARD OF SCHOOL DIRECTORS AND PAMPS
July 1, 2003, through June 30, 2005

1. Two- (2-) year contract (July 1, 2003, through June 30, 2005).

2. Salaries: 7/01/03..... 2%
1/30/04..... $500 lump sum* per full-time bargaining unit member (base building)
7/01/04..... $200 lump sum* plus 2% (base building)
1/28/05..... $600 lump sum* (base building)

* Lump sums are base building for psychologists and non-base building for psychometrics who must be regularly scheduled to work 20 hours or more per week on the specified dates to be eligible.

3. Health insurance: Design changes
Employee premium share language

4. Modification of seniority language

5. Increase in hourly rate for performing LEA duties

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

Director Spence moved that the Board approve the Superintendent's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Balistreri, Blewett, Goldberg, Horton, Morales, Spence and President Johnson—7.

Noes—None.

* * * * *

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 3 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 September 19, September 22, and September 23, 2005.

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

Ayes— Directors Balistreri, Blewett, Goldberg, Horton, Morales, Spence, and President Johnson—7.

Noes—None.

* * * * *

REPORTS OF STANDING COMMITTEES

Separate consideration was requested of the following items:

Innovation/School Reform Committee, Item 1, a charter school proposal from the Downtown Institute of Arts and Letters (DIAL); and

Finance/Personnel Committee, Item 7, approval of contracts with Supplemental Services Providers.

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

Ayes—Directors Balistreri, Blewett, Goldberg, Horton, Morales, Spence and President Johnson—7.

Noes—None.

COMMITTEE ON SPECIAL EDUCATION

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

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Special Education presents the following report:

(Item 1) Monthly Report on Special Education Compliance

Administration's Report

1. Service Information

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

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

	08/05	09/05
Population Served	17,144	17,031

b. IEP Evaluations

Open re-valuations 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.

	08/05	09/05
Initial Evaluations (Completed since 7/05)	109	204
Percentage Identified Special Education	71%	75%
Active Initial Referrals	248	279
Re-valuations (Completed since 7/05)	15	20
Active Re-valuations	112	49

2. Data Management Services — Special Services Information Management System (SSIMS) Project Status Report As of August 31, 2005

a. SSIMS (Encore) Applications

- MPS servers continue to run version 6.6.0.68.

b. SSIMS Training

- All appropriate year round school staff received training in early August.
- SSAs, Supervisors, Social Workers, Psychologists, Nurses, Occupational Therapists, and Physical Therapists received training during the last two weeks of August.
- Special education teacher training (for non-year-round schools) began on August 31, 2005.
- Diagnostic teachers will be trained beginning September 1, 2005.
- The first major wave of trainings will be completed by the end of October 2005. Trainings will continue throughout the remainder of the school year with Encore on-line forms for make-up sessions and ongoing support. All staff will start all new IEP activities on the Encore application.

c. 504 and Intervention Modules

- Configuration of the 504 module is being analyzed. Testing will be scheduled during the fall.
- Configuration of the Intervention is being analyzed. Testing will be scheduled during the fall.

d. Interfaces

- Interfaces continue to run as follows:
  1) Inbound daily interface processing (eSIS to Encore) — three times daily.
  2) Outbound daily interface (Encore to eSIS) — nightly.

3) The Provider daily interface — nightly.

4) The school calendar and school entities are updated manually.

e. Reports

- The Department of Special Services is using a combination of Encore standard reports and customized reports created by MPS staff for purposes of compliance and monitoring.

f. Network Access

- SSIMS continues to work with the Department of Technology to ensure that schools are networked for teacher use and IEP staff meeting rooms.
- SSIMS continues to work with the Department of Technology to ensure that special education teachers that are Mac users have access to PCs

3. Wisconsin Alternate Assessment (WAA)

a. Beginning with the Individuals with Disabilities Education Act (IDEA) amendments of 1997, state and federal special education laws have required that all students with disabilities participate in state and district-wide assessments. Specifically, the federal law states that "Children with disabilities are included in State and district-wide assessment programs with accommodations, where necessary."

b. In addition, IDEA specifies that an alternate assessment is to be provided to a small number of students with disabilities for whom the standardized assessment is inappropriate even with accommodations. The Office of Special Education Programs (OSEP) provides guidance that suggests that about two percent of the total population will need alternate assessment.

c. The Wisconsin Student Assessment System (WSAS) includes the Wisconsin Knowledge and Concepts Examinations (WKCE) and the Wisconsin Knowledge and Concepts Examination-Criteria References Test (WKCE-CRT) at grades 3, 4, 5, 6, 7, 8, and 10. (*Attachment #1* to this item, attached to the minutes of your Committee's meeting, provides an overview of the specific assessments and the 05-06 District assessment schedule.)

d. District-wide assessments include the following:

- Early childhood literacy assessment (On-the Mark or DBLES) for grades K-5, 1 and 2, and writing assessments at grades 2, 3, 5, 6, 7 and 11, and the TerraNova at grade 9.
- The Wisconsin Alternate Assessment (WAA) is offered for some students with disabilities at grades K-5 through 10. The Wisconsin Alternate Assessment (WAA) is designed to assess the educational performance of students with disabilities who cannot meaningfully participate in the WKCE assessment or district-wide assessments

e. There are three options for students with disabilities to participate in the Wisconsin Student Assessment System and the district-wide assessment system:

- The student participates in the regular assessments without accommodations.
- The student participates in all (or portions) of the regular assessment with accommodations as needed.
- The student participates in an alternate assessment process for all portions of the assessment.

f. IEP teams are responsible for deciding whether students with disabilities will participate in a state or district-wide assessment, with or without testing accommodations, or will take an alternate assessment. This decision is made and revisited at each IEP meeting, where appropriate.

g. To facilitate informed equitable decision making during the IEP process, the Department of Public Instruction (DPI) designed a participant checklist for IEP teams to use when making these decisions. This checklist becomes a part of the IEP document. Attachment #2 to this item. Attached to the minutes of your Committee's meeting, is a sample of the *Wisconsin Alternate Assessment Participation Checklist* for students with disabilities.

h. Participation in the WAA is based on the following criteria:

1) The student's curriculum and daily instruction focuses on knowledge and skills significantly different from those represented by the state's content standards for students of the same chronological age;

2) The student's present levels of educational performance (PLOEP) significantly impede participation and completion of the general education curriculum, even with significant program modifications;

3) The student requires extensive direct instruction to accomplish the acquisition, application, and transfer of knowledge and skills;

4) The student's difficulty with the demands of the regular curriculum is primarily due to his/her disabilities, and not to excessive absences unrelated to the disability, social, cultural, or environmental factors.

i. The IEP document must contain statements regarding the student's participation in state and district-wide assessments. IDEA 2004 specifically requires that, if the IEP team determines that a student cannot participate in the regular assessment, the IEP document must include a statement explaining why the student cannot participate in the assessment and why the particular alternate assessment selected is appropriate for the child. Additionally, the IEP must include a description of any and all accommodations that the IEP team determines are required for the student to participate in the general assessments. DPI has published *2005-06 Assessment Guidelines and Accommodations,* guidelines that provide all staff with suggested accommodations that are appropriate for the WKCE-CRT (Attachment #3 to the minutes of your Committee's meeting).

j. The statewide assessment system is based on model academic content standards designed to determine the progress of students. In recognition of the unique challenges confronting all students with disabilities in an assessment system, the DPI worked in conjunction with statewide stakeholders and other consultants to develop Alternate Performance Indicators (APIs), which are found in Attachment #4 to you're the minutes of your Committee's meeting and which can be viewed at the DPI's website www.dpi.state.wi.us/dpi/dlsea/een/assmt_api.html). These indicators extend the performance indicators for the model standards to provide meaningful measures of progress for some students with disabilities. The WAA is designed in a checklist format that focuses on knowledge and skills that are aligned with the APIs in the areas of reading, language arts, mathematics, science, and social studies. The API knowledge and skills are considered to be prerequisite to the majority of content assessed by WKCE.

k. The WAA system includes a total of seven rating scales, one at each grade level. Each item within the rating scale is rated on a four-point scale:

- 0 = Non-existent
- 1 = Emerging

- Developing/developed
- Accomplished/generalized

l. The WAA assessment is completed during the months of September, October and November until the testing window closes. The WAA is completed by an individual or individual who has first-hand information of the student's IEP goals, objectives or benchmarks, educational curriculum, knowledge, and skills. For the purpose of reliability, a second rater rates IEP-aligned items in each content area.

m. The WAA Process is as follows:

Step 1	Alignment of Items to IEP goals, objectives, and benchmarks
Step 2	Collection of performance evidence (work samples, tests, observations, video/photo, audio tapes)
Step 3	Analysis and rating of the proficiency of all items
Step 4	Summarization of proficiency scores and performance-level decisions.

n. Cut scores have been established to determine a student's overall level of performance in each of the five content areas. These cut scores were designed to demonstrate which students are "not yet proficient" in prerequisite skills and are proficient in prerequisite skills. The final result is a proficiency performance level that is compatible with WKCE score results.

o. The overall performance levels are as follows:

Prerequisite Skill PS Minimal

Prerequisite Skill PS Basic

Prerequisite Skill PS Proficient

Prerequisite Skill PS Advanced

p. All students with disabilities who participate in the WAA for students with disabilities are counted for participation and contribute to the 95% participation requirement for No Child Left Behind (NCLB). The alternate assessment is aligned with state academic standards; therefore, districts can incorporate scores of students participating in the WAA for students with disabilities who obtain a prerequisite skill PS Proficient and Prerequisite skill Advanced in their adequate yearly progress calculations (AYP) for NCLB. A district can use up to one percent of all full-academic-year (FAY) students, in the grades assessed, for this calculation if they perform at PS level proficient or advanced. Districts can apply for an exemption to exceed the one percent cap.

q. The District reports to the public the following with the same frequency and in the same detail as that with which it reports the assessment of non-disabled children:

- number of students with disabilities participating in the regular assessment
- number of children with disabilities participating in the alternate assessment
- the performance of those children, if doing so would be statistically sound and would not result in the disclosure of performance results identifiable to individual children.

r. The Department of Special Services will be providing guidance and professional development for all district classroom teachers during the next six weeks to ensure compliance to the federal and state requirements and to ensure that all students with disabilities have the opportunity to participate fully in the regular assessments without accommodations, the regular assessments with accommodations, or the alternate assessment.

s. The DPI Publication entitled "Wisconsin Alternate Assessment (WAA) for Students with Disabilities: Frequently Asked Questions," found as Attachment #5 to the minutes of your Committee's meeting), provides additional information regarding the WAA.

4. Update: Stakeholder Activities to Revise Wisconsin Special Education Law as a Result of the Reauthorization of the Individuals with Disabilities Education Act 2004

a. The federal Rules and Regulations implementing IDEA 2004 are still in draft form, with the comment period ending in September. The final version is still expected by December 2005.

b. The last stakeholder group meeting to review and revise State special education law was held in July. The group spent the majority of the two days discussing the rules for reaching consensus and determining the process that would lead to the desired outcome of consensus around revisions to the state law. The next meeting is in mid-September, at which time the group will address revisions relative to the following:

1) IEP Process

2) evaluations

3) IEP Content

4) procedural safeguards

5) special education performance reports.

5. 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 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 Milwaukee Board of School Directors' Committee on Special Education. In addition, the scenarios are constructed to present to the Board and to the public illustrations of problem-resolution strategies that may be employed by the parent and the District.

The following scenario is presented in order to illustrate a type of complaint that can develop associated with the issues of disability qualification and high stakes assessments.

a. Background Information: The parents of an 11th-grader with ADHD (attention deficit/hyperactivity disorder) contacted the school and requested a Section 504 evaluation for their son, who had a GPA of 3.0. The parents contended that his academic achievement, when compared with the population of high-achieving students in his high school, and his inability to maximize his potential demonstrated that he was qualified as a handicapped individual under Section 504. The parents readily admitted that part of their motivation in seeking an evaluation was to qualify their son for additional testing time when taking the SAT.

b. Intervention: The school completed an evaluation and determined that the student was not eligible under Section 504. The Section 504 team determined that his ADHD did not have a significant impact on his learning, based on reviews of teacher reports, classroom performance, and private evaluations. The parents then requested a Section 504/ADA due-process hearing. Unlike such requests under IDEA, the District bears the responsibility of identifying and appointing a Hearing Officer.

c. Resolution: At the due-process hearing, the parents challenged the District's conclusion, pointing out that their son obtained a relatively low score on the verbal portion of the SAT and stating that they wanted him to be granted additional test time in which to

complete the college entrance exam. The administrative law judge concluded that the student with ADHD did not have a "medical or physical impairment" that substantially limited his ability to learn. He found that the student's grade-point average in an above-average academic climate demonstrated his ability to hold his own and rendered his ADHD insufficient to qualify for Section 504 services. Realizing that the parents were primarily seeking Section 504 eligibility to help their son attain a higher SAT score, the judge stressed that "the major life activity envisioned in Section 504 does not include attaining an SAT score sufficient to gain admission to college."

* * * * *

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 the Downtown Institute of Arts and Letters (DIAL)

Background

On May 31, 2005, the Downtown Institute of Arts and Letters (DIAL) submitted a proposal to become an MPS instrumentality charter school for the 2006-07 school year that will serve 400 students in grades 9-12. On August 11, 2005, members of the MPS Charter School Review Panel met to review the charter school proposal. At that meeting, staff members demonstrated their passion, commitment, and support for the Downtown Institute of Arts and Letters' charter school proposal.

Analysis

1. The mission of the Downtown Institute of Arts and Letters School is to create a small high school for the arts and humanities that targets the needs and enthusiasms of average students with achievement deficits, but above-average motivation. The school proposes:

a. a small high school that features a flexible, modular schedule with a year-round school-calendar, serving up to 400 students in grades 9-12;

b. integrated arts throughout the curriculum, teaching French and Latin, embracing the teaching of the Great Books, and following the Pre-Advanced Placement Program;

c. an educational program with a completely integrated arts-and-humanities curriculum that teaches French and Latin and embraces the teaching of the Great Books. The school-wide Pre-Advance Placement and Advanced Placement course offerings will be based in the culturally rich and diverse downtown area of Milwaukee;

d. small classes and personalized instruction based on respect for the individual student's goals; and

e. the opportunity for students to participate in partnerships and service projects with civic and not-profit groups in downtown Milwaukee;

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 MPS Administrative Policy 9.12, Charter Schools.

Fiscal Impact Statement

5. Upon approval, the FY 2006 budget will allocate funds to MPS instrumentality charters in the same manner as it does to other non-contracted MPS schools.

Recommendations

Your Committee recommends that the Board:

1. approve the concept of the Downtown Institute of Arts and Letters 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 the Downtown Institute of Arts and Letters High School in anticipation of the establishment of an MPS instrumentality charter school for the 2006-2007 school year.

Director Goldberg moved to approve the Committee's recommendation.

The motion prevailed, the vote being as follows:

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

Noes—None.

* * * * *

(Item 2) Action on a Request to Approve the Marshall Montessori International Baccalaureate High School As a Small High School to Begin with the 2006-07 School Year

Background

1. This item seeks the Board's approval to open the Marshall Montessori International Baccalaureate High School as a small, autonomous high school to be housed within the Marshall High School campus.

2. The Milwaukee Board of School Directors approved the Blueprint for the Milwaukee High School Redesign Initiative in November of 2003. The initiative includes the launch of 40 small high schools serving 400 or fewer students each with a unique educational and curricular mission.

3. The initiative also includes the redesign of large, comprehensive high schools into campuses of small high schools that share the building. The large, comprehensive high schools identified in the Blueprint are North Division High School, Washington High School, and Marshall High School.

4. The proposed Marshall Montessori International Baccalaureate High School will become part of the Marshall High School campus of small high schools. The planning team for the proposed Marshall Montessori International Baccalaureate High School continues to participate in MPS and TALC New Vision planning activities through the processes described in the Milwaukee High School Redesign Process Guidelines that were presented to the Board in January 2004.

Administration's Analysis

5. Marshall Montessori International Baccalaureate High School will be committed to increased student achievement with a combination of two proven educational models — Montessori education and an International Baccalaureate model.

a. Montessori education benefits students of lower socioeconomic status by giving them higher competence in basic skills, a better attitude toward school, higher retention rates, and the potential to graduate with the ability to take on meaningful adult roles in society. The Montessori high-school culture encompasses the concept of work and study, which occurs within a prepared indoor environment and in a variety of staging areas, centers of interest, and workplaces throughout the city.

b. International Baccalaureate education provides a curriculum framework, principles, and standards-based assessments that are supported internationally in 110 countries. It is an internationally highly regarded curriculum that exceeds state requirements. Students will participate in community-service activities and analysis of cultural perspectives. Successful completion of an IB diploma is recognized at many post-secondary institutions, and IB coursework is highly regarded when a student applies to colleges.

6. The combination of these two well established and supported international programs are the basis of an educational model that offers not just academic success, but also the support of the whole person as he or she strives to find his or her role in society. Both programs place student choice at the center of education, while teachers, parents, and community direct and support students. The two approaches support holistic education with flow between disciplines, between school and community, between academic and real-world knowledge, and between on-site and off-site explorations. In order to create this environment, the school will work with the Board and the Administration to petition DPI for an early start date in August based on the IB examination schedule and use flexible block scheduling and a trimester calendar with three intercessions. Appropriate memorandum(s) of understanding will be sought with the MTEA to fulfill these scheduling plans.

7. Marshall Montessori International Baccalaureate High School, as a successor school to John Marshall High School, will be able to maintain the latter's current IB affiliation by paying the annual affiliation fee and supporting the International Baccalaureate Organization's (IBO) requirement of workshop/training of future teachers. The IBO supports succession of IB affiliation.

8. The school expects to draw its enrollment from the current Marshall High School attendance area as well as from citywide enrollment, with a preference for students educated through Montessori or IB methods. A special emphasis is being placed on neighborhood or attendance-area enrollment as well as on enrollment from current Montessori schools through community and parent meetings. These meetings have been very well attended. Information meetings about the proposed school took place on January 25, 2005, at John Marshall. Attendance at this meeting was achieved through a mailing to potential students in the walk-zone of John Marshall High School. There were also presentations at MPS Montessori schools.

9. The Montessori and/or IB enrollment preference is defined as an enrollment criterion whereby students with previous Montessori and/or IB educational experiences will be given first access to school seats. Students with previous Montessori and/or IB educational experiences will be enrolled on a first-come, first-served basis up to the number of seats available. If seats remain available after the preferential enrollment, students will be assigned through the three-choice process or assigned on a first-come, first-served basis through MPS Parent and Student Services without regard to previous educational experiences.

10. The Marshall Montessori International Baccalaureate High School's plan calls for leadership through a Lead Teacher model. The planning team leader will assume the executive function in the start-up of the school as the lead teacher and contact person. The teachers in the school will share other organizational duties specific to the unique program. An administrative position to lead the school may be created in coming years as school enrollment grows and as the school mission and vision develops. The principal of Craig Montessori will be the principal of record supporting administrative functions.

11. The Administration's Strategic Planning Committee has review and supports the proposed location for the new school . The Strategic Planning Committee, which is composed of representatives from Facilities and Maintenance, Administrative Accountability, Office of the Superintendent, Parent and Student Services, and Special Services, works with proposed schools to identify locations compatible with the schools' educational missions and the needs of the district. Marshall Montessori International Baccalaureate High School entered into the planning process with the intention of becoming a successor school to Marshall High School and participating in the multiplex environment.

12. The Administration's New School Review Committee reviewed the proposal and received the presentation for the Marshall Montessori International Baccalaureate High School on June 9, 2005. The committee membership included PTA parent-representatives, as well as representatives from the Office of the Superintendent, Office of Academic Excellence, the Department of Special Services, the Department of Parent and Student Service, the Department of Human Resources, the Milwaukee Partnership Academy, and the Division of Diversified Community Schools.

13. Based on the proposal and presentation, the New School Review Committee recommended to the Superintendent that the proposal of the Marshall Montessori International Baccalaureate High School be supported, citing strengths and conditions of this support. Areas of strength identified in the proposal-and-presentation-evaluation-and-review process add significant value to the request to open the school as a new, small high school. The strengths include:

- unique high-school proposal blending proven models in a one-of-a-kind approach;
- strong vision;
- educational program;
- rigorous curriculum;
- advisory model "still point";
- connections to seventh- and eighth-grade Montessori programs;
- interdisciplinary connections between Montessori and IB;
- citation of exemplars of similar high-school models

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 their choices in the education marketplace.

Statute, Administrative Policy, or Board Rules Statement

15. The recommendation is consistent with Administrative Policy 7.05, Organization of Instruction.

Fiscal Impact Statement

16. This item does not authorize immediate expenditures. The Fall FY07 student enrollment for this new school is estimated to be up to 120. The FY07 district proposed budget will be prepared to include an allocation for the Marshall Montessori International Baccalaureate High School based on the projected fall enrollment.

17. To allow for autonomy within the building, modification costs associated with establishing small high schools which are to share the building are provided in the Construction Fund.

18. Approval of this item will allow the school to apply for up to $150,000 funding from the Bill and Melinda Gates Foundation for implementation support.

Implementation and Assessment Plan

19. Upon approval by the Board, the Administration will engage in activities necessary to assist Marshall Montessori International Baccalaureate High School to establish itself as an MPS traditional school so that the school may open in the Marshall High School Complex on the first day of the 2006-07 school year.

20. IB diploma expectations and the Montessori educational philosophy will be clearly defined and communicated to prospective students. The school will seek a mid-August start date to provide additional instructional time prior to IB testing and will establish a trimester calendar. Enrollment preferences will be given to students with Montessori and/or IB education.

21. The school will be monitored and evaluated by MPS through established administrative accountability functions and functions of assessment and accountability and in light of No Child Left Behind requirements.

Committee Recommendations

Your Committee recommends that the Board approve:

1. the Marshall Montessori International Baccalaureate High School as an MPS non-contracted high school beginning in the fall of the 2006-07 school year; and

2. the Marshall Montessori International Baccalaureate High School's preferential enrollment of students with Montessori and/or IB experience.

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

* * * * *

(Item 3) Action on Resolution 0506R-002 by Director Blewett Regarding Library Services, Physical Education, and Art in Small High Schools

Background

At the May 2005 Board meeting, the following resolution by Director Blewett was referred to the Committee on Innovation/School Reform:

WHEREAS, The Milwaukee Public Schools (MPS) has implemented a plan for smaller high schools; and

WHEREAS, A primary focus of smaller high schools is to provide the students with the same level of service at a more personalized level of attention because of the smaller classroom population; and

WHEREAS, Many of the small high schools are designed with no means to cover the costs for support services that are in schools with large student populations; and

WHEREAS, Costs for support services such as personnel (guidance counselor, psychologist, social worker, equipment, librarian) or all other ongoing costs necessary to operate a school sufficiently, would normally be absorbed through per pupil allocations in schools with larger student populations; and

WHEREAS, To ensure student success in small high schools, the school must offer a strong curriculum with support services such as physical education, fine arts classes, and library service, just as with students in larger higher schools; and

WHEREAS, Students attending small high schools must be afforded an opportunity for success, and the schools must be designed with a mechanism in place to support the innovative ideas brought forth by the schools as well as a plan in place for continued funding and support for the programs' continued growth; and

WHEREAS, To achieve success, students attending small high schools must be receiving the same level of support services they would in large high schools; now, therefore, be it

RESOLVED, That Milwaukee Board of School Directors direct the Administration to ensure that all proposals submitted for consideration as a Milwaukee public high school offer a means to provide library services, as well as physical education and fine arts classes within their curriculum; and be it

FURTHER RESOLVED, That the Board direct the Administration to implement these criteria immediately upon approval of this resolution by the Board.

Administration's Analysis

1. This resolution directs the Administration to accomplish two things: first, to ensure that all proposals submitted for consideration as a Milwaukee public high school offer a means to provide library services, as well as physical education and fine arts classes within their curriculum; second, to ensure that the Administration implement these criteria immediately upon approval of this resolution by the Board.

2. The Milwaukee High School Redesign Initiative supports the development of new small high schools in Milwaukee Public Schools. New, small high schools are brought forward to the Board through a proposal/petition process that seeks approval to open as an instrumentality charter school, as an non-instrumentality charter school, or as a non-contracted school.

3. To date, the Board has approved the opening of 17 new small high schools as part of the High School Redesign Initiative. These high schools offer a variety of library, guidance, and curricular services to support student achievement based, in-part, on the school's status as either a charter school or a non-contracted school.

4. The Wisconsin Department of Public Instruction (DPI) requires new small high schools that are approved to open as non-contracted schools to provide library and guidance services, while Board-approved graduation requirements necessitate that they provide physical education and arts courses. The current proposal-development processes for non-contracted schools ask school planning teams to describe the manner in which they will meet the Board's graduation requirements as well as how the school will provide bilingual, special education, guidance, and other support services.

5. New small high schools that are approved to open as instrumentality or non-instrumentality charter schools are exempt by state statute from typical requirements regarding the manner in which library, guidance, and curricular services are offered. These schools are expected to meet Board-approved graduation requirements by providing students with opportunities to participate in physical education and art.

6. The Administration concurs with the intent of this resolution; however, current proposal-development processes, Board-approved graduation requirements, DPI requirements, and charter school exemptions from some of these requirements make changes to the proposal/petition process by which new small high schools are approved unnecessary.

Strategic Plan Compatibility Statement

7. The Administration's recommendation supports the MPS Strategic Plan, Goal 1, student achievement; Goal 2, student success in further education and employment; and Goal 3, family satisfaction, as measured by their choices in the education marketplace.

Statute, Administrative Policy, or Board Rules Statement

8. This item is consistent with administrative policies and procedures and the requirements of the Wisconsin Department of Public Instruction.

Fiscal Impact Statement

9. This item does not incur any expenses.

Committee's Recommendation

Your Committee concurs with and supports the spirit of this resolution; however, as the new requirements for high-school proposals called for in this resolution will serve as a duplication of current efforts and practices, your Committee recommends that, in lieu of adopting Resolution 0506R-002, the Board direct the Administration to continue its current proposal-development processes for new small high schools.

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

* * * * *

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

ROOF REPLACEMENT

Kosciuszko Middle School

Prime Contractor
Carlson Racine Roofing & Sheet Metal, Inc.
2401 Eaton Lane
Racine, WI 53404

Low Bidder, Base of.....$111,100.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	13.5% MBE	35	10	2	Corporation	1

Funds are budgeted for the Kosciuszko Middle School project from FY06 account code FAR-0-0-MM2-KZ-ECNCROF6 (W.O. 2-674979). Project is to begin on September 26, 2005, and is scheduled for completion on November 18, 2005.

CONSTRUCTION CONTRACTS

Total construction contract dollars awarded.....$111,100.00
Total dollars HUB participation $15,000.00
% of MBE participation.....13.50
% of WBE participation 0.00
% Minority employees within company.....28.60
% Women employees within company 5.70

* * * * *

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 Monitoring Services for HUB and COIN Opportunities

The Administration requests authorization to purchase monitoring services from Prism Technical Services for one year. Specific percentages participation in Historically Underutilized Business (HUB), COIN (Communities in Need), and Student Engagement, based upon the type and cost of services purchased, are required on MPS contracts. As the program monitor, Prism Technical Services will be responsible for gathering data, monitoring participation, providing assistance in vendor evaluations, and making recommendations in accordance with the requirements in MPS Administrative Policies 3.09, 3.10, and 3.13. Monthly reports will be provided directly to the manager of DDCE (Division of Diversity Community Engagement), with quarterly reports to be presented to the Board and Superintendent.

The Request for Proposal (RFP) process was used to select a monitoring firm. The cost of this contract is not to exceed $150,000. The budget code to be charged is DBS00HUBHB-ECNS (HUB — Consultant Services).

Prime Price Quote	HUB-Certified Prime?	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION				
		Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
NTE $150,000	Yes	6	6	3	50%	100%	NTE $150,000	Prof. Svcs.	Program Monitor

RFP-488 — in addition to HUB requirement — has a minimum student engagement of 2 students.

Authorization to Enter into a Contract for Medicaid Billing Software and Support

The Administration requests authorization to purchase Medicaid billing software and support from MJ Care. The contract will allow the Milwaukee Public Schools to process its own billing, perform its own account reconciliation, and provide its own record keeping for Medicaid reimbursements.

The award is for an initial one-year period, with an option to renew for two additional one-year periods. The Request For Proposal (RFP) process was used to select a Medicaid billing software firm.

The annual cost is estimated to be $107,676, for a total of $323,028 over a three-year period. The budget code to be charged is SSU00ESSDE-ECTS (Special Education — Contract Services).

Prime Price Quote	HUB-Certified Prime?	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION				
		Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
$323,028	No	NA	NA	NA	NA	NA	NA	NA	NA

Purchasing Request Summary — September 2005

Total contract dollars to be awarded.....$473,028
Total dollars eligible for HUB participation.....$473,028
Total HUB dollars $150,000
% of MBE participation.....0
% of WBE participation 0
Total HUB Participation.....32%

Acceptance of the Report of Revenues and Expenses and Monthly Expenditure Control Report

Due to fiscal year-end activities, these reports will be presented at a later meeting of the Committee.

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.

Report of School Bus Accidents

The following report on school bus accidents for the month of August 2005 is for informational purposes and does not require action.

Date	Time	School	Reportable	Injuries	Company
8/09/05	2:59 pm	Congress	Yes	No	Lakeside

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
Allen-Field	Western Fraternal Life Association, Lodge 48	$1,950	150 book bags and supplies to first-grade students
Allen-Field	Telecom Pioneers	$300	7 backpacks and school supplies
Alliance	Jeffrey R. Anderson	$200	Programs, supplies and/or renovations account
Alliance	Tammy Baldwin	$100	Programs, supplies and/or renovations account
Alliance	Mike Bemklau	$100	Programs, supplies and/or renovations account
Alliance	Gene Berube	$100	Programs, supplies and/or renovations account
Alliance	Jane Bowers	$300	Programs, supplies and/or renovations account
Alliance	Maria Cadenas	$100	Programs, supplies and/or renovations account
Alliance	Margaret Dethloff	$500	Programs, supplies and/or renovations account
Alliance	Darrel Donahue	$100	Programs, supplies and/or renovations account
Alliance	Steve Donatello	$200	Programs, supplies and/or renovations account
Alliance	Thomas Dornoff	$150	Programs, supplies and/or renovations account
Alliance	Hank Faust	$200	Programs, supplies and/or renovations account

School	Donor	Amount	Gift or Purpose
Alliance	Carol Feuerstein	$150	Programs, supplies and/or renovations account
Alliance	Patrick Flaherty	$100	Programs, supplies and/or renovations account
Alliance	Kevin Flaherty	$150	Programs, supplies and/or renovations account
Alliance	Jeffrey Goldberg	$200	Programs, supplies and/or renovations account
Alliance	Janet Goldman	$100	Programs, supplies and/or renovations account
Alliance	Christine Harris	$150	Programs, supplies and/or renovations account
Alliance	Tom Hanley	$600	Programs, supplies and/or renovations account
Alliance	Mary Houseman	$100	Programs, supplies and/or renovations account
Alliance	David Huibregtse	$1,000	Programs, supplies and/or renovations account
Alliance	Robert Jespersen	$300	Programs, supplies and/or renovations account
Alliance	Michael Johnson	$100	Programs, supplies and/or renovations account
Alliance	Susan Jurgens	$300	Programs, supplies and/or renovations account
Alliance	Connie Keller	$200	Programs, supplies and/or renovations account
Alliance	June Kriviskey	$100	Programs, supplies and/or renovations account
Alliance	Margaret Kush	$100	Programs, supplies and/or renovations account
Alliance	Barbara La Barbara	$200	Programs, supplies and/or renovations account
Alliance	Craig Larrabee	$100	Programs, supplies and/or renovations account
Alliance	Robert R. Leschke	$500	Programs, supplies and/or renovations account
Alliance	Alberto A. Maya	$100	Programs, supplies and/or renovations account
Alliance	M. Scott McBride	$200	Programs, supplies and/or renovations account
Alliance	Jim McFarland	$200	Programs, supplies and/or renovations account
Alliance	William Morley	$100	Programs, supplies and/or renovations account
Alliance	Kurt S. Ollmann	$100	Programs, supplies and/or renovations account
Alliance	Jane Ottow	$300	Programs, supplies and/or renovations account
Alliance	Frank Paleka	$150	Programs, supplies and/or renovations account
Alliance	Wendell Perkins	$300	Programs, supplies and/or renovations account
Alliance	Anne Marie Peterson	$100	Programs, supplies and/or renovations account
Alliance	Bill Radler	$100	Programs, supplies and/or renovations account
Alliance	Tracy Richmond	$150	Programs, supplies and/or renovations account
Alliance	Dan Riedl	$100	Programs, supplies and/or renovations account
Alliance	Mike Ryan	$250	Programs, supplies and/or renovations account
Alliance	Brian Saraurer	$100	Programs, supplies and/or renovations account
Alliance	James A. Schleif	$300	Programs, supplies and/or renovations account
Alliance	Mari Scicero	$250	Programs, supplies and/or renovations account
Alliance	Dr. Mike Shannon	$100	Programs, supplies and/or renovations account
Alliance	Janis Shogren	$300	Programs, supplies and/or renovations account
Alliance	Sherri Sippel	$300	Programs, supplies and/or renovations account
Alliance	David Stowe	$100	Programs, supplies and/or renovations account
Alliance	Chuck Stuparits	$100	Programs, supplies and/or renovations account
Alliance	Ron Thate	$100	Programs, supplies and/or renovations account
Alliance	Karen Trembath	$300	Programs, supplies and/or renovations account
Alliance	Patrick Walsh	$100	Programs, supplies and/or renovations account
Alliance	John L. Wirth	$100	Programs, supplies and/or renovations account
Alliance	Jack Zehner	$300	Programs, supplies and/or renovations account
Alliance	Wisconsin Energy Corporation Foundation	$500	Programs, supplies and/or renovations account
Alliance	Greater Milwaukee Foundation	$500	Programs, supplies and/or renovations account
Alliance	Unitarian Church North	$75	Programs, supplies and/or renovations account
Alliance	Robert C. Archer and Nancy Archer	$100	Programs, supplies and/or renovations account
Audubon	Anonymous	$1,034	RIF Books

School	Donor	Amount	Gift or Purpose
Bethune	SBC Pioneers	$500	25 student backpacks w/supplies inside each
Carver	SBC Pioneers	$500	25 student backpacks w/supplies inside each
Fernwood	Roundy's	$243.15	Monetary donation to school
Humboldt Park	Treetop Publishing	$1,806	600 Big Bare Books for student writing, 40 Bare Game Boards for teacher-created student games
Seher	SBC Pioneers	$500	25 student backpacks w/supplies inside each
Vieau	SBC Pioneers	$500	25 student backpacks w/supplies inside each

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; and Affirmative Action Report

Approval of Classified Personnel Transactions

Name and Assignment	Position and Salary	Date
	APPOINTMENTS	
Christopher Witkowski South Division	Boiler Attendant Trainee $28,639.26/yr.	08-22-05
	PROMOTIONS	
Jacqueline Davis Benefits & Insurance Services	Accounting Clerk 2 $39,189.42/yr.	08-22-05
Olaf Ritter Benefits & Insurance Services	School Kitchen Manager II $19,101.28/yr.	08-25-05
	RETURN FROM LEAVES	
Diane Jachowicz Garden Homes	School Secretary I (Hourly Part-time) $11,216.00/yr.	08-23-05
	CHANGES IN STATUS	
Demaryl Howard MEC	Handicapped Children's Asst. $14,760.48/yr.	08-30-05
Agnes Jackson Cass	School Kitchen Manager I $23,213.08/yr.	08-25-05
Virgel Scott 21st	School Kitchen Manager I $23,213.08/yr.	08-25-05
Susan Wolf Burbank	School Kitchen Manager II $26,070.23/yr.	08-25-05

Approval of Certificated Appointments

Code	Teachers	Division	Salary	Yrs. Exp. Credit	Start Date
Approval of Certificated Appointments — Teachers					
r	Dana M. Accola Speech Pathology	C	$36,366.00	0	8/30/2005
r,a	Maxie J. Addison Cross-categorical	B	$32,439.00	0	8/30/2005
nr,a	Peter W. Aldrich Cross-categorical	B	$32,439.00	0	8/30/2005
r,a	Colette S. Allen Cross-categorical	B	$32,439.00	0	8/30/2005
r	Carmela A. Alvarado Bilingual Elementary	B	$32,439.00	0	9/1/2005
nr	Christopher T. Alvin Mathematics	E	$39,388.00	0	8/30/2005
r	Paula J. Ambos Montessori	B	$32,439.00	0	8/30/2005
nr	Tammy K. Anderson Mechanical Design	B	$32,439.00	0	8/30/2005
nr	Melissa E. Avery Speech Pathology	B	$32,439.00	0	8/30/2005
r,a	Dexxie C. Bankhead Grades 1-5	B	$32,439.00	0	8/30/2005
r	Barbara. A. Barder Lower Elementary	B	$32,439.00	0	8/30/2005
r,a	Yolanda R. Barnett Cross-categorical	B	$32,439.00	0	8/30/2005
r	Tonya L. Bays K-5	C	$42,871.00	5	8/30/2005
r	Jodi A. Behmke Cross-categorical	BB	$33,949.00	0	8/30/2005
nr	Kathryn F. Berg Cross-categorical	B	$32,439.00	0	8/30/2005
r,a	Marilyn M. Bingenheimer Cross-categorical	B	$32,439.00	0	8/30/2005
r	George B. Birthisel Mathematics	B	$32,439.00	0	7/27/2005
r	Angela M. Bittner Grade 8	B	$32,439.00	0	8/30/2005
r,a	Mark C. Blankenheim Cross-categorical	B	$32,439.00	0	8/30/2005
r,a	Joyce A. Blanks Cross-categorical	B	$32,439.00	0	8/30/2005
nr	Kathryn Blommel K4	B	$32,439.00	0	8/29/2005
nr,a	Sarah A. Bolin K-5	B	$32,439.00	0	8/30/2005
r	Tamika K. Boone Mathematics	B	$32,439.00	0	8/30/2005

nr	Katherine D. Bott Cross-categorical	BB	$33,949.00	0	8/30/2005
r	Elizabeth J. Boudreau Speech Pathology	B	$32,439.00	0	8/30/2005
r,a	Jennifer L. Bowen K-5	B	$32,439.00	0	8/30/2005
r,a	Janice R. Bragg Huggins Mathematics	B	$32,439.00	0	8/30/2005
r	Alexander S. Branderhorst English	B	$32,439.00	0	8/30/2005
r,a	Danielle J. Brown Ruddock Montessori	B	$32,439.00	0	8/30/2005
r,a	Kathleen A. Brozovich Cross-categorical	B	$32,439.00	0	8/30/2005
r,a	Yolanda Bucio Grade 1 Bilingual	B	$32,439.00	0	8/30/2005
r	Tonya A. Buford Vocational Education	BB	$39,992.00	5	8/30/2005
nr	April H. Burden K-5	B	$32,439.00	0	8/31/2005
r	Jeffrey Burgher Grade 5	B	$32,439.00	0	9/2/2005
r,a	Rafael Burgos Rivera Cross-categorical	B	$32,439.00	0	8/30/2005
r	Brittany A. Cady Grade 2	B	$32,439.00	0	8/30/2005
r.a	Marrian Caldwell Parker Grade 6	B	$32,439.00	0	8/30/2005
nr	Jeni Campos Grade 1 Bilingual	B	$32,439.00	0	8/30/2005
r	Kristina Carr K-4	B	$32,439.00	0	9/6/2005
r	Mildred C. Chaffin Chemistry	B	$41,072.00	7	8/30/2005
nr	Thomas Chojnacki Chemistry	B	$32,439.00	0	8/30/2005
r,a	Dennis J. Christensen Cross-categorical	B	$32,439.00	0	8/30/2005
r,a	Phaedra Christou Cross-categorical	B	$32,439.00	0	8/30/2005
r,a	Roxanne M. Ciatti Cross-categorical	B	$32,439.00	0	8/30/2005
r	Kristin Ciezki Chemistry	B	$32,439.00	0	8/30/2005
r,a	Sara L. Cline Cross-categorical	B	$33,878.00	2	8/30/2005
r	Meghan Cocking Grade 1 Bilingual	B	$32,439.00	0	8/30/2005
r	Julie A. Collier EC:EEN	B	$39,632.00	6	8/30/2005
r,a	Jade E. Cottrell Cross-categorical	B	$32,439.00	0	8/30/2005

r,a	Stacy Crouther Mathematics	B	$32,439.00	0	8/30/2005
r	Steven C. Cullison Social Studies	B	$32,439.00	0	8/30/2005
r	Jennifer Czechowicz Grade 3 Bilingual	B	$32,439.00	0	8/30/2005
r	Derek Czekalski Bilingual Upper Elementary	B	$32,439.00	0	8/30/2005
r	Erin Daugherty Cross-categorical	B	$32,439.00	0	8/30/2005
nr,a	Stephen J. Decleene K-5	B	$33,283.00	3	8/30/2005
r	Jill Delie EC:EEN	B	$32,439.00	0	8/30/2005
r,a	Nicole A. Dixon Technology Specialist	B	$32,439.00	0	8/30/2005
r,a	Jeff R. Drake Cross-categorical	B	$32,439.00	0	8/30/2005
r,a	Jason P. Dropik Speech Pathology	B	$32,439.00	0	8/30/2005
r,a	Tiffany A. Duea Cross-categorical	B	$32,439.00	0	8/30/2005
r	Bradley Dunning English	B	$32,439.00	0	8/30/2005
nr,a	Chaitali Dutta Cross-categorical	B	$32,439.00	0	8/30/2005
r	Lauren Egan Grade 1	B	$32,439.00	0	8/30/2005
nr	Melissa Elias K-5	B	$32,439.00	0	8/30/2005
r	Megan M. Ellis EC:EEN	B	$32,439.00	0	8/30/2005
nr	Michael Engelking Grade 4	B	$41,072.00	7	8/30/2005
r	Thomas W. Fischer Jr. Mathematics	B	$32,439.00	0	8/30/2005
r	Margaret Fischer Grade 3	C	$39,619.00	3	8/30/2005
nr	Mindan J. Foster Cross-categorical	B	$32,439.00	0	8/30/2005
r,a	Nikolos G. Franciskovich EC:EEN	B	$32,439.00	0	8/30/2005
r	Kate M. Funk Grade 5	B	$32,439.00	0	8/30/2005
r,a	Krystal J. Ganz Cross-categorical	B	$32,439.00	0	8/30/2005
r,a	Mauricio Garzon Business Ed Bilingual	B	$32,439.00	0	8/30/2005
r,a	Nelson D. Garzon Mathematics Bilingual	B	$32,439.00	0	8/30/2005
r	Christopher W. Gebert Marketing Education	B	$32,439.00	0	8/30/2005

r	Anthony P. Gentile Cross-categorical	C	$36,366.00	0	8/30/2005
r	Darrell L. Greer K-4	B	$32,439.00	0	8/30/2005
nr	Timothy Gross Business Education/Shorthand	B	$32,439.00	0	8/30/2005
nr,a	Beth M. Guendert K-4	B	$32,439.00	0	8/30/2005
r,a	Rebecca H. Guerrero Cross-categorical	B	$38,194.00	5	8/30/2005
r,a	Christopher M. Guthrie Cross-categorical	B	$32,439.00	0	8/30/2005
nr,a	Michael J. Hable Cross-categorical	BB	$36,970.00	3	8/30/2005
r,a	Sarah E. Hannes Grade 7 Spanish	B	$32,439.00	0	8/30/2005
nr	Marilyn A. Harmon Vision	C	$36,366.00	0	8/30/2005
r	Kourosh A. Hassani Mathematics	B	$32,439.00	0	8/30/2005
nr,a	Kathleen J. Henderson Social Studies	B	$32,439.00	0	8/30/2005
r	Rebekah L. Hilbert Grade 6	B	$32,439.00	0	8/30/2005
r,a	Robert J. Hipenbecker Social Studies	B	$32,439.00	0	8/30/2005
nr	Paul D. Hoekstra French	B	$35,318.00	3	8/30/2005
r,a	Eric M. Holliday Science	B	$32,439.00	0	8/30/2005
r	Margaret J. Holtgreive Cross-categorical	B	$33,878.00	2	8/30/2005
nr	Benjamin Howe Cross-categorical	B	$32,439.00	0	8/30/2005
r,a	Kimberly A. Ipsa Grade 2 Sage	B	$32,439.00	0	8/30/2005
r	Jennifer Jankowski Grade 1 Sage	B	$32,439.00	0	8/30/2005
r	Laura E. Jennings Speech Pathology	B	$32,439.00	0	8/30/2005
nr,a	Emily A. Jessen Cross-categorical	B	$32,439.00	0	8/30/2005
r	Rodney T. Jones Jr. Physical Education	B	$32,439.00	0	8/30/2005
nr	Heidi Keen Grade 1	B	$32,439.00	0	8/30/2005
r	Jeffrey Kellman Cross-categorical	B	$35,318.00	3	8/30/2005
r	Jennifer Kindschi-Wiederholtz Theater	B	$32,439.00	0	8/30/2005
r	Julia Kirzhner EC:EEN	BB	$33,949.00	0	8/30/2005

nr	Marguerite Kitzke Speech Pathology	B	$32,439.00	0	8/30/2005
r	Eliza Klunk Grades 4-6	B	$32,439.00	0	8/30/2005
nr,a	Steven M. Koehler Physics/Theater	B	$41,072.00	7	8/30/2005
r,a	Keri H. Koepke K-5 Sage	B	$32,439.00	0	8/30/2005
r	Joseph W. Kolton Mathematics	B	$32,439.00	0	8/30/2005
r,a	Kristofer J. Koneazny Cross-categorical	B	$32,439.00	0	8/30/2005
r	Terese M. Koney K-4	B	$32,439.00	0	8/31/2005
r	Rebecca Korom Grade 5	B	$32,439.00	0	9/1/2005
r	Lisa Krause EC:EEN	B	$32,439.00	0	8/30/2005
r	Kelly L. Kruzel EC:EEN	B	$32,439.00	0	8/30/2005
r,a	Cecile Labecki Grade 4	B	$32,439.00	0	8/30/2005
nr	Keith L. Lambert Mathematics	B	$32,439.00	0	8/30/2005
nr	Paul Lambert History Bilingual	B	$41,072.00	7	8/30/2005
r	Melissa S. Leitner K-5	B	$32,439.00	0	9/1/2005
r,a	Kelleah Lewis Cross-categorical	B	$32,439.00	0	8/30/2005
nr	Wendi Lewis Science	B	$32,439.00	0	8/30/2005
r	Talonda M. Lipsey Science	B	$32,439.00	0	8/30/2005
r,a	Sharon Loeck Cross-categorical	B	$32,439.00	0	8/30/2005
r,a	Heidi M. Lueck Cross-categorical	B	$32,439.00	0	8/30/2005
r	Craig Machut Biology	B	$32,439.00	0	8/16/2005
r	Kathleen Manke Science	B	$32,439.00	0	8/30/2005
r	Kari Mannix K-5	B	$32,439.00	0	8/30/2005
nr,a	Andrew D. Marx Grade 2	B	$32,439.00	0	8/30/2005
r,a	Jack A. Masterson Social Studies	B	$32,439.00	0	8/30/2005
r	Conley W. Mattrisch Computer Science	B	$32,439.00	0	7/27/2005
r,a	Deborah M. Mayfield Grade 5	B	$32,439.00	0	8/30/2005

nr	Marie McFarlane Family/Community Services	B	$36,756.00	4	8/30/2005
r,a	Jennifer J. McClintock Grade 5	B	$32,439.00	0	8/30/2005
r	Nicole C. McDowell Cross-categorical	BB	$39,992.00	5	8/30/2005
r	Casey J. McEvilly Science	B	$32,439.00	0	8/30/2005
r,a	Bonnie. J. McGill Grades 4-5	B	$32,439.00	0	8/30/2005
r,a	Alicia M. Menges K4/K5	B	$32,439.00	0	8/30/2005
r	Ethan Millard Biology	B	$32,439.00	0	8/30/2005
nr	Nina R. Miller Spanish	B	$32,439.00	0	8/30/2005
nr,a	Constance N. Millet Cross-categorical	B	$32,439.00	0	8/30/2005
nr	Timothy Milligan Chemistry/Physics	B	$41,072.00	7	8/30/2005
r,a	David A. Mlachnik Cross-categorical	B	$32,439.00	0	8/30/2005
r	Robin M. Morgan Technology Education	B	$32,439.00	0	8/30/2005
r	Kristin N. Mosley Grades 3-4	B	$32,439.00	0	8/29/2005
r,a	Darlene R. Moyle Cross-categorical	B	$32,439.00	0	8/30/2005
r	Nicole M. Mueller English/History	BB	$33,949.00	0	8/30/2005
r	Anne Mundt Speech Pathology	C	$39,619.00	3	8/30/2005
nr	Amanda Mutchie Mathematics	B	$32,439.00	0	8/30/2005
nr	Laura P. Naughton Grade 2	B	$32,439.00	0	9/6/2005
r	Amy L. Novara K-4	B	$32,439.00	0	8/31/2005
nr	Elizabeth N. O'Connor Grade 4	B	$32,439.00	0	8/30/2005
r,a	Dustin J. Oakley Cross-categorical	B	$32,439.00	0	8/30/2005
nr,a	Paul S. Orgas K-5	B	$32,439.00	0	8/30/2005
r,a	Damita Y. Osley CD	B	$32,439.00	0	8/30/2005
nr	Heidi Panosh Upper Elementary	B	$32,439.00	0	8/30/2005
r,a	Dennisse Paonessa K-5 Bilingual	B	$32,439.00	0	8/30/2005
r,a	Katrina J. Papatriantafyllou Cross-categorical	B	$32,439.00	0	8/30/2005

r,a	Johnny T. Parker Cross-categorical	B	$32,439.00	0	8/30/2005
nr	Bonnie R. Paruch Biology	B	$32,439.00	0	8/30/2005
nr	Carissa Paulsen Primary	B	$32,439.00	0	8/30/2005
r,a	Rosana M. Perez Cross-categorical Bilingual	B	$32,439.00	0	9/2/2005
r	Christie Peters Grade 3	B	$32,439.00	0	8/30/2005
r	Kimberly R. Peterson Grade 8	B	$32,439.00	0	8/30/2005
r,a	Paula S. Pike Dumanch MRP Autistic	B	$32,439.00	0	8/30/2005
r,a	Roman A. Pikula CD	B	$32,439.00	0	8/30/2005
r,a	Kelli M. Piotrowski K-5	B	$32,439.00	0	8/30/2005
r,a	Angela Poe Grade 5	B	$32,439.00	0	8/30/2005
r	Rebecca Porinsky Mathematics	B	$32,439.00	0	8/30/2005
nr,a	Joshua A. Putnam Cross-categorical	B	$32,439.00	0	8/30/2005
r	Nina Pyatskowit Speech Pathology	C	$36,366.00	0	8/30/2005
nr	Markos Ramirez History Bilingual	B	$32,439.00	0	8/30/2005
r	Diane Raner English	B	$33,878.00	2	8/30/2005
r,a	Tabitha D. Raucina K-5	B	$32,439.00	0	8/30/2005
r,a	Melissa C. Ream Grade 2 Bilingual	B	$32,439.00	0	8/30/2005
r,a	Carolyn Y. Renfro EC:EEN	B	$32,439.00	0	8/30/2005
r	Shannon Resler Mathematics	B	$32,439.00	0	8/30/2005
a	Rebecca L. Reyes Clement EC:EEN	B	$32,439.00	0	8/30/2005
r,a	Carmen A. Reyes K-4	B	$32,439.00	0	8/30/2005
r,a	Sara Robazek-Tikalsky Cross-categorical	B	$32,439.00	0	8/30/2005
r,a	Angela M. Robinson Cross-categorical	B	$32,439.00	0	8/30/2005
nr,a	Jessica E. Roe Cross-categorical Bilingual	B	$32,439.00	0	8/30/2005
nr	Julie A. Rosploch K-5	B	$35,318.00	3	8/30/2005
r,a	Sarah A. Ruder Cross-categorical	B	$32,439.00	0	8/30/2005

nr	Katherine Rudig K-5 Sage	B	$32,439.00	0	8/30/2005
nr	Jill Ryan K-5 Sage	B	$32,439.00	0	8/30/2005
nr,a	Imhenna H. Saadeddin Cross-categorical	B	$32,439.00	0	8/30/2005
nr	Crystal M. Salo Cross-categorical	B	$32,439.00	0	8/30/2005
r,a	Jose A. Santiago Grade 3 Bilingual	B	$32,439.00	0	8/30/2005
r	Abby L. Schaber K-4	B	$32,439.00	0	8/30/2005
r	Gail L. Schaefer K-5 Sage	B	$32,439.00	0	8/30/2005
r,a	Jennifer A. Schierl Cross-categorical	B	$32,439.00	0	8/30/2005
r	Stephanie R. Schneider Primary	B	$32,439.00	0	8/30/2005
r,a	Tara T. Schnell Cross-categorical	BB	$33,949.00	0	8/30/2005
r,a	Rachel L. Schuler Cross-categorical	B	$32,439.00	0	8/30/2005
r	Robert W. Scott Technology Education	E	$46,467.00	5	8/30/2005
r	Dante Segura Salome Spanish	B	$32,439.00	0	8/30/2005
nr	Ulices J. Sepulveda Mathematics Bilingual	B	$32,439.00	0	8/30/2005
nr	Joseph T. Setzer EC:EEN	B	$32,439.00	0	8/30/2005
r,a	Dana F. Sharpe Cross-categorical	B	$32,439.00	0	8/30/2005
r	Victoria L. Shepherd Grade 5	B	$32,439.00	0	8/30/2005
nr,a	Christy Sibila Cross-categorical	B	$32,439.00	0	8/30/2005
r	Lakesha A. Simmons Cross-categorical	B	$32,439.00	0	8/30/2005
nr	Holly L. Skinner Mathematics/Science	B	$32,439.00	0	8/30/2005
nr	Katie E. Sliwicki K-4	B	$32,439.00	0	8/30/2005
r	Emily E. Smith English	B	$32,439.00	0	8/30/2005
r	Jennifer R. Smith Speech Pathology	B	$32,439.00	0	8/30/2005
r,a	Maureen A. Smith Grade 3	B	$32,439.00	0	8/30/2005
nr	James Svitavsky Cross-categorical	B	$32,439.00	0	9/2/2005
r,a	Katie A. Szymanski Grade 1	B	$32,439.00	0	8/30/2005

r,a	Brian J. Szyszko English	B	$32,439.00	0	8/30/2005
r,a	Leslie M. Tanck Cross-categorical	B	$32,439.00	0	8/30/2005
r,a	Ingrid E. Taormina Cross-categorical	B	$32,439.00	0	8/30/2005
r,a	Joshua T. Thorison Mathematics/Social Studies	B	$32,439.00	0	8/30/2005
r,a	Sammie J. Todd Cross-categorical	B	$41,072.00	7	8/30/2005
nr,a	Jeffrey M. Torosian Cross-categorical	B	$32,439.00	0	8/30/2005
r,a	Madelena Torres Cross-categorical	B	$32,439.00	0	8/30/2005
r	Matthew A. Turner Economics	B	$32,439.00	0	8/30/2005
r,a	Linda M. Ulrich K-5 Sage	B	$43,067.00	7	8/30/2005
r	Johanna Vega Cross-categorical	B	$32,439.00	0	8/30/2005
r	Tony Wacker English	B	$32,439.00	0	8/30/2005
r	Emily Waerzeggers Speech Pathology	B	$32,439.00	0	8/30/2005
nr	Kerry Wagner Cross-categorical	B	$32,439.00	0	8/30/2005
r	Elizabeth Wall Grade 4	B	$32,439.00	0	8/30/2005
nr	Paula Wall K-4	B	$41,072.00	7	8/30/2005
r	Susan Ward Speech Pathology	B	$32,439.00	0	8/30/2005
r	Ann Watson Cross-categorical	B	$32,439.00	0	8/30/2005
r,a	Ebony N. Watts Cross-categorical	B	$32,439.00	0	8/30/2005
r,b	George S. Weinman Grade 3	D	$42,972.00	4	8/30/2005
nr	Sarah D. Wenzel Grade 1	B	$32,439.00	0	8/30/2005
r	Jason Wetzel Technology Education	B	$32,439.00	0	8/30/2005
nr,a	Diann S. Wilcox Grade 6 Bilingual	B	$32,439.00	0	8/30/2005
r,a	Brad W. Wilke Grade 5	B	$32,439.00	0	8/30/2005
r	Laurelyn W. Williams Grade 5	B	$32,439.00	0	8/30/2005
r	Sandra M. Witkowski Grade 2	B	$32,439.00	0	8/29/2005
nr	Analisa L. Wolter K-4	B	$32,439.00	0	8/30/2005

r,a	Leden G. Wood Elementary Education	B	$32,439.00	0	8/30/2005
r,a	Pa L. Xiong K-5 Sage	B	$32,439.00	0	8/30/2005

Approval of Certificated Appointments — School Social Workers

r	Kelly J. Collingwood Social Worker	2A	$44,158.00	0	8/23/2005
r,a	Karianne Osowski Social Worker	2A	$44,158.00	0	8/23/2005
r,a	Melanie Zurheide Social Worker	2A	$41,180.00	0	8/23/2005

Approval of Certificated Appointments — Occupational Therapists

r	Sarah R. Maki Occupational Therapist	B	$32,439.00	0	8/30/2005

Approval of Certificated Appointments — School Psychologists

r	Katie Jonas School Psychologist	51C	$41,124.57	0	8/30/2005
nr	Patricia F. Liu School Psychologist	51C	$51,056.67	0	8/23/2005
r	Nicole Meredith School Psychologist	51C	$43,110.99	0	8/23/2005
r	Jeri A. Thiem School Psychologist	51C	$41,124.57	0	8/23/2005

CODES:

(a) Reappointment without tenure
(b) Reappointment with tenure
(nr) Non-Residency who must become a resident
(r) Resident who must remain a resident

Approval of Leaves of Absence

	Present Assignment	Effective From
Illness Leave, to June 20, 2006:		
Carita Wright Lee	Roosevelt	August 22, 2005
Maternity Leave, to June 15, 2005:		
Yvette Ardis	DSSC	August 23, 2005
Susan Janowski	From Personal Leave	November 11, 2005
Personal Leave, to January 27, 2006:		
Wanda Steavens	Day-to-Day	August 30, 2005
Yolanda Womack	Scott	August 30, 2005
Personal Leave, to June 15, 2006:		
Andrea Currie	Thurston Woods	August 30, 2005
Nabila Elhady	Happy Hill	August 30, 2005
Jenell Klovas	Carver	August 30, 2005
Laytoya Lacking	Douglass	August 30, 2005
Matthew Mattioli	Lee	November 22, 2005
Trish Purefoy Kirkendoll	Fernwood	August 30, 2005
Myesha Reynolds	Thurston Woods	August 30, 2005

Sabbatical Leave, to June 20, 2005:

Derick Cornelius	Scott	August 22, 2005

Study Leave, to June 15, 2006:

Phil Owens	From Sabbatical Leave	August 30, 2005

Extension of Maternity Leave, to January 27, 2006:

Kristin Fenske	Leave	August 30, 2005

Extension of Personal Leave, to January 27, 2006:

Virginia Miller	Leave	August 30, 2005

Report on Resignations

Name	Position	Effective Date
Jill Auberger	Teacher	08/22/05
Marisa Bernal	Teacher	08/23/05
Michael Bersch	Teacher	08/11/05
Valerie Bourne Braem	Teacher	08/22/05
Jennifer Brueckner	Teacher	08/15/05
Greg Burton	Teacher	08/01/05
Jennifer Buzzell	Teacher	08/16/05
Robert Cony	Teacher	08/21/05
Jimmy Davis	Teacher	07/01/05
Timothy Droster	Teacher	08/24/05
Sharon Durtka	Specialist	08/19/05
Christina Dyson	Teacher	08/16/05
Yolanda Farmer	Teacher	07/29/05
Amy Fetherston	Teacher	08/08/05
Gary Foss	Teacher	09/16/05
Gregory Goelz	Teacher	08/10/05
Ricki Koinig	Teacher	08/01/05
Joseph Hahn	Teacher	01/16/06
Lori Hojnacki	Teacher	08/23/05
Barbara James	Teacher	08/07/05
Jane Janicki	Teacher	07/27/05
Geraldine Jessmon	Teacher	06/17/05
Debra Jordan	Teacher	08/05/05
Dennis Juno	Teacher	07/28/05
Susan Kelly	Teacher	08/11/05
Jennifer Kerr	Teacher	08/23/05
Andrea Kohloff	Teacher	08/23/05
Tammy Krohn	Teacher	08/19/05
Lynn Berman Lewis	Teacher	07/28/05
Katherine Lieske	Teacher	08/20/05
Linda Losey	Teacher	06/16/05
Glenda Leubke	Teacher	06/17/05
Tim Luettgen	Teacher	08/30/05
Julie Lyon	Teacher	08/04/05
Mary Marvich	Teacher	06/17/05

Edward McMilin	Supervisor	10/28/05
Richard Melcher	Teacher	08/15/05
Mary Miller	Teacher	08/15/05
Angela Momon Hughes	Teacher	08/08/05
Scott Mullee	Teacher	08/09/05
Michaela Neitzel	Teacher	08/11/05
Zorka Novakovich	Teacher	07/19/05
Wrye Oliver	Teacher	08/08/05
Pamela Penn	Supervisor	08/26/05
Linda Port	Teacher	08/12/05
April Remfrey	Teacher	08/09/05
Helina Salazar	Teacher	08/12/05
Jody Schmidt	Teacher	08/11/05
Annette Schwebel	Teacher	08/19/05
Jesse Shaw	Teacher	08/23/05
Janice Sinur	Teacher	06/17/05
Ronni Swan	Teacher	08/10/05
Ted Trewyn	Teacher	06/20/05
Mark Tenorio	Principal	07/01/05
Mary Thompson	Teacher	08/23/05
Monica Warnke	Teacher	08/25/05
Lesley Watson	Teacher	08/15/05
Moshe Werdesheim	Teacher	06/17/05
Gail Wranovsky	Teacher	07/01/05

Affirmative Action Report

The Affirmative Action Report for August 2005 is attached to the minutes of your Committee's meeting. This is an informational report, and no action is required.

Committee's Recommendation

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

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

* * * * *

(Item 3) Action on Recommended Administrative Appointments and Promotions

Committee's Recommendation

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

5(r)	Julia D'Amato	Principal Reagan Preparatory High School	Schedule III, Range 14Z $89,993.78
5(r)	Paul Gessner	Curriculum Generalist Rufus King Int'l Baccalaureate High School	Schedule III, Range 6A $65,211.76

2(r)	Alisia Moutry	Director Diversified Community Schools	Schedule IIIE, Range 13A $88,576.40
5(r)	Ann McGinnity	Assistant Recreation Supervisor Adaptive Athletics Div. of Recreation & Community Services	Schedule III, Range 4A $43,888.06

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:

2 African American
5 White
r Resident who must remain resident

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

* * * * *

(Item 4) Approval of an Amendment to the Contract with United Community Center/Sixth Street Academy

Background

1. At its meeting on June 23, 2005, the Milwaukee Board of School Directors authorized the allocation of partnership seats for FY06. Included within this item was a request to increase by 20 FTE (full-time-equivalent) seats the United Community Center's allocation for middle-school seats at its Sixth Street Academy.

2. The United Community Center (UCC) had a total of 90 total FTE seats for FY05 for $675,810 and was requesting an increase of 20 seats for 110 total FTE seats for FY06 for $ 825,990. As stated, the Milwaukee Board of School Directors authorized this request at its June 23, 2005 meeting.

Administration's Analysis

3. In August 2005, UCC contacted the Office of the Superintendent to indicate that the original request to increase partnership was not necessary.

4. The Office of the Superintendent contacted the Office of the City Attorney to determine the best manner of proceeding. The Office of the City Attorney provided legal input and suggested that an amendment to the partnership contract for UCC be drafted. The resulting amendment below was drafted by the Office of the City Attorney.

Strategic Plan Compatibility Statement

5. 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.

State Statute, Administrative Policy, or Board Rule Statement

6. The recommendation is consistent with administrative policy and procedure.

Fiscal Impact Statement

7. This item does not authorize expenditures. UCC's partnership-school FY06 contract will be reduced to 90 FTE seats for $675,810, less the cost of $83,957 for one MPS teacher, resulting in a net payment of $591,853.

Implementation and Assessment Plan

8. Upon approval by the Board, the contract amendment will be executed.

Committee's Recommendation

Your Committee recommends that the Board approve the following amendment to the United Community Center's partnership-school contract to reflect the reduction by twenty in FTE seats for FY06.

AMENDMENT TO CONTRACT
BETWEEN
THE MILWAUKEE BOARD OF SCHOOL DIRECTORS
AND
UNITED COMMUNITY CENTER / SIXTH STREET ACADEMY

WHEREAS, The Milwaukee Board of School Directors (hereinafter "Board"), 5225 West Vliet Street, P.O. Box 2181, Milwaukee, Wisconsin 53210-2181, and United Community Center/Sixth Street Academy (hereinafter, "Partnership School"), 615 West Washington Street, Milwaukee, Wisconsin 53204 entered into a Contract for the 2005-2006 school year to commence on July 1, 2005 and expire on June 30, 2006; and

WHEREAS, The Contract provided that Partnership School would serve and receive payment for a maximum of 110 FTE pupils who meet the criteria of Children at Risk of Not Graduating from High School; and

WHEREAS, Subsequent to entering into the Contract for the 2005-2006 school year, the parties discovered that they intended Partnership School to serve only 90 FTE pupils who meet the statutory criteria of Children At Risk of Not Graduating from High School and that consequently the payments due and owing from MPS to Partnership School are less than those set forth in Contract;

THEREFORE, the parties hereby Acknowledge and Agree that the Contract between the parties is hereby amended to:

1. Decrease pupil enrollment from 110 FTE to 90 FTE pupils who meet the statutory criteria of Children At Risk of Not Graduating from High School; and

2. Amend Section II.A. of the Contract to provide as follows:

   The Board shall make payment to Partnership School for program costs not to exceed $591,853 in accordance with the following Payment Schedule:

   1. Twenty-five percent (25%) of total **$147,963** upon the execution of this Contract by Partnership School and upon receipt and approval by MPS of all of the following: 1) proof that a valid occupancy permit for school usage has been obtained and; 2) proof that an Asbestos Hazard Emergency Response Management Plan has been completed.

   2. Twenty-five (25%) of total or **$147,963** upon receipt and approval by the appropriate MPS administrator of: 1) Program Annual Budget for 2005-2006 as set forth in Appendix E; 2) Program Annual Budget Expenditures Report for 2004-2005 if Partnership School was under contract with MPS during that period; 3) Partnership School's 2005-2006 calendar for the Program; 4) all Certificates of Insurance required under this Contract; and 5) all other items set forth on the Contract Compliance Checklist attached hereto and incorporated herein by reference as Appendix I.

3. Forty percent (40%) of total or **$236,741** upon receipt and approval by MPS of the Semi-Annual Budget Expenditures Report as set forth in Appendix F, covering the period of July 1, 2005 through December 31, 2005, no later than January 31, 2006.

4. Final ten percent (10%) of total or **$59,186** by May 20, 2006.

All of the other terms and conditions set forth in the Contract executed by the Board in July of 2005 shall remain in full and effect.

APPROVED:

MILWAUKEE BOARD OF SCHOOL DIRECTORS:

KENNETH JOHNSON, President
Milwaukee Board of School Directors

Date: _____

APPROVED:

UNITED COMMUNITY CENTER/ SIXTH STREET SCHOOL

RICARDO DIAZ,
Executive Director

Date: _____

WILLIAM G. ANDREKOPOULOS
Superintendent,
Milwaukee Public School District

Date: _____

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

* * * * *

(Item 5) Action on a Request for Reassignment of Malcolm X Academy's Attendance Areas

Background

1. At its meeting of December 19, 2001, (Proc. pp. 473-475) the Board approved in concept the charter school petition from Malcolm X Academy and authorized a contract to be negotiated. The contract was to include language that the school must meet two of the five areas identified under No Child Left Behind (NCLB) for schools identified for improvement (SIFI) by the end of the 2004-05 school year.

2. At its meeting of October 29, 2002, (Proc. pp. 512-514) the Board approved the charter school contract for Malcolm X for the 2002-05 school years.

3. At its meeting of May 29, 2003, (Proc. pp. 41-42) the Board approved an amendment to the charter school contract for Malcolm X authorizing the expansion of the program to Grades 6-12 on the following schedule:

2002-2003.....Grades 6-8
2003-2004.....Grades 6-9
2004-2005.....Grades 6-10
2005-2006.....Grades 6-11
2006-2007.....Grades 6-12

Administration's Analysis

4. At the request of the Superintendent, the School Identified for Improvement Technical Assistance team reviewed the charter school contract for Malcolm X between January and March 2005. The team had been working with the school, which had been identified as a Level 4 school in need of improvement.

5. As part of the review and the subsequent development of a restructuring plan, the school staff and parents recommended that the school concentrate its efforts at the high-school level. Concurring in the recommendation from the school, the Technical Assistance Team recommended that the middle school be phased out over the next two years and that no new middle-school students be accepted in the future.

6. Phasing out the middle school now requires reassignment of the former attendance area assigned to Malcolm X. The following recommendations take into consideration several factors, including:

a. the administrative policy on grade organization

b. the ability of students to attend the schools closest to their homes

c. continued implementation of the Neighborhood Schools Initiative

d. new transportation regions in order to minimize busing.

7. At its meeting of December 16, 2003, (Proc. pp. 657-658) the Board approved attendance-area changes created by the closing of Sholes and Steuben Middle Schools. In these changes, the feeder K-8 schools were assigned their portions of the former attendance areas, and non-K-8 schools were assigned to adjacent middle-school attendance areas.

8. At its meeting of May 24, 2005, (Proc. pp. 92-93) the Board approved attendance-area changes created by the closing of Andrew Douglas Academy. In those changes, the each feeder K-8 school was assigned not only its portion of the former attendance area, but also that of an adjacent non-K-8 school. This was due to the imminent reassignment of the Malcolm X attendance area, which left no middle-school attendance area for its assignment.

9. In the current instance, it is being recommended that the students in 6th through 8th grades in the non-K-8 schools be assigned to the adjacent K-8 schools in order to minimize transportation costs and to increase the number of students attending K-8 schools.

10. Following these guidelines, the following schools would be assigned as indicated:

Elementary Attendance Area	Middle-School Assignment (Grades 6-8)
Pierce	Holmes
Siefert	George Washington Carver
21st Street	Hopkins
Wheatley	Westside Academy

Strategic Plan Compatibility Statement

11. The recommendation supports the MPS Strategic Plan, Goal 3, family satisfaction, as measured by their choices in the education marketplace.

Statute, Administrative Policy, or Board Rules Statement

12. The creation, modification, and assignment of attendance areas is required by Wisconsin statutes 119.16(2).

Fiscal Impact Statement

13. There is no immediate fiscal impact related to the proposed attendance-area changes.

Implementation and Assessment Plan

14. Upon approval by the Board, the Administration will make the appropriate changes in the various databases so that the information can be incorporated into materials for use in the next phase of the student-assignment process to be conducted for FY06. These changes will also be transmitted to the appropriate school principals as soon as possible so that they can incorporate them into their local school efforts.

Committee's Recommendation

Your Committee recommends that the Board approve the changes in school attendance areas, reflecting the phase-out of the Malcolm X Middle School program, as shown in the attachments to you're the minutes of your Committee's meeting.

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

* * * * *

(Item 6) Action on a Request for Reassignment of Milwaukee School of Language's Attendance Areas

Background

1. At its meeting of June 24, 1980, (Proc. pp. 118-119) the Board authorized the creation of a multi-language middle school and directed that it be included in the plans for the 1981-82 school year. The plans for the 1981-82 school year, which the Board approved on January 6, 1981, (Proc. pp. 1357-1373) identified Wilbur Wright Middle School as the location of the program.

2. At its meeting of January 3, 1985, (Proc. pp. 447-456) the Board authorized the staff at Wilbur Wright Middle School to develop a program for the 1986-87 school year to become the middle-school immersion program serving the three elementary language-immersion programs.

3. At its meeting of November 24, 1986, (Proc. pp. 883-886) the Board approved the creation of a high-school immersion site to be located at John Marshall High School to serve the students from Wilbur Wright Multi-language School for the 1987-88 school year.

4. At its meeting of October 18, 1995, (Proc. pp. 320-322) the Board approved an innovative schools proposal to extend the language-immersion programs at Wilbur Wright to grades 9-12 beginning with Grade 9 in the 1996-97 school year. In addition, the school was renamed Milwaukee School of Languages (MSL).

Administration's Analysis

5. At the time of its creation, MSL still retained a regular middle-school program in addition to its language programs and, as such, was assigned an attendance area. The program has now evolved to the point where the only students from the attendance area who can attend the school are those who wish to participate in the language program. In the 2004-05 school year, only 272, or 28.2%, of the 964 students enrolled at the school were from the attendance area. These 272 students represent only 6.5% of the 4,146 middle-school-age students residing in MSL's attendance area.

6. Given the need to reassign the other 93.5% of the attendance-area students to other schools, the school has, on a *de facto* basis, become a city-wide school. It would, therefore, seem prudent to reassign the attendance area currently in place for MSL. The reassignment will take several factors into consideration, including:

a. the administrative policy on grade organization

b. the ability of students to attend the schools closest to their homes

c. continued implementation of the Neighborhood Schools Initiative

d. new transportation regions in order to minimize busing.

7. At its meeting of May 24, 2005, (Proc. pp. 92-93) the Board approved attendance-area changes created by the closing of Andrew Douglas Academy. In those changes, each feeder K-8 school was assigned not only its portion of the former attendance area, but also that of an adjacent non-K-8 school. This was due to the imminent reassignment of the Malcolm X attendance area, which left no middle-school attendance area for assignment to the feeder K-8 schools.

8. Given the geographical location of the attendance area within the city, it is again being recommended to use the same process as was used for Douglas, in which the students in the 6th through 8th grades in the non-K-8 schools are assigned to the adjacent K-8 schools in order to minimize transportation costs and to increase the number of students attending K-8 schools.

9. Using these guidelines, the following schools would be assigned as indicated:

Elementary Attendance Area	Middle School Assignment (Grades 6-8)
Emerson	Grantosa Drive
95th Street	81st Street

Strategic Plan Compatibility Statement

10. The recommendation supports the MPS Strategic Plan, Goal 3, family satisfaction, as measured by their choices in the education marketplace.

Statute, Administrative Policy, or Board Rules Statement

11. The creation, modification, and assignment of attendance areas are required by Wisconsin statutes 119.16 (2).

Fiscal Impact Statement

12. There is no immediate fiscal impact related to the proposed attendance-area changes.

Implementation and Assessment Plan

13. Upon approval by the Board, the Administration will make the appropriate changes in the various databases so that the information can be incorporated into materials for use in the next phase of the student-assignment process to be conducted for FY06. These changes will also be transmitted to the appropriate school principals as soon as possible so that they can incorporate them into their local school efforts.

Committee's Recommendation

Your Committee recommends that the Board approve the changes in school attendance areas, to reflect the current status of Milwaukee School of Languages, as shown in the attachment to the minutes of your Committee's minutes.

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

* * * * *

(Item 7) Action on a Request to Approve Contracts with Supplemental Services Providers

Background

1. Supplemental educational services are additional academic instruction designed to increase the academic achievement of students in low-performing schools. As identified in the federal No Child Left

Behind Act of 2001, supplemental educational services must be provided outside of the regular school day and be high-quality, research-based, and specifically designed to increase student academic achievement. Under Title I of the ESEA: No Child Left Behind Act, the parents of students who are enrolled in schools that have been designated as Schools Identified for Improvement (SIFI) and that have not made adequate yearly progress (AYP) for three or more years, have the option of accessing supplemental educational services for their children.

2. There are currently 20 MPS schools that have been designated as:

- Level 2;
- Level 2 Improved;
- Level 3;
- Level 3 Improved; or
- Level 4

3. MPS must provide the option of supplemental educational services to eligible students in these schools.

4. Federal law mandates that school districts set aside an amount equal to at least 20% of its allocation for supplemental educational services and school transfers related transportation. Under the law, the state department of public instruction selects those entities that are eligible to provide supplemental educational services.

5. By law, parent then have the ability to direct resources, up to $1,858 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

6. 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.

7. 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.

8. 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.

9. A list of the 46 state-approved supplemental service providers approved for the 2004-05 school year, the amount paid to each provider, and the number of students served are attached. The Wisconsin Department of Public Instruction has approved 81 supplemental-service providers to serve eligible students from Milwaukee Public Schools, 44 of whom have chosen to serve eligible students from Milwaukee Public Schools for the 2005-06 school year.

10. By law, the district must enter into contracts with any of the approved providers that the parent selects from the approved list. Since parents have the decision-making authority, the district will not know the value of the contracts with any of the approved providers until after the parents' decisions have been made.

11. 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.

Strategic Plan Compatibility Statement

12. 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

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. The district's FY06 allocation for supplemental educational services is $9,320,576, which could serve 5,016 students.

15. Funding will come from budget code GEN-0-I-1S5-DW-ECNS (Consultant Services).

Implementation and Assessment Plan

16. Upon approval of the Milwaukee Board of School Directors, the Administration will proceed with the understanding that contracts with approved supplemental educational service providers may exceed $25,000 and even $50,000, depending upon the choices of MPS parents, without further approval by the Board. Board approval of this recommendation will allow the Administration to operate in compliance with the law and will allow the district to more effectively manage supplemental educational services under the guidelines of the No Child Left Behind Act.

17. The Administration will provide the Board with a quarterly report of the number of parents who have chosen each of these providers.

18. The Administration will include supplemental educational services providers in its Quarterly Report on Contracts Awarded between $25,000 and $50,000.

Committee's Recommendation

Your Committee recommends that, in order to comply with federal law governing the ESEA: No Child Left Behind Act, the Board approve contracts (sample provided under separate cover) for supplemental educational services with the following state-approved service providers, for up to a total of $9,320,576, to begin in September 2005 and to end in June 2006. The contracts must meet all local contract requirements of the Milwaukee Public Schools.

- Acadamia, LLP
- Adolphus Community Center
- Bethel Community Development Center
- Brainfuse
- Brighter Futures Afterschool Program (Christian Family Community)
- Cardinal Stritch University Reading Center
- Catapult Online Learning/Education Station
- Club Z! In-Home Tutoring Services
- Compass Learning
- Destiny Youth Plaza
- Dr. Howard L. Fuller Education Foundation, Inc.
- e-Tutor Virtual Learning

- Grammies Babies Family Child CareCenter-After-School Program
- Gray & Associates
- Greater New Birth Church
- Help One Another Organization
- Hickman Academy
- Higher Level of Understanding Reading Institute
- Hmong Children Initiative, Inc.
- Holy Redeemer Christian Academy
- I Can Learn Education Systems
- Learning Exchange
- M.A.K.E.S. Foundation
- Mainstream Development Group
- Mathnasium of Brookfield
- New Concept Self Development Center
- New Hope Missionary Baptist Church
- Newton Learning
- Nonpublic Educational Services, Inc.
- Plato-Lightspan, Inc.
- Positive Plus Images, Inc.
- Reading Corner
- School of P.A.Y.
- Silver Spring Neighborhood Center
- Sparkplug Education Program
- Spectra Services, a Division of Mosaica Education, Inc
- Step Ahead Tutors
- STS Christian Academy, Inc.
- Tools of Empowerment Educational Service
- UMOS, Inc.
- V.E.Carter Development Group
- VTV, Inc. Victory After School Program VASP
- Wisconsin Lutheran Learning Center — Jesus Cares Ministries
- YMCA of Metropolitan Milwaukee

Director Goldberg moved to approve the Committee's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Balistreri, Dannecker, Goldberg, Horton, Morales, Spence and President Johnson—7.

Noes—Director Blewett—1.

* * * * *

COMMITTEE ON STRATEGIC PLANNING AND BUDGET

Director Spence 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 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 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.

Administration's Analysis

5. Community Engagement Results

a. Several methods were used to gather input from the community, including three phases of 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 of 26 members 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 to identify the school sites most suited for closing.

6. Recommended Process and Decision Tool

The tool which the consultants developed ranks and scores all schools on various criteria. The ranking is a three-phase process:

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 (August 05) and enrollment (September 05) data available. The rankings will be revised annually. Schools will be scored from one to five. The higher a school ranks, the less likely it is that the school will be closed. The highest overall score possible will be 15.

b. Filters: The filters phase, which will be applied to schools that rank 7.5 or lower in the criteria-ranking phase, will provide further sifting of those schools. For example:

- buildings designated as city-wide schools, technology hubs, central kitchen sites, or year-round facilities will be 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 will add either a positive or negative designation, depending on the category;
- 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;
- a negative designation could be earned through relatively inefficient use of the building;

- K-8 schools and sites of community partnerships will be given a positive designation;
- 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.

Statute, Administrative Policy, or Board Rules Statement

7. The recommendation complies with Administrative Policy 5.01, Facilities, and Administrative Procedure 5.01(2), Facilities Retirement.

Fiscal Impact Statement

8. The Administration proposes that the district close enough sites over three years to save $10 million annually by the end of the third year. The Administration also recommends the Year 1 target include closing no more than four buildings. That goal reflects the district's ability to provide high-quality transition and re-enrollment services to students, families, and staff affected by building closing.

9. 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. In general, each $1 million saved in building costs allows $11 to be added to the per-pupil allocation for all remaining schools.

Implementation and Assessment Plan

10. Upon Board approval, the most current enrollment and building data will be entered into the system, and all sites will be evaluated according to the process described above: Schools will first be evaluated by the criteria-ranking described above. Then those sites scoring a 7.5 or less will also be evaluated by the filters. Finally, those with negative filter ratings will be evaluated through the application of considerations. This will produce a list of four schools to be considered for closing for next school year.

11. The Superintendent will immediately notify the Board and the principals of the four schools selected. Staff will also be informed in a timely manner, as will the general public.

12. Public meetings will be held at the sites to explain the rationale for the selections. The rating results will be fully disclosed.

13. 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 early November 2005. 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.

14. Administrative staff will also be available to meet with media and special interest groups to explain the rationale used in site selection.

15. 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. 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.

16. 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.

17. 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.

18. 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.

19. 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.

20. 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.)

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 ranking is 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 (August 05) and enrollment (September 05) data available. The rankings will be revised annually. 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 7.5 or lower in the criteria-ranking phase, will provide further sifting of those schools:

- buildings designated as city-wide schools, technology hubs, central kitchen sites, or year-round facilities will be 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 could add either a positive or negative designation, depending on the category;
- 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;

- a negative designation may be earned through relatively inefficient use of the asset.-K-8 schools;
- sites of community partnerships would be given a positive designation;
- 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 would 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 identify and to hold public meetings at sites to explain the rationale for the selections;

b. direct the Superintendent to immediately notify the principals and school communities of the schools upon their selection;

c. direct the Administration to publicly disclose the ranking results;

d. direct the Administration to provide to the Board, no later than November 2005, a list of sites for consideration for closure for the 2006-07 school year; and

e. direct the Administration to implement the transition plan as outlined in this document.

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

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UNFINISHED BUSINESS

(Item A) Action on a Request to Reschedule the Regular October 2005 Board Meeting

Board Rule 1.02(1) states, "Regular meetings of the Board, except the April meeting, shall be on the last Thursday of each month." At the regular August 2005 Board meeting, held on August 25, 2005, the Board adopted a motion by Director Balistreri to suspend Board Rule 1.02(1) in order to reschedule the regular October Board meeting.

Having voted to suspend Board Rule 1.02(1), the Board then adopted a motion by Director Blewett to postpone until its regular September 2005 meeting consideration of the rescheduling of the October Board meeting.

As the Board has already voted to suspend Board Rule 1.02(1) in order to consider rescheduling the October regular Board meeting, the Board must now determine whether it wishes to reschedule that meeting to another date of its choosing.

Director Balistreri moved to reschedule the regular October Board meeting to Thursday, October 20, 2005.

The motion prevailed, the vote being as follows:

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

Noes—None.

* * * * *

NEW BUSINESS

REPORTS OF BOARD DELEGATES

(Item 1) Report of the Board's Delegate to The milwaukee partnership academy

Submitted by: President Kenneth Johnson
Delegate to: Milwaukee Partnership Academy

Previous month's summary:

- A retreat, sponsored by Assurant Health Foundation, was held for the reorganized MPA Implementation Team on August 22, 2005. The Implementation Team went through redefinition and commitment to operating procedures, problem solving, and decision making. Work groups set goals, objectives and budgets for 2005-06.
- MPA Work Groups created work plans for 2005-06 and presented them to the MPA Partners for discussion and input on September 16th along with reports from the GMC and MMAC regarding their education committee's goals and strategies.
- NEA Foundation Grant kick-off activities took place on September 21st, including a press conference held at 21st Street School. Reg Weaver, President of the National Education Association, was present for the event.
- The new Teacher Induction Brochure was distributed to all new teachers. Work is progressing on the Induction Handbook.
- Guidelines for learning team math action plans are being revised.
- Planning is taking place concerning development of the action research portion of the NEA grant.
- Seventeen NEA learning team mini-grant applications were identified for award in the first cycle of grant applications. Fratney, Hartford, Manitoba, Milwaukee School of Languages High School, Morse, Pierce, Ronald Reagan College Preparatory High School, and 21st Street were identified as recipients of $10,000 mini-grants for professional development. Grant, Hamilton, Lloyd Street and Milwaukee French Immersion were identified as recipients of $10,000 mini-grants for induction. Auer Avenue, Emerson, Garland, 21st Street and Wisconsin Conservatory of Lifelong Learning were identified as recipients for $2,000 mini-grants for best practices. Information about the implementation of the grants has been shared with school principals and literacy coaches.

- Twenty-nine schools in the low attainment/low value-added quadrant were offered the opportunity for professional development and support through the NEA Foundation grant.
- Work is being done on a proposal for the Striving Readers grant that would focus on students below grade level in reading in grades 6-12.
- Information is being prepared for dissemination to families through various means regarding family literacy activities.
- Successful tutor training sessions took place on September 12th and September 20th. Tutor training includes comprehensive literacy and mathematics, NCLB, developmental characteristics of children and types of volunteer activities. It includes everything to help connect people doing volunteer tutoring or academic mentoring to the goals, learning targets, alignment with the standards, and alignment with the work of the MPA.
- Work is moving forward on Year 3 of the Milwaukee Mathematics Partnership grant. Significant gains were reported in fractions content knowledge following the focus in that area during the past year. Algebra will be focused upon for 2005-06. A large focus will be on high schools this year. The math fellows program will continue as well as the work on high school to college transition and with the math teacher leaders, coaches and learning teams.
- A new avenue of advertising the research agenda was brainstormed with the goal to attract help with the research that is needed.
- The latest draft of the Characteristics of a High Performing Urban Classroom is in the schools now for review and feedback. The next step will be alignment of professional development to the characteristics.
- Work continues on the Mathematica high intensity induction program research project.
- The new MPA Community Partners Work Group is gathering information and forming ideas on bringing in outside resources to schools and aligning community efforts.
- Discussions are taking place regarding the alignment of MPA grant stipends.
- The next meeting to be held on: December 16, 2005

Upcoming agenda items will include: Characteristics of a High Performing Urban Classroom

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(Item 2) Report of the Board's Delegate to the MPS Head Start Program

Submitted by: President Kenneth Johnson
Delegate to Head Start Policy Council

Previous month's summary:

- Representatives of the MPS Administration and Board met with representatives of the US Department of Health & Human Services's Administration of Children and Families (ACF) on July 28th for a information-sharing session on the MPS Head Start Program.
- Effective August 1, the MPS Head Start program began collaborating with the Division of Student Services for the purposes of enrollment and recruitment. The liaison between Head Start and Student Services is Olivia Buenro-Soto.
- Critical analysis of the Head Start Program's enrollment was done by the Head Start Coordinator, Enrollment Specialist, and Division Coordinator. Joint decisions were made with regard to site selection. Earlier recommendations by the Policy Council were considered when the decisions were made.

- On August 22, the Early Childhood Division Coordinator, A. Terrell, was notified that the Head Start Coordinator, G. Irvin, had been reassigned to Gaenslen School in the position of Assistant Principal. Via telephone, the Coordinator notified Leah Noid, Policy Council President; Mary Jackson, Region V Team Administrator; Steve Krietzman, DPI Bright Beginnings; and Bill Welch, Region V Technical Assistance Specialist. Head Start administrative and management staff were notified in a called meeting that afternoon.
- On August 25, an orientation session was held for the Family Partnership Associates. The Region V TA Specialist commented on the success of the meeting.
- The MPS Head Start Program Information Report (PIR) for the 2004-05 program year was successfully submitted to National on August 31.
- MPS Head Start was at full enrollment at the beginning of the 2005-06 school year. This was a first for the MPS Head Start Program. Region V staff commended the Program staff for this accomplishment.
- On September 2, there was a full-day orientation and training for all Head Start Staff including teachers.
- Day and evening MPS Head Start Parent Orientation sessions were successfully continued at Central Services, 5225 W. Vliet Street, in August 2005.

The next meetings are to be held on September 10, 2005, and October 8, 2005.

Upcoming agenda items will include:

- Parent Representative and Community Representative elections
- Impasse and Arbitration Procedure
- Family Literacy Project

Upcoming issues:

- The new schedule for election of officers
- The Bylaws

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COMMUNICATIONS AND PETITIONS

The Director, Office of Board Governance/Board Clerk, presented the following communications:

(Item A) Communication 0506C-002 from Dennis W. Redovich Requesting a Hearing Regarding Various Educational Issues

Center for the Study of Jobs & Education in Wisconsin
And United States

6438 Sycamore St. Greendale WI 53129 414-421-1120 www.jobseducationwis.org
Center Director, Dennis W Redovich Ed.D redovich@execpc.com

September 8, 2005

Lynn Sobczak
Milwaukee Public Schools
Office of Board Governance

Request to be added to October MPS Board Committee Agenda

The MPS Board, Board Governance and Supt. Andrekopopoulos *[sic]* have all received copies of the book, *The Big Con in Education, Why must all high school graduates be prepared for college?* The author believes that there are significant MPS education issues presented in the book that should be addressed by the Milwaukee Public Schools.

Some specific areas discussed in the book that the author suggests be presented and discussed at an open meeting of an MPS board committee meeting are the following.

- The War Against the Milwaukee Public Schools
- Charter and Choice Schools in Milwaukee
- Vocational Education

It is unbelievably ironic and a paradox that the City of Milwaukee, where the exemplary Milwaukee Public Schools have developed since the 1970's a unique system of public school choice, is also the Mecca of the anti-public school movement and private school choice, including religious schools. The anti-public school movement has been successful in defaming MPS schools and their teachers. How is it possible that a School District that for 30 years has provided more choice of schools than any in the U.S. or the world can be the Mecca of private school choice?

In 2004, three MPS high schools were ranked in the top eight "academic" high schools in Wisconsin, (1) Rufus King, (6) Riverside and (7) School of Languages. (see "249 Best High Schools in Wisconsin" at www.jobseducationwis.org)

Best wishes,

Dennis W. Redovich

Advisory Board
Anne Arnesen WISKIDS, Thomas Balistreri MPS Board, Dr. Gerald Bracey Education Researcher, August Cibarich Ret. Economist DWD, Leon Todd Consultant, Paul Gabriel, Exec. Dir. WTCS Boards Assoc., Attorney Ed Garvey, Bob Haase Sen. Citizens, U.S. Rep. Gwen Moore, Prof. Alex Molnar ASU, Robert Miranda Ed. For the People, Susan Ohanian Education Author, Dr. Lee McMurrin Ret. MPS Supt., Dan Pryzbyla Ret. MPS/Chicago Teacher, Dr. Michael Rosen MATC, Mike Tokhiem WTCS Board staff, Prof. William Velez UWM, John Weigelt MPS-ASC Dr. Karin Wells Economist WI DWD

Referred to the Committee on Innovation/School Reform

(Item B) Communication 0506C-003 from the Milwaukee Schools Historical Society, Inc., Requesting an Opportunity to Present an Update of Its Activities

MILWAUKEE SCHOOLS HISTORICAL SOCIETY. INC.
c/o Eugene Jones, President
5519 W. Martin Drive #10
Milwaukee, WI 53208

September 27,2005

The Milwaukee Board of School Directors
c/o The Office of Board Governance
Milwaukee Public Schools
P.O. Box 2181
Milwaukee. WI 53201-2181

RE: The Milwaukee Schools Historical Society, Inc.

To the Milwaukee Board of School Directors:

As the current President of the Milwaukee Schools Historical Society, Inc., I am writing to request a public hearing before the Board in .order to present an update on the activities of the Society.

On December 19, 2002, the Milwaukee Board of School Directors adopted a resolution, submitted by Director Ken Johnson, to "support and endorse the concept of preserving the history and heritage of the Milwaukee Public Schools" and to "give its support and endorsement to Mr. Neal Schowalter in his efforts to organize a group of volunteers to explore the development of {he Milwaukee Public Schools Historical Society as a not-far-profit entity, distinct from the Milwaukee Pubic Schools, whose purpose will be the preservation and promulgation of the history of the Milwaukee Public Schools."

In March of 2003, the Milwaukee Schools Historica1 Society filed its Articles of Incorporation as a nonstock corporation with the State of Wisconsin. On November 21, 2003, with the help of Senator Russ Feingold's office, the Society received tax-exempt status from the US Internal Revenue Service. The Society is also an affiliate of the Wisconsin Historical Society.

Among the Society's accomplishments to date are the following:

- In October 2004, the Society officially took possession from Mr.. Ted Tendick of a biplane build by Bay View High School students in the early 1960s. In July of this year, the plane was featured in the Bay View Water Frolics Parade and was displayed at the EAA convention in Oshkosh. It currently resides at the EAA in Oshkosh, awaiting a permanent home in Milwaukee.
- On May 2,2005, the Society received a Merit Award from the Milwaukee County Historical Society for "its successful efforts to collect, preserve and interpret materials related to the history of public, private, and parochial education in the Milwaukee area."
- The Society membership currently numbers 40-50.

At this time, the Milwaukee Schools Historical Society. Inc., is requesting a public hearing before the Milwaukee Board of School Directors in order to give a more detailed update of its accomplislunents since the Board first offered us its endorsement. In addition, we would like to discuss with the Board some of the challenges which the Society is facing, as well as some proposed areas of collaboration in which the Society arid MPS may engage in order to ensure that the rich heritage of education in Milwaukee is preserved for future generations.

Sincerely,

Eugene Jones
President
Milwaukee Schools Historical Society, Inc.

Referred to the Committee on Finance/Personnel.

* * * * *

RESOLUTIONS

Resolution 0506R-010

by Directors Blewett and Morales

WHEREAS, The fewer than four paragraphs of Section 9528 and related provisions in the National Defense Authorization Act for Fiscal Year 2002 are buried within the more than 700-pages of the No Child Left Behind Act (NCLB); and

WHEREAS, One of the provisions in Section 9528 requires school districts that receive NCLB assistance to share student information such as names and addresses of students 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; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors direct the Administration of the Milwaukee Public Schools to modify its Legislative Agenda 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 be it

FURTHER RESOLVED, The Board instruct the Administration to work with other local, state, and national educational and parental organizations to bring about this legislative change; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors direct the Administration of the Milwaukee Public Schools to include in its costing out of NCLB mandates all past, present, and future expenses — at both the district and school/site levels — related to compliance to and implementation of Section 9528.

Referred to the Committee on Legislation, Rules and Policies.

Resolution 0506R-011

by Director Blewett

WHEREAS, To date, over 2,000 American men and women have given their lives in service to the United States in Iraq and in Afghanistan; and

WHEREAS, Such brave young men and women continue to die every day in the service of their county; and

WHEREAS, It is only fitting and proper that we who reap the benefits of their sacrifice show our gratitude and appreciation for the sacrifices that they have made and our grief over their loss; and

WHEREAS, It is a time-honored tradition to fly the American flag at half-staff in honor of those who have made the ultimate sacrifice in defense of their country; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors direct that, for the duration of the conflicts in Iraq and Afghanistan, the flag of the United States be flown at half-staff over all schools and administrative buildings, warehouses, and other properties maintained by the Milwaukee Public Schools to honor those brave young men and women who have given, and continue to give, the last great measure of devotion to their country and to their fellow citizens.

Referred to the Committee on Legislation, Rules and Policies

Resolution 0506R-012

by Director Blewett

WHEREAS, The federal share of special education funding is less than half of the promised 40 percent; and

WHEREAS, The appropriated levels for Title I are far below the cost of the federal mandates; and

WHEREAS, For every dollar not provided by the federal government for Title I and IDEA — both of which have committed funding levels far higher than federal appropriations — local schools are forced to compensate for this funding shortfall; and

WHEREAS, Congress must be made aware that local school and property tax levies are being raised to accommodate for this federal funding shortfall, essentially amounting to a federal tax on education; and

WHEREAS, It is the intent of the Milwaukee Board of School Directors to ensure that the community understands that federal shortfalls must lead either to increases in local taxes or to decreases in services to our students; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors call upon Congress to provide at least a $6 billion increase in public education funding for fiscal year 2006 for both Title I and IDEA; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors direct the Administration to send a copy of this resolution to each of our Senators and Representatives and ask them to support this increase in public education funding; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors direct the Administration to work toward this goal of increased federal funding through the Administration's Legislative Agenda and in cooperation with other local, state, and national advocates for fair and equitable funding of public education.

Referred to the Committee on Legislation, Rules and Policies.

Resolution 0506R-013

by Director Spence

WHEREAS, We know that children learn and achieve more when they are cared for, when they are safe, and when they enjoy a healthy well-being; and

WHEREAS, With youth participating in fewer physical activities both inside and outside of school, the rate of obesity in children is rapidly on the rise; and

WHEREAS, The Centers for Disease Control and Prevention (CDC) estimates that the obesity rate for children and adolescents has more than doubled in the last 30 years; and

WHEREAS, To aid parents in combating obesity in adolescents, many school districts have developed programs that encourage students to ride bicycles to school; and

WHEREAS, Learning how to ride a bicycle can be one of the first exciting steps toward independence in a young child's life; and

WHEREAS, Once a child has learned to ride, the bicycle becomes a source of fun and exercise around the neighborhood and a mode of transportation to the park or to the home of a friend; and

WHEREAS, For those students who choose to ride to and from school each day, there are many benefits, including:

- reduction in carpool trips to take the child to and from school;
- decreased automobile use, which both helps the environment and reduces traffic and the resulting congestion around school grounds;
- improved fitness and self-confidence in children; and
- greater alertness in school; and

WHEREAS, Some school districts with bicycling programs work with parent groups and local authorities to ensure that safe cycle routes to schools are provided or to make existing routes safer; and

WHEREAS, Establishment of a bicycling program to aid in reduction of adolescent obesity promotes fitness and wellness and provides cost savings to parents who would otherwise drive their children to school; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors direct the Administration to explore the possibility of a program promoting cycling to school for Milwaukee Public Schools children; and be it

FURTHER RESOLVED, That the analysis of the program be brought back to the Board by the December Board cycle.

Referred to the Committee on Finance/Personnel.

Resolution 0506R-014

by Director Spence

WHEREAS, Milwaukee Public Schools prides itself on the ability to offer variety in educational programming; and

WHEREAS, Milwaukee Public Schools has received several charter school proposals requesting the establishment of single-sex school; and

WHEREAS, To determine the legal ramifications of the establishment of a single-sex public school, the Administration has requested an opinion from the City Attorney's Office; and

WHEREAS, The City Attorney's Office produced an opinion regarding whether MPS can legally establish a single-sex school that states, in part, that "MPS should be prepared to prove that the single-sex school does not violate either the Equal Protection Clause of the Fourteenth amendment to the United States Constitution or Title IX and its implementing regulations"; and

WHEREAS, Research shows that single-gender schools remove the distractions that are abundant in coeducational environments; and

WHEREAS, Single-gender schools also offer an environment where stereotypes about "girl" subjects and "boy" subjects disappear; and

WHEREAS, According to the National Association for Single Sex Public Education, girls in single-sex schools are more likely to study such subjects as advanced mathematics, computer science, and physics, while boys in a single-sex schools are twice as likely to study such subjects as foreign languages, art, music, and drama; and

WHEREAS, Single-sex schools must be explored as an educational option to make Milwaukee Public Schools a viable educational choice for parents who want this for their children; now, therefore, be it

RESOLVED, That the Board direct the Administration to investigate and develop a report regarding the feasibility of establishing single-sex public schools; and be it

FURTHER RESOLVED, That this report be brought back to the Board no later than the December 2005 Board cycle.

Referred to the Committee on Innovation/School Reform.

Resolution 0506R-015

by Directors Blewett and Morales

WHEREAS, The fewer than four paragraphs of Section 9528 and related provisions in the National Defense Authorization Act for Fiscal Year 2002 are buried within the more than 700 pages of the No Child Left Behind Act (NCLB); and

WHEREAS, One of the provisions in Section 9528 requires school districts that receive NCLB assistance to share student information such as names and addresses of students with military recruiters and/or recruiters for institutions of higher education; and

WHEREAS, Students and their parents may not even know that such personal information is subject to disclosure to military recruiters and/or recruiters for institutions of higher education or that they have the right to prohibit the release of such information; and

WHEREAS, Current law under NCLB — by instituting an "opt-out" rather than an "opt-in" policy in releasing information to military recruiters — makes it incumbent upon high-school students and their parents who wish to maintain the confidentiality of the students' information to take active measures if they wish to enjoy the privacy that has long been taken for granted as a fundamental Constitutional right; and

WHEREAS, Students and their parents cannot be expected to take such measures to protect their rights if they are unaware that such measures are necessary; and

WHEREAS, Its is a responsibility of public education in this country to ensure that students learn not only of their civic responsibilities, but also of their civil rights; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors direct the Administration to develop a single-page opt-out form that may be filled out by either high-school students themselves or by their parents or guardians who wish to prohibit release of personal information to the military and/or institutions of higher education under NCLB; and be it

FURTHER RESOLVED, That all high schools be required to distribute these forms to students during the students' homebase period within the first week of school (or — for this year only — within the first week after publication).

Referred to the Committee on Legislation, Rules and Policies.

The Board adjourned at 7:50 PM

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
OCTOBER 10, 2005

Special meeting of the Board of School Directors called to order by President Johnson at 6:47 PM.

Present—Directors Balistreri, Blewett, Dannecker, Goldberg, Hardin, Morales, Spence (7:04 PM), and President Johnson—8.

Absent and excused—Director Horton—1.

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

October 7, 2005

Office of Board Governance

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Kenneth Johnson, a special meeting of the Board of School Directors will be held at 6:30 p.m. on Monday, October 10, 2005, in Room 103 of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of initiating 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.

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

LYNNE A. SOBCZAK
Board Clerk

Director Goldberg moved that the Board retire to executive session, pursuant to Wisconsin Statutes 19.85(1)(c), to initiate a performance evaluation of the Director Office of Board Governance/Board Clerk.

The motion prevailed, the vote being as follows:

Ayes—Directors Balistreri, Blewett, Dannecker, Goldberg, Hardin, Morales and President Johnson—7.

Noes—None.

The Board retired to executive session at 6:51 PM.

The Board adjourned from executive session at 7:09 PM.

EUGENE JONES
Assistant Board Clerk

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
OCTOBER 13, 2005

Special meeting of the Board of School Directors called to order by President Johnson at 8:11 PM.

Present—Directors Balistreri, Blewett, Dannecker, Goldberg, Hardin, Horton, Morales (8:17 PM), Spence, and President Johnson—9.

Absent—None.

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

October 7, 2005

Office of Board Governance

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Kenneth Johnson, a special meeting of the Board of School Directors will be held at 7:30 p.m. on Thursday, October 13, 2005, (or immediately upon adjournment of the meeting of the Committee on Special Education, which is scheduled to begin at 6:30 p.m.) in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of 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.

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 19.85(1)(c), to conduct a performance evaluation of the Director, Office of Board Governance/Board Clerk.

The motion prevailed, the vote being as follows:

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

Noes—None.

The Board retired to executive session at 8:15 PM.

The Board reconvened in open session at 9:23 PM.

Director Goldberg moved that the Board authorize the Board President to enter into negotiations with Ms. Lynne Sobczak, based on the terms discussed in executive session.

The motion prevailed, the vote being as follows:

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

Noes—None.

The Board adjourned at 9:24 PM.

EUGENE JONES
Assistant Board Clerk

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
OCTOBER 20, 2005

Regular meeting of the Board of School Directors called to order by President Johnson at 6:49 PM.

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

Absent—None.

President Johnson requested that a moment of silence be observed for Ms. Gail Sanders, who passed away on October 12. Gail began her employment with MPS on November 26, 1990, as a special education supervisor for the Programs for Students with Emotional Disabilities.. In August, 1994, she became an assistant principal at Pulaski High School and then, in July 1998, principal of Custer High School. In August 2002,she accepted a position as a Special Education Leadership Liaison.

Gail will be remembered as a caring individual and a very dedicated educational leader who made a difference in the lives of many children, parents and colleagues. Gail will truly be missed.

President Johnson also requested that a moment of silence be observed for the Chippewa Falls School District in memory of its band director, members of his family, the student teacher, and bus driver, who died in a tragic bus accident during the previous weekend.

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:

Byron David Lampkins
Teacher, A.G. Bell Accelerated Academy

Byron David Lampkins has dedicated 18 years to the field of education as a teacher in Milwaukee Public Schools. Mr. Lampkins is currently the string orchestra director and general music teacher at A.G. Bell Accelerated Academy Middle School.

Under his direction, Bell's orchestras have participated in 13 WSMA (Wisconsin School Music Association) festivals, receiving three second-place and nine first-place awards. He has also taken the award-winning orchestra on 12 out-of-state regional music competitions in cities such as New York, New York; Atlanta, Georgia; St. Louis, Missouri; and most recently, Dallas, Texas.

Mr. Lampkins has taught African dance, gospel, and swing choir as well. He has enjoyed working with the drama department to present school productions and talent shows. His greatest reward as a teacher is watching his students experience the joy of accomplishing their goals.

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

* * * * *

Other Awards and Commendations

National Healthy Lung Month — Asthma Awareness in Milwaukee Public Schools

Asthma is a rapidly growing public health problem. According to the Centers for Disease Control and Prevention, 20 million people, including 6.1 million children, have asthma. It is the most common serious chronic disease of childhood and the third-ranking cause of hospitalization among children under 15. Asthma accounts for one-third of all pediatric emergency room visits and is the fourth-most common cause of pediatric visits to the doctor's office. An average of one out of every 13 school-age children has asthma, and it is the leading cause of school absenteeism from a chronic childhood condition. Approximately 14.7 million school days are missed each year due to asthma.

There are over 30,000 children with asthma in Milwaukee County, resulting in $10 million in pediatric asthma medical expenses and family indirect costs. In addition, asthma is more prevalent among families with lower incomes and among African Americans and Latinos. African Americans and Latinos are disproportionately affected by both the prevalence and burden of this disease.

Milwaukee Public Schools has supported children and families with asthma through MPS school nursing care and strong community partnerships with Fight Asthma Milwaukee Allies, Children's Health Education Center, Milwaukee Health Department, and others. Over the past five years, we have responded with targeted programming and surveillance activities for students and educators. Asthma Basics for Teachers, Awesome Asthma School Days, and Tools for Schools (indoor air-quality evaluation and improvement) are just some of the collaborations that have reduced the burden of asthma in the school community. We have also worked with families and clinicians to develop asthma emergency action plans for use in the school.

There is still a great deal of work to be done, but strong partnerships and a community commitment to reducing both the disparity and burden of asthma will ensure that children breathe easier.

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APPROVAL OF MINUTES

The minutes of the regular and special Board meetings of September 8, 15, 22, 27 and 29, 2005, were approved as printed.

* * * * *

COMMUNICATIONS FROM THE SUPERINTENDENT

Office of
Superintendent of Schools

TO THE BOARD OF SCHOOL DIRECTORS:

In accordance with established procedures, I present the following claim:

1. Notice of Claim served on the Milwaukee Public Schools by Mr. Jason F. Abraham, attorney, on behalf of a minor, who allegedly sustained personal injuries at the Lynde & Harry Bradley School of Technology and Trade on March 18, 2004.

   Claim is being made in the sum of $50,000.

Wausau Insurance Companies, the third party administrator, which currently investigates the general liability claims filed against the district, has requested that this claim 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 claimant a period of six months in which to bring suit, if he so desires.

Respectfully submitted,

William G. Andrekopoulos
Superintendent of Schools

On the motion of Director Goldberg, the claim was denied, the vote being as follows:

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

Noes—None.

* * * * *

REPORTS OF STANDING COMMITTEES

Separate consideration was requested of the following items:

Legislation, Rules and Policies Committee, Item 1, Resolution 0405R-037 regarding the recitation of the Pledge of Allegiance at Board meetings;

Legislation, Rules and Policies Committee, Item 5, Resolution 0506R-010 regarding release of student information such as names and addresses of students to military recruiters;

Finance/Personnel Committee, Item 8, requests to carry over FY05 school and departmental surpluses to FY06; and

Finance/Personnel Committee, Item 9, recommended amendments to the adopted Fiscal Year 2006 Budget for School Operations, Construction, and Extension Funds.

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

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

Noes—None.

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:

Committee on Innovation/School Reform
Report #1

(Item 1) Action on a Request to Amend the Non-instrumentality Charter Contract with United Community Center/Bruce Guadalupe Community School to Increase the Number of Seats

Background

1. On July 25, 2000, the Milwaukee Board of School Directors approved a two-year charter school contract establishing United Community Center, Inc., Bruce Guadalupe Community School as a non-instrumentality charter school. United Community Center, Inc., Bruce Guadalupe Community School opened as a charter school to begin with the 2000-01 school year and to end with the last regularly scheduled school day of the 2001-02 school year. By request of the school, the Board granted contract extensions to include the 2002-03 and 2003-04 school years.

2. On November 23, 2004, the Board approved the Administration's recommendation to renew the charter contract with the United Community Center, Inc., Bruce Guadalupe Community School for a five-year contract term, to begin with the 2004-05 school year and to end on the last regularly scheduled school day of the 2008-09 school year. In addition, the Board approved an additional 70.8 seats, 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.

3. The United Community Center, Inc., Bruce Guadalupe Community School 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 and programs include English-language learners, Spanish, fine arts, band, and Latino dance. The school reports high rates of parental involvement and support.

4. The United Community Center Bruce Guadalupe Community School provides a high-quality school program for traditionally underserved, at-risk, and predominately Hispanic student populations.

Administration's Analysis

5. On May 25, 2005, the school submitted a formal request for its contract to be modified to add 15 FTEs for September of 2005. It was the intent of the school that these seats be added to the charter school's program. The school has reported 723.8 FTE students for the 2005 Third Friday State Aid Report.

6. Section II.B. of the school's charter contract currently provides for a maximum of 725.8 FTE pupils in grades K4 through 8. The school's request requires a contract amendment to increase the number of students by 15 FTE, to a maximum of 740.8 FTE.

7. The amendment to section II.B. would include the following modification:

> As a condition of funding, Charter School shall maintain and report accurate enrollment and attendance data on an approved MPS format, and pupil enrollment

counts shall be monitored monthly by MPS. The MPS Division of Diversified Community Schools may adjust payments made under this paragraph II.B. based upon the audited Official Counts for each semester, for a maximum of ~~725.8~~ 740.8 FTE pupils in grades K4 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 alone does not authorize expenditures. The funds for the amendment to the charter school contract were budgeted and considered for approval in the 2005-06 Board-adopted budget in the unallotted non-instrumentality charter contract account, GOE-0-I-BDS-DW-ECTV.

Implementation and Assessment Plan

12. The United Community Center, Inc., Bruce Guadalupe Community School contract amendment will become effective upon the Board's approval.

Committee's Recommendation

Your Committee recommends that the Board approve the amendment, as attached to the minutes of your Committee's meeting, to the charter school contract with the United Community Center, Inc., Bruce Guadalupe charter school to modify section II.B to increase its FTE by 15 students, from 725.8 to 740.8 for the 2005-06, 2006-07, 2007-08 and 2008-09 school years of its non-instrumentality charter contract term.

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

* * * * *

(Item 2) Action on a Request to Close Milwaukee Village School and to Amend the Instrumentality Charter School Contract with Truth Institute for Leadership and Service to Transfer the Eighth-Grade Seats Attached to the Milwaukee Village School to Truth Institute

Background

1. On February 22, 1995, the Milwaukee Board of School Directors approved the Milwaukee Village School to begin in the fall of 1995 as an innovative school for middle-school students. A total of 25 full-time-equivalent (FTE) seats were budgeted for Milwaukee Village School, located within Multiplex North, 1011 West Center Street, for the 2005-06 school year.

2. On May 27, 2004, the Milwaukee Board of School Directors and Truth Institute for Leadership and Service ("Truth Institute") entered into a five-year charter school contract commencing with the 2004-05 school year and ending on the last regularly scheduled school day of the 2008-09 school year. Truth Institute is located within the Multiplex North Complex.

3. At its meeting on June 23, 2005, the Board approved an amendment to the contract with Truth Institute to modify section I.B. of its contract, the manner in which administrative services are provided, from a teacher-in-charge school to an administratively led school beginning with the 2005-06 school year. The school now has an assistant principal identified in accordance with MPS policies and procedures and approved by the Board.

Administration's Analysis

4. The Milwaukee Village School's preliminary Third Friday State Aid Report shows 12 eighth-grade students enrolled at the school. No sixth- or seventh-graders are enrolled at the site. Due to low enrollment and for budgetary reasons, the Milwaukee Village School is no longer able to maintain its program design.

5. Truth Institute is contracted to serve grades 9 through 12. With the Board's approval, the school has agreed to expand its educational program to include the eighth-grade students as the Milwaukee Village School accelerates the closing of its middle-school program. The location and environment will provide a smooth transition for the eighth-graders.

6. Section II.B. of the Truth Institute's charter school contract would be modified as follows to include the eighth-grade students for the 2005-06 school year:

II.B. Payment.

> As a condition of funding, Charter School shall maintain an average daily membership of enrollment of 175 pupils in grades 9-10 for the 2004-2005 school year, 275 pupils in grades ~~9~~ 8-11 for the 2005-2006 school year, and maximum capacity of 375 pupils in grades 9-12 for the 2006-2007, 2007-2008 and 2008-2009 school years under this Contract. Charter School shall maintain and report accurate enrollment and attendance data on the Board's pupil information system, and pupil enrollment counts shall be monitored monthly by the MPS Department of Finance.
>
> Per pupil allocation MPS shall fund Charter School in the same manner and under the same terms and conditions, except for separate transportation allocations, that MPS funds all other MPS schools that are not under contract with MPS. The total cost of the Contract shall be based on the Charter School Full Time Equivalent (FTE) count for up to a maximum of 175 pupils in grades 9-10 for the 2004-2005 school year, 275 pupils in grades ~~9~~ 8-11 for the 2005-2006 school year, and 375 pupils in grades 9-12 for the 2006-2007, 2007-2008 and 2008-2009 school years.

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 in light of this Board item.

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

Fiscal Impact Statement

11. Adoption of this item alone does not authorize expenditures. The overall amendment to the adopted budget for schools will include any necessary funding changes for Truth Institute based on these contract revisions. The Milwaukee Village budget will be eliminated.

Implementation and Assessment Plan

12. Upon the Board's approval, the accelerated closing of Milwaukee Village School and the Truth Institute's charter school contract amendment will be implemented.

Committee's Recommendation

Your Committee recommends that the Board:

1. close the Milwaukee Village School and transfer the eighth-grade seats to Truth Institute of Leadership and Service; and

2. approve the contract amendment, as attached to the minutes of your Committee's meeting, to the contract with Truth Institute of Leadership and Service instrumentality charter school to modify section II.B. to expand its educational program to include grade eight during the 2005-06 school year.

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

* * * * *

(Item 3) Action on a Request to Amend the Non-Instrumentality Charter School Contract with Next Door Charter School to Extend Its Repayment Schedule

Background

1. Next Door Foundation, Inc., Charter School entered into a five-year Charter School contract on May 26, 2005. Next Door Charter School is located at 2545 N. 29th Street, Milwaukee, WI 53210, in the Metcalfe Park Neighborhood. Next Door Foundation, Inc., provides a continuity of care to at-risk children and families during a critical period of child development. As stated in the charter school's proposal, the educational program of the Next Door Charter School will couple quality care and quality instruction as it reflects the Milwaukee Public Schools' commitment to high standards of achievement for all children.

2. Next Door Charter School, in concert with the Buffett Early Childhood Fund, lobbied members of the state legislature to secure funding for the operational costs of the charter school's Educare Center. Next Door will receive $250,000.00 from the state in the first year of the biennium, and $750,000.00 in the second year of the biennium. Next Door has stated that it is not its intent to receive funding diverted from MPS programs and has stated that its goal is to fully restore funding for the MPS portion — one million dollars — of the children at-risk program.

3. Next Door Foundation, Inc., and MPS have agreed to modify the charter school contract from a five-year term to a one-year term, consisting of the 2005-06 school year, with the stipulation that Next Door will redirect $250,000.00 to MPS by November 1, 2005. The Milwaukee Board of School Directors approved a request that the Next Door contract be amended on August 25, 2005.

administration's analysis

4. On October 4, 2005, the MPS Administration was informed by the Next Door Foundation, Inc., that Next Door was in receipt of a letter from the Wisconsin Department of Public Instruction, dated August 30, 2005, which stated that the Next Door Foundation's funding allocation from 2005 Wisconsin Act 25 is to be made in May 2006. The Next Door Foundation subsequently requested from the MPS Administration an extension to the November 1, 2005, payment deadline, with payment to be due on June 1, 2006.

5. On October 4, 2005, the Milwaukee Public Schools agreed to a repayment plan for Next Door Foundation, Inc., including repayment of interest at 5%. Extension for the Next Door Foundation, Inc., was granted because of the anticipated delay in the school's receipt of monies from WI Act 25. Money was previously expected to be received by Next Door and paid to MPS on November 1, 2005. Based on the computation schedule created by the MPS Department of Finance, the pay-off amount of $257,291.67 ($250,000.00 in principal payments, plus $7,291.67 in interest) is required on June 1, 2006.

6. Section I.A.A. of the amendment to the Next Door Charter School's contract, Allocation of State Funds Back to MPS, would be modified to reflect the payment agreement as indicated below:

I. A.A. Allocation of State Funds Back to MPS

Charter School shall make a single payment of $250,000 to MPS no later than ~~November 1, 2005~~ June 1, 2006. 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 ~~$250, 000~~ 257,291.67 that it would otherwise be required to make under Section II of this contract.

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

Fiscal Impact Statement

10. Adoption of this item alone does not authorize expenditures. The funds for this amendment to the charter school contract were budgeted and considered for approval in the 2005-06 Board-adopted budget.

Implementation and Assessment Plan

11. The amendment to the Next Door Charter School's contract will become effective upon the Board's approval.

Committee's Recommendation

Your Committee recommends that the Board approve the amendment, as attached to the minutes of your Committee's meeting, to the non-instrumentality charter school contract for an extension to the Next Door Foundation, Inc.'s payment to MPS because of the delay in the school's receipt of monies from WI Act 25. and to allow Next Door Foundation, Inc., Charter School to extend the payment, in the amount of $257,291.67, originally expected to MPS on November 1, 2005, to the new date of June 1, 2006.

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

* * * * *

Committee on Innovation/School Reform
Report #2

(Item 1) Action on Proposed Revisions to the MPS Charter School 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 the model contract for instrumentality charter schools, regarding accountability, are being requested at this time.

Administration's Analysis

4. After numerous meetings with charter school leaders and gathering 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 changes as summarized below:

a. Section I.B. proposes language to change the term *School Governance Council* to *school governing body* to be consistent with the governance structure referenced in Section I.F. of the Charter Contract. Principal is changed to school leader and approval is changed to agreement.

b. In Section I.E., charter school shall *at a minimum* administer the same district wide assessments and follow the same promotion and graduation measures as all MPS non-chartered schools. The performance criteria will be updated to include current assessments on an annual basis, as referenced in the MPS District Assessment Calendar (added as Appendix J) and the Wisconsin Alternate Assessment System for eligible students with special needs, and three performance criteria have been added that will required only for early-childhood-only schools;

c. Section I.E. will include Adequate Yearly Progress requirements as contained in the No Child Left Behind Act, as they apply to MPS;

d. Section I.E. will delete the term *Limited English Proficient* and add the term *English Language Learners* where appropriate;

e. Section I.E. will add language to clarify that it is the responsibility of the school to develop and to submit an annual pupil academic achievement report;

f. Section I.F. clarifies the procedure for schools seeking Title I funding and the requirement to submit an Educational Plan;

g. Section I.G. clarifies the teacher license requirement;

h. Section I.H. provides language to clarify compliance with Administrative Policy 6.09 and 6.32 regarding HIV, AIDS, and the use of pepper spray;

i. Section I.I. proposes language to ensure that the school uses its best efforts to maintain diversity, including serving special education populations;

j. Section I.J. has language added to ensure a random-selection process if oversubscribed enrollment occurs;

k. Section I.J. adds language to ensure compliance in maintaining student records;

l. in Section I.K., the proposed language updates the financial management and performance audit requirements. Additionally, Section I.K. requires the financial audit to be conducted every other year instead of annually;

m. additions to Section I.K. include updated guidelines for the performance audit;

n. Section I.L. updates the contract to reflect the policy regarding the establishment of disciplinary guidelines for a charter school;

o. Section I.Q. adds a statement ensuring that charter schools do not charge fees for transportation to or from the school program;

p. Sections I.R. and I.I.X. include new language to ensure that all requirements of the McKinney-Vento Homeless Assistance act are met. In addition, the Wisconsin Department of Public Instruction's Child Nutrition program requirements are attached as Appendix I;

q. Section I.U. allows the charter school to submit its calendar within 30 days of the MPS calendar adoption;

r. Section I.Z. adds language to comply with The No Child Left Behind requirements;

s. Section II.B. includes language to ensure that charter schools receive grants and other monies that do not compromise the ability of MPS to apply for and receive said grants.

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 revisions to the instrumentality charter school model contract are being presented to the Board pursuant to Wisconsin State Statute 9.12, 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 the Board's approval. Once approved, the instrumentality charter schools with contracts consisting of two or more years remaining on their contract term will be amended during the 2005-06 school year to reflect the model contract changes approved by the Board. The school amendments will be implemented beginning with the 2005-06 school year.

Committee's Recommendation

The Committee recommends that the Board:

1. approve the proposed revisions to the MPS Instrumentality Charter School Model Contract, as provided under separate cover; and

2. authorize the Administration to implement the MPS Instrumentality Charter School Model Contract revisions, as attached to the minutes of your Committee's minutes, and to amend the instrumentality charter school contracts of two or more years to reflect these modifications, beginning with the 2005-06 school year.

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

* * * * *

(Item 2) Action on Proposed 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 the model contract for non-instrumentality charter schools, regarding accountability, are being requested at this time.

Administration's Analysis

4. After numerous meetings with charter school leaders and gathering 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 changes summarized below:

a. In Section I.E., the performance criteria will be updated to include current assessments on an annual basis, as referenced in the MPS District Assessment Calendar (added as Appendix J and the Wisconsin Alternate Assessment System for eligible students with special needs, and three performance criteria have been added that will required only for early-childhood-only schools. Principal is changed to school leader and approval is changed to agreement;

b. Section I.E. will include Adequate Yearly Progress requirements as contained in the No Child Left Behind Act, as they apply to MPS. Charter school shall *at a minimum* administer the same district wide assessments and follow the same promotion and graduation measures as all MPS non-chartered schools;

c. Section I.E. will delete the term *Limited English Proficient* and add the term *English Language Learners* where appropriate;

d. Section I.E. will add language to clarify that it is the responsibility of the school to develop and to submit an annual pupil academic achievement report;

e. Section I.E. will show a change in the date, from October 30 to October 31, on which the Pupil Academic Achievement Report is to be submitted to the Division of Diversified Community Schools. The new date is consistent with the date on which this document is due for the instrumentality charter schools;

f. Section I.F. clarifies the procedure for schools seeking Title I funding and the requirement to submit an Educational Plan;

g. Section I.G. clarifies the teacher license requirement;

h. Section I.H. provides language to clarify compliance with Administrative Policy 6.09 and 6.32 regarding HIV, AIDS, and the use of pepper spray;

i. in Section I.I., language is added to ensure that the school uses its best efforts to maintain diversity, including serving special education populations;

j. In Section I.J., language is proposed to ensure a random-selection process if oversubscribed enrollment occurs;

k. Section I.J. adds language to ensure compliance in the maintenance of student records;

l. in Section I.K., language is added to require the school to segregate and properly account for its financial systems and to report on the revenues received and expenditures incurred from the charter contract;

m. additions to Section I.K. include updated guidelines for the performance audit;

n. Section I.L. updates the contract to reflect the policy regarding the establishment of disciplinary guidelines for a charter school;

o. Section I.N. includes revised insurance language to reflect updated district requirements;

p. Section I.Q. adds a statement ensuring that charter schools do not charge fees for transportation to or from the school program;

q. Sections I.R. and I.I.X. include new language to ensure that all requirements of the McKinney-Vento Homeless Assistance act are met. In addition, the Wisconsin Department of Public Instruction's Child Nutrition program requirements are attached as Appendix I;

r. Section I.U. allows the charter school to submit its calendar within 30 days of the MPS calendar adoption;

s. Section I.Z. adds language to comply with The No Child Left Behind requirements;

t. Section II.B. includes language to ensure that schools receive grants and other monies that do not compromise the ability of MPS to apply for and receive said grant;

u. Section II.B. changes the charter school payment schedule from three payments to four payments during the school year. In addition, language is added to clarify that the annual payment is the average of the official September and January full-time-equivalent ("FTE") enrollment counts times the per-pupil FTE rate.

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 Rule Statement

6. The revisions to the non-instrumentality charter school model contract are being presented to the Board pursuant to Wisconsin State Statute 9.12, 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. For existing contracts, the Board is authorizing the unilateral amendment of all non-instrumentality charter school contracts of two or more years to be consistent with the model contract revisions and is directing the Administration to seek unilateral amendments for the charter schools. In the event a charter school is not agreeable, that school will be brought back to the Board for a decision.

Committee's Recommendation

The Committee recommends that the Board:

1. approve the proposed revisions to the MPS Non-Instrumentality Charter School Model Contract, as provided under separate cover; and

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 amend the non-instrumentality charter school contracts of two or more years to reflect these modifications, beginning with the 2005-06 school year.

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

* * * * *

COMMITTEE ON SPECIAL EDUCATION

Director Dannecker 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 on July 1, 2005

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

	09/05	10/05
Population Served	17,031	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.

	09/05	10/05
Initial Evaluations (Completed since 7/05)	204	304
Percentage Identified Special Education	75%	62%
Active Initial Referrals	279	1,098
Re-evaluations (Completed since 7/05)	20	67
Active Re-evaluations	49	885

2. Data Management Services — Special Services Information Management System (SSIMS) Project Status Report as of August 31, 2005

a. SSIMS/Encore Applications

- MPS servers continue to run version 6.6.0.681.
- SSIMS/Encore on-line forms are being used for all new IEP activities.

b. SSIMS Training

- Approximately 1,000 district staff members have received initial training on the SSIMS/Encore application.
- Special education teacher training for the schools operating on the traditional calendar year began on September 21, 2005, and will continue through October 31, 2005. More trainings and help sessions will be offered throughout the year for all staff.
- SSIMS/Encore focused Help sessions continue to be offered for end-users.
- The SSIMS/Encore Help Desk assists users using net meeting and logs calls using the HEAT application.

c. 504 and INTERVENTION Modules

- Planning is in process for the pilot for the 504 Module.
- Planning is in process for the testing phase of the Intervention module.

d. Interfaces

- Interfaces continue to run as follows:

(1) Inbound daily interface processing (eSIS to Encore) — three times daily

(2) Outbound daily interface (Encore to eSIS) — nightly

(3) The Provider daily interface — nightly

(4) The school calendar and school entities are updated manually.

e. Reports

- The Department of Special Services continues to use customized reports created by MPS staff using the Crystal application for purposes of district compliance and monitoring.
- The Department continues to analyze statistical information of the Encore database for special education as it relates to the other MPS student applications to ensure data integrity system-wide.

f. Network Access

- SSIMS continues to work with the Department of Technology to ensure that schools are networked for teacher use and for IEP staff meeting rooms.
- SSIMS continues to work with the Department of Technology in the distribution of PCs for special education teachers who are in "Mac schools."

3. Special Services Information Management System Demonstration

The SSIMS system has been in development in the District for the past four years. The system was piloted during the spring semester of 2005 and fully implemented throughout the summer 2005 IEP Team effort. MPS staff members are currently receiving training in the program, and it is fully operational in the field

The following is an overview of the SSIMS ENCORE! System that will be demonstrated at the October meeting of the Committee on Special Education.



a. **SSIMS/SSIMSSIMS/ENCORE**!, a web-based application that allows access to authorized users from different locations, is a powerful application that serves as a foundation for managing and monitoring the individual education process for a student. At its heart, SSIMS/ENCORE! is a dynamic business-process database of information and timelines that support accountability district-wide. All aspects, from referral to initiation of delivery of services, are tracked to ensure compliance with legal requirements.

b. Comprehensive standard reports enable administrators and teachers to effectively manage information in great detail. In addition, **SSIMS/ENCORE!** has the ability to seamlessly interface to the district's current Student Information System.

c. Keeping track of student data for strategic decision making and compiling information for accountability is essential to districts. This application simplifies this process.

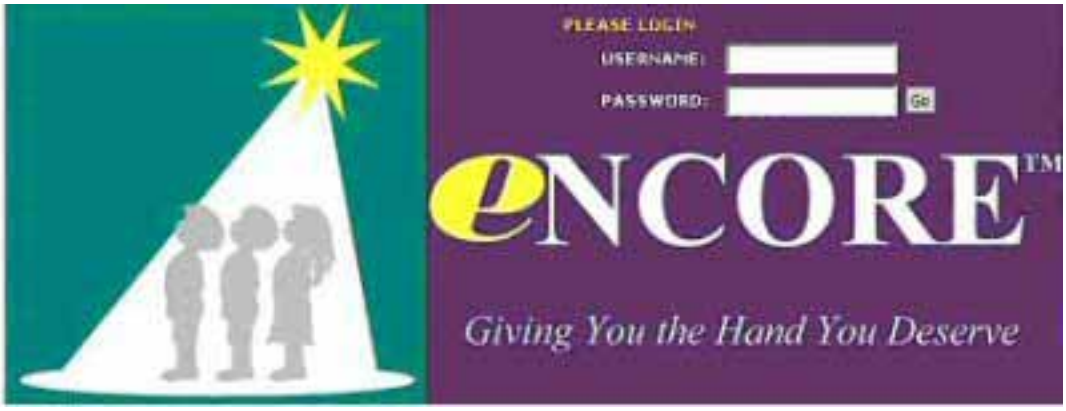
d. In addition, **SSIMS/ENCORE!** streamlines data entry with electronic versions of district-specific forms used by special education teams. As data is entered, compliance requirements are automatically verified. SSIMS/ENCORE! Has been uniquely developed to furnish educators with a district-wide solution that can reduce the paperwork burden.

e. **SSIMS/SSIMS/ENCORE!:**

- calculates legally mandated timelines and generates future obligations with the appropriate due dates;
- tracks all required meetings, events and timelines;
- reduces redundant data entry and paperwork;
- collects and stores the data needed for legally mandated reports;
- generates management alerts and summary reports that identify timeline violations and upcoming timelines by students or schools;
- supports the management of children who are not attending a district school but are receiving services from the district;
- models its online forms on existing forms used in the district, dramatically reducing training time; forms look just like your district's paper forms — both on screen and printed;
- automatically provides forms for every type of meeting;
- reinforces district procedures and ensures that proper forms are completed for each event or meeting;

- employs "artificial intelligence" and color-coded fields to indicate whether responses are required or optional — promoting consistently accurate reporting across the district;
- enhances collaboration among colleagues participating in the care of each student;
- incorporates district-developed or third-party bank-of-learning goals or objectives for district-wide use to ensure consistency;
- ensures accuracy and, therefore, compliance, dramatically reducing procedural violations;
- "locks" and stores all completed forms for viewing on line, which allows for all historical special education data to be stored on line.

See also attachment entitled SSIMS/*ENCORE 6.6 Quick Reference Guide* for additional information



4. Update: Stakeholder Activities to Revise Wisconsin Special Education Law As a Result of the Reauthorization of the Individuals with Disabilities Education Act 2004

   a. The federal Rules and Regulations Implementing IDEA 2004 are still in draft form, with the comment period ending in September. The final version is still expected by December 2005.

   b. The Wisconsin Department of Public Instruction (DPI) has convened a group of individuals representing the broad range of interested parties from all parts of Wisconsin to participate in a stakeholder group. The charge of the group is to reach consensus on a position around how to approach the revision of the current state law relative to special education (Chapter 115) to bring it into conformity with federal law (IDEA 2004). In addition, the group is providing input to the Department to develop six-year goals and annual benchmarks for the State Performance Plan (SPP), to develop proposals for IDEA-2004 waivers regarding paperwork reduction and three-year IEP pilots, and to assist in developing the Statewide Continuous Improvement Monitoring System (CIFM).

   c. The last stakeholder group meeting was held in July 2005. There is a fairly wide range of opinions within the group as to the changes that should or should not be made to current State law. DPI has consistently indicated that the Department would not support any legislation that was not developed from a consensus position of the entire stakeholder group. The focus of the two-day meeting was to develop a process to approach each of the provisions of the state law and to agree on the definition of consensus and the means to achieve consensus in Wisconsin on proposed changes in the state law.

   d. The stakeholder group has since encountered a challenge from within its membership. Some school organizations indicated that they were preparing to have a legislative bill

introduced in the near future that would, in effect, conform the entire state law to IDEA 2004. Many of the stakeholder groups expressed concern that, in light of the pending legislation, it would be impossible to negotiate a consensus position. Therefore the September meeting was postponed.

e. Since that time, many members of the stakeholder group have expressed concern and a sincere desire to continue to work toward a consensus position in the belief that it will strengthen the parent and school community across the state relative to special education services for children with disabilities.

f. The next meeting of the group will be October 20, 2005, during which the group will focus on the benchmarks for the State Performance Plan and will continue to attempt to develop and commit to a process to reach consensus regarding the changes to state law.

5. 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 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.

Scenario: Transfer of Records

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. Background Information:

(1) On the third day of the new school year, a parent of a child who transferred from one district school to another district school complained that the student's records, including Individual Education Program (IEP) documents, were unavailable to the new school on the first day of enrollment. Since the school could not have been aware of the student's IIEP goals and objectives as well as services and accommodations needed to achieve those goals, the parent demanded that the school provide compensatory services to make up for the delay in availability of the records.

(2) The parent had previously participated in the Spring School Selection process and received first choice for the following year. The student's previous school followed procedures, including conducting an IEP team meeting to name the school selection choice as the placement for the following year. At the end of the school year, the previous school appropriately forwarded the cumulative folder to the new school using an inter-office mail transfer process developed for that purpose.

(3) Over the summer, the parent again exercised the option to participate in school selection and was given a new school assignment for the student. In the meantime, the school that previously had been selected received the student records. It appropriately held the records until it received notice that the student would be attending another school.

b. Intervention:

(1) Current state statutes obligate schools and school districts to transfer student records upon receipt of a request from the new school or from the parent. The statute, which is quite specific in its language and intent, is included below:

118.125(4) Transfer of records. Within 5 working days, a school district shall transfer to another school or school district all pupil records relating to a specific pupil if the transferring school district has received written notice from the pupil if he or she is an adult or his or her parent or guardian if the pupil is a minor that the pupil intends to enroll in the other school or school district or written notice from the other school or school district that the pupil has enrolled or from a court that the pupil has been placed in a secured correctional facility, as defined in s. 938.02(15m), a secured child caring institution, as defined in s. 938.02(15g), or a secured group home, as defined in s. 938.02(15p). In this subsection, "school" and "school district" include any secured correctional facility, secured child caring institution, secured group home, adult correctional institution, mental health institute or center for the developmentally disabled, that provides an educational program for its residents instead of or in addition to that which is provided by public and private schools.

(2) Compliance with the intent of the statute requires the district to have in place processes and mechanisms that ensure that special education records, including the IEP, are available in a timely way so that the new school can provide appropriate services to special education students without interruption. Until the availability of an online IEP program, the district has developed a number of processes designed to facilitate transfer of records. The vast majority of records are transferred from school to school at the end of the year by inter-office mail in specially designed color-coded envelopes. Alternatively, schools that have not received records for assigned students follow a practice of faxing a request for records to the last known school of attendance.

(3) In the present scenario, a delay in the transfer of records could be attributed to the fact that the records had been forwarded to the school that was thought by the parent and involved staff to be the fall-assignment school. Schools have struggled gallantly to obtain records under these circumstances, devoting hours of office and professional staff resources to tracking down records. Nevertheless, there are occasional failures to complete the transfer of records.

(4) Because this complaint involved a student transferring from one district school to another, the new school’s office was able to determine from the last school of attendance the date and destination of the previous transfer of records. By the end of the day on which this complaint was received, the school had located the records and had arranged to pick them up from the school holding the records.

c. Resolution:

(1) In this particular case, there was a child-specific resolution that was acceptable to the parent. Additionally, the full roll-out and implementation of the Special Services Information Management System (SSIMS) will greatly facilitate the record-transfer process and the availability of current IEPs online.

(2) The new school agreed to reconvene the IEP team to determine whether or not there was a need for compensatory services because the records were not provided on the first day of enrollment. The student had been placed in a special education room with an appropriate IEP provider. Because the records were located and obtained on the day of complaint, and within five days of the beginning of the school year, the team determined that there was no need for compensatory services. The parent agreed with the finding.

* * * * *

COMMITTEE ON LEGISLATION, RULES AND POLICIES

Director Dannecker 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 0405R-037 by Director Johnson Regarding the Recitation of the Pledge of Allegiance at Board Meetings

Background

At its meeting on November 23, 2004, the Board referred the following Resolution 0405R-037 by Director Johnson to the Committee on Legislation, Rules and Policies:

WHEREAS, The Pledge of Allegiance is commonly recited in unison at public events and especially in public school classrooms; and

WHEREAS, State statutes provide that "Every public and private school shall offer the Pledge of Allegiance in grades one to 8 at the beginning of school at least one day per week. No student shall be compelled, against his objection or those of his parents or guardian, to recite the pledge"; and

WHEREAS, The Milwaukee Public Schools' Administrative Policy 7.40(1)(c) states that, "In high schools, the Pledge of Allegiance should be offered at least one day per week"; and

WHEREAS, The Milwaukee Board of School Directors, in its Board Governance Policy 2.03(1)(b), professes that it not only "has a civic responsibility as the controlling body of a basic service essential to the life of the community," but also "has a social responsibility toward all the people who look to the school as the center of growth and development for young and old alike"; and

WHEREAS, In accepting these responsibilities, the Board has undertaken the obligation to serve as a role model for the students and staff over which it exercises authority; now, therefore, be it

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; and be it

FURTHER RESOLVED, That no member of the Board, Administration, staff, or audience shall be compelled to stand or to recite the Pledge, but that those who choose not to participate be asked to observe silence during the recitation.

Analysis

1. In researching the practices of other school districts in the nation regarding the recitation of the Pledge of Allegiance at school board meetings, the Office of Board Governance choose the following districts at random from those with links on the website of the Council of Great City Schools (http://www.cgcs.org/):

- Albuquerque Public Schools
- Austin Independent School District
- Boston Public Schools
- Broward County Public Schools
- Charlotte-Mecklenburg Schools
- Chicago Public Schools
- Cleveland Municipal School District
- Denver Public Schools
- Houston Independent School District
- Indianapolis Public Schools
- Los Angeles Unified School District
- Miami-Dade County Public Schools
- Minneapolis Public Schools
- Oklahoma City Public Schools
- Omaha Public Schools
- Philadelphia Public Schools
- Pittsburgh Public Schools
- San Diego Unified School District
- Seattle Public Schools
- St. Louis Public Schools
- St. Paul Public Schools
- Tucson Unified School District

2. Like the Milwaukee Public Schools, most of these districts have policies mandating that students be offered the opportunity to recite the Pledge of Allegiance in their schools. And many of these districts do include the Pledge in their meetings' order of business. Few of the surveyed districts, however, have policies that actually mandate that the Pledge be included in the order of business at board meetings. The two notable exceptions are the Los Angeles Unified School District and the Oklahoma City Public Schools (policies attached).

Strategic Plan Compatibility Statement

3. Part of the Board's vision for MPS is that "[o]ur schools will be centers of community activity, safe and inviting places that attract families and staff to live in their neighborhoods." Patriotic observances, such as the recitation of the Pledge of Allegiance, reinforce community bonds and help to instill pride in one's country.

Statute, Administrative Policy, or Board Rules Statement

4. As Resolution 0405R-037 points out, Chapter 118.06(2), stats., provides that "Every public school shall offer the pledge of allegiance or the national anthem in grades one to 12 each school day . . . . No pupil may be compelled, against the pupil's objections or those of the pupil's parents or guardian, to recite the pledge . . . ." (The Resolution, however, quoted MPS Administrative Policy 7.40, which cites an outdated version of Chapter 118.06(2). The current version is given above.)

5. As the Resolution also points out, Administrative Policy 7.40(1)(c) dictates that, in high schools, the opportunity to recite the Pledge of Allegiance should be offered to the student body at least one day per week.

6. Should the Board adopt this resolution, it will have to determine whether to codify it within the Board Rules or to merely make it a practice to recite the Pledge of Allegiance at all future meetings of the Board and its committees.

7. Board Rule 1.11, Amendments to the Rules, prescribes that the Committee on Legislation, Rules and Policies present its report on any proposed amendment to a Board Rule to the Board, which will then hold the item over until its next meeting, at which time the Board shall act upon the Committee's recommendation. A recorded affirmative vote of a majority of the members of the Board shall be necessary for the adoption, amendment, or repeal of a Board Rule.

Fiscal Impact Statement

8. Adoption of this resolution would have no fiscal impact.

Implementation and Assessment Plan

9. If the Board should wish to make the resolution a part of the official Board Rules, the Office of Board Governance will amend Board Rule 1.07, Order of Business, to include the Pledge of Allegiance in the order of business of the meetings of the Board and its committees.

Committee's Recommendation

Your Committee recommends that the Board adopt Resolution 0405R-037 by Director Johnson.

Director Morales moved to adopt the following resolution in place of both the Resolved and the Further Resolved of Resolution 0405R-037:

Resolved, In place of the proposed recitation of the Pledge of Allegiance at Milwaukee Board of School Directors' meetings, the Board will promote the District's civics education programs and students' ability to articulate the meaning and value of our nation's constitution by inviting one MPS student to begin each Board meeting with a brief presentation on the purpose, history, and/or current relevance of one element of the U. S. Constitution.

Director Dannecker moved a substitute motion, to adopt the original resolution with the addition of the following Resolved:

Resolved, That at Milwaukee Board of School Directors' meetings, the Board will promote the District's civics education programs and students' ability to articulate the meaning and value of our nation's constitution by inviting one MPS student to begin each monthly Board meeting with a brief presentation on the purpose, history, and/or current relevance of one element of the U. S. Constitution.

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

Ayes—Directors Balistreri, Dannecker, Goldberg, Hardin, Horton, Spence and President Johnson—7.

Noes—Directors Blewett and Morales—2.

* * * * *

(Item 2) Action on a Recommendation to Revise Administrative Procedure 7.34, Final Examinations

Administration's Analysis

1. The high-school principals have requested that those 10th-grade students who receive a proficient (3) or advanced (4) score on the 2005 Wisconsin Knowledge and Concepts Examination (WKCE), to be administered in October and November 2005, be eligible to exercise final examination exemptions in the content areas assessed.

2. Greenfield High School successfully implemented this model for the 2004-05 WKCE testing window. In June, an article from a community newspaper, detailing Greenfield High School's results for this testing window, indicated that sophomores tested above the state average in all five areas of the WKCE and showed improvement from the prior year.

3. The Administration concurs with the recommendation of the high-school principals to implement this model immediately in order that it be applied to this year's WKCE testing, which begins at the end of October.

4. This model will provide 10th-grade students with additional incentive to perform well on the upcoming WKCE. Not only do the proposed changes to Administrative Procedure 7.34 allow students in 10th grade another manner in which to exercise final exam exemptions, they have the opportunity to exercise up to four final exam exemptions, two more than the normal means by which 10th-grade students are able to exercise final exam exemptions.

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 7.34, Final Examinations, will be made.

Fiscal Impact Statement

7. This item does not authorize expenditures. No funding is required.

Committee's Recommendation

The Committee recommends that the Board approve the following changes to Administrative Procedure 7.34, Final Examinations:

Administrative Procedure 7.34
Final Examinations

(1) Final examinations will be:

1. given in senior high schools during a special examination schedule of three half-days (or three morning sessions), with no more than three 75-minute examination periods per day and with student attendance required only during periods of examinations in which the student is involved;

2. scheduled during the week preceding the final examination schedule for classes which meet less than daily;

3. given in all courses, with the exception of such courses specifically exempted by the Superintendent;

4. of written, oral, and/or performance nature, as is determined by the teacher with the approval of the principal following involvement of the department chairperson. Three weeks prior to the semester examinations, teachers are to file with the principal a copy of the examinations (for written examinations) or a plan of the examinations (for oral or performance examinations);

5. given a weight of 25% of the final course grade;

6. required of all students, with students being eligible to exercise two exemptions under the following conditions:

   a. a "B" average in the course and a grade of B or better in the final or third mark period; and

   b. no unexcused absences; and

   c. no more than 6 excused absences in the class.

7. In addition to point 6 above, students in grade ten will be eligible to exercise exemptions under the following conditions:

a. a proficient (3) or advanced (4) score on the Wisconsin Knowledge and Concepts Examination (WKCE); and

b. no unexcused absences; and

c. no more than 6 excused absences in the class.

d. successfully met all course requirements.

8. advanced (4) scores on the Wisconsin Knowledge and Concepts Examination (WKCE) may result in exemptions in the content areas assessed provided the following conditions are met:

a. no unexcused absences; and

b. no more than 6 excused absences in the class.

c. successfully met all course requirements.

(2) Copies of examinations and student answer sheets (for written examinations), as well as the plans of examinations used in oral or performance examinations, are to be kept on file for a period of one year.

(3) Six-week mark periods will be established for senior high schools, effective with the 1978-1979 school year.

(4) Credits will be awarded on a semester basis in grades 9-12, effective with the 1978-1979 school year.

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

* * * * *

(Item 3) Informational Report and Follow Up to Resolution 0506R-005 By Director Blewett Regarding Military Recruitment

Administration's Report

1. At its meeting on August 25, 2005, the Milwaukee Board of School Directors authorized the Administration to itemize the ways in which the opt-out information is being made available to parents and to specify all cost-effective means of getting this information out to parents.

2. The follow-up information that is being provided relative to Resolution 0506R-005 regarding the military recruitment aspects of No Child Left Behind includes the eight avenues through which the Administration will provide information to parents regarding their ability to opt out of releasing a student's personal information to the military:

- The 2005-2006 *Parents/Student Handbook on Rights, Responsibilities and Discipline*;
- The military recruitment opt-out form is available on the MPS portal (ESEA — subfolder: Armed Forces and College Recruitment). Also available is Administrative Procedure 7.32(a); Access to students by military recruiters Q&A; Joint letter from Secretaries Paige and Rumsfeld; DPI Bulletin Access by Military Recruiters.pdf; and the opt-out forms;
- The forms that will be supplied to schools from Student Services will also be available to families at Central Services. Schools may also photocopy the form from the back of the Parents/Student Handbook on Rights, Responsibilities and Discipline and to have these available for students/parents;

- Student Services is working with the Department of Technology to have the auto-dialer system set-up to make the calls to all high school students regarding the opt-out provision as soon as possible;
- The Director of Parent and Student Services spoke to the high school principals at the October principals' meeting to request that the opt-out provision and a copy of the relevant forms be included in 2006-2007 high school handbooks;
- A postcard was sent in October to all high schools and parents of high school students informing them of the opt-out provision;
- In working with the Division of Technology, the Department of Student Services found that the Parent Assistant is not an effective or appropriate venue to include the opt-out form. However, the form is on the MPS Portal in a downloadable format;
- Information relative to the opt-out provision and form will be linked from multiple sites on the MPS portal, including under the parent section;
- An informational page relative to opt-out provisions has been added to the Supplemental Education Services Catalog mailed to approximately 12,000 students and their parents; and
- $31,000 has been set aside in the Title I budget to cover the cost of the postcard, auto-dialer calls, and additional duplication of forms.

* * * * *

(Item 4) Action On Resolution 0506R-015 by Directors Blewett and Morales Regarding Development and Distribution of an Opt-Out Form

Background

1. At its meeting on September 29, 2005, the Board referred Resolution 0506R-015 by Directors Blewett and Morales to the Committee on Legislation, Rules, and Policies:

WHEREAS, The fewer than four paragraphs of Section 9528 and related provisions in the National Defense Authorization Act for Fiscal Year 2002 are buried within the more than 700 pages of the No Child Left Behind Act (NCLB); and

WHEREAS, One of the provisions in Section 9528 requires school districts that receive NCLB assistance to share student information such as names and addresses of students with military recruiters and/or recruiters for institutions of higher education; and

WHEREAS, Students and their parents may not even know that such personal information is subject to disclosure to military recruiters and/or recruiters for institutions of higher education or that they have the right to prohibit the release of such information; and

WHEREAS, Current law under NCLB — by instituting an "opt-out" rather than an "opt-in" policy in releasing information to military recruiters — makes it incumbent upon high-school students and their parents who wish to maintain the confidentiality of the students' information to take active measures if they wish to enjoy the privacy that has long been taken for granted as a fundamental Constitutional right; and

WHEREAS, Students and their parents cannot be expected to take such measures to protect their rights if they are unaware that such measures are necessary; and

WHEREAS, Its is a responsibility of public education in this country to ensure that students learn not only of their civic responsibilities, but also of their civil rights; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors direct the Administration to develop a single-page opt-out form that may be filled out by either high-school students themselves or by their parents or guardians who wish to prohibit release of personal information to the military and/or institutions of higher education under NCLB; and be it

FURTHER RESOLVED, That all high schools be required to distribute these forms to students during the students' home base period within the first week of school (or — for this year only — within the first week after publication).

Administration's Analysis

2. Section of the ESEA (20 U.S.C. Section 7908), as amended by the No Child Left Behind Act of 2001 (P.L. No. 107-110 — Armed Forces Recruiter Access to Students and Student Recruiting Information states that:

1) each local educational agency receiving assistance under this Act shall provide, on a request made by military recruiters or an institution of higher education, access to secondary school students names, address, and telephone listings.

2) Consent — A secondary school student or the parent of the student may request that the student's name, address, and telephone listing described in paragraph (1) not be released without prior written parental consent, and the local educational agency or private school shall notify parents of the option to make a request and shall comply with any request.

3) Same access to students — Each local educational agency receiving assistance under this Act shall provide military recruiters the same access to secondary school students as is provided generally to post secondary educational institutions or to prospective employers of those students.

3. 10 U.S.C. Section 503, as amended by Section 544 of the National Defense Authorization Act for Fiscal Year 2002 (P.L. 107-107) states that:

1) Each local educational agency receiving assistance under the Elementary and Secondary Education Act of 1965

(i) shall provide to military recruiters the same access to secondary school students as is provided generally to postsecondary educational institutions or to prospective employers of those students; and

(ii) shall, upon a request made my military recruiters for military recruiting purposes, provide access to secondary school student names, addresses, and telephone listings, notwithstanding section 444(a)(5)(B) of the General Education Provisions Act (20 U.S.C. 1232g(a)(5)(B).

2) A local educational agency may not release a student's name, address, and telephone listing under subparagraph (a)(ii) without the prior written consent of a parent of the student if the student, or a parent of the student, has submitted a request to the local educational agency that the student's information not be released for purposes covered by that subparagraph without prior written consent. Each local education agency shall notify parents of the rights provided under the proceeding sentence."

4. At its August 25 meeting, the Milwaukee Board of School Directors authorized the Administration to itemize the ways in which the opt-out information is being made available to parents and to specify all cost-effective means of getting this information out to parents.

5. The follow-up information was previously provided relative to Resolution 0506R-005 regarding the military recruitment aspects of No Child Left Behind, which included the eight avenues through which the Administration indicated it would disseminate information to parents regarding their ability to opt out of releasing a student's personal information to the military. That information is again provided below:

a. *The 2005-2006 Parents/Student Handbook on Rights, Responsibilities and Discipline*;

b. The military recruitment opt-out form is available on the MPS portal (ESEA — subfolder: Armed Forces and College Recruitment). Also available is Administrative Policy 7.3(2); Access to students by military recruiters Q&A; joint letter from Secretaries Paige and Rumsfeld; DPI Bulletin "Access by Military Recruiters.pdf": and the opt-out forms.

c. The forms that will be supplied to schools from Student Services will be available after budget adjustments have been made and funds have been transferred from Title I to Student Services; however, in the interim, schools are encouraged to photocopy the form from the back of the *Parents/Student Handbook on Rights, Responsibilities and Discipline* and to have these available for students/parents.

d. Student Services is working with the Department of Technology to have the auto-dialer system set-up to make the calls to all high-school students regarding the opt-out provision as soon as possible.

e. The Director of Parent and Student Services will speak with the high-school principals at the October principals' meeting to request that the opt-out provision and a copy of the relevant forms are included in the high-school handbooks.

f. A copy of a draft postcard to be sent to all high schools and parents of high-school students informing them of the opt-out provision is attached to the minutes of your Committee's meeting.

g. In working with the Division of Technology, the Department of Student Services found that the Parent Assistant is not an effective or appropriate venue to include the opt-out form; however, the form is on the MPS Portal in a downloadable format.

h. Information relative to the opt-out provision and form will be linked from multiple sites on the MPS portal, including under the parent section.

i. Information on military recruitment opt-out provision has been included in the Milwaukee Public School Free Tutoring Catalogue (Title I Supplemental Services Providers — 2005-06).

6. The Administration on September 29, 2005, responded to a request for information from the Office of Board Governance regarding Director Blewett's resolution relative to the military recruitment aspects of No Child Left Behind.

Strategic Plan Compatibility Statement

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

Statute, Administrative Policy, or Board Rules Statement

8. Institutions of higher education and the military's access to students and student recruiting information are governed by 20 U.S. C. Section 7908 as amended by the No Child Left Behind Act of 2001 (P.L. No. 107-110, 10 U.S.C. Section 503, as amended by Section 544 of the National Defense Authorization Act of Fiscal Year 2002 (P.L. No. 107-107); and Administrative Procedure 7.32(a) — Career Guidance.

Fiscal Impact Statement

9. Adoption of this item alone does not authorize expenditures. Funds for implementing the eight venues through which MPS might be able to provide information to parents regarding the ability to opt-out of releasing student's personal information to the military have been set aside in Account Number CMR-0-S-1C6-SN-EDUP00 — Duplication/Printing ($28,500.00) and CMR-0-S-1C6-SN-ETEL0000 — Telephone ($2,600.00).

Implementation and Assessment Plan

10. The Administration has already developed a single-page opt-out form that may be filled out by either high-school students themselves or by their parents or guardians who wish to prohibit release of personal information to the military or institutions of higher education under NCLB (see attachment to the minutes of your Committee's meeting).

Committee's Recommendation

Your Committee recommends that the Board adopt Resolution 0506R-015 by Directors Blewett and Morales.

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

* * * * *

(Item 5) Action on Resolution 0506R-010 by Directors Morales and Blewett Regarding Section 9528

Background

At its meeting on September 29, 2005, the Milwaukee Board of School Directors referred Resolution 0506R-010 by Directors Morales and Blewett to the Committee on Legislation, Rules, and Polices:

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; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors direct the Administration of the Milwaukee Public Schools to modify its Legislative Agenda 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 be it

FURTHER RESOLVED, The Board instruct the Administration to work with other local, state, and national educational and parental organizations to bring about this legislative change; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors direct the Administration of the Milwaukee Public Schools to include in its costing out of NCLB mandates all past, present, and future expenses — at both the district and school/site levels — related to compliance to and implementation of Section 9528.

Administration's Analysis

1. The Milwaukee Public Schools 2005-06 Legislative Agenda does not currently attend to the "opt-out" provision, described in the resolution, contained in Section 9528. The Administration continues to use a number of vehicles to inform parents of their rights related to the armed forces recruiting provision.

2. Section 9528, as referred to in the resolution is found under Title IX, Subpart 2 – Other Provisions, of the No Child Left Behind (Elementary and Secondary Education) Act of 2001.

3. The Department of Education provides the following summary of the provision:

Armed Forces Recruiting — Section 9528 of the ESEA requires each LEA that receives funds under the ESEA to provide, on request by a military recruiter or an institution of higher education, access to the names, addresses, and telephone listings for secondary students. However, parents may request that such information not be released for their child without prior written parental consent. LEAs must give military recruiters the same right of access to secondary students as they provide generally to postsecondary institutions and prospective employers.

4. The actual provision language is provided for review:

SEC. 9528. ARMED FORCES RECRUITER ACCESS TO STUDENTS AND STUDENT RECRUITING INFORMATION.

(a) POLICY

(1) ACCESS TO STUDENT RECRUITING INFORMATION — Notwithstanding section 444(a)(5)(B) of the General Education Provisions Act and except as provided in paragraph (2), each local educational agency receiving assistance under this Act shall provide, on a request made by military recruiters or an institution of higher education, access to secondary school students names, addresses, and telephone listings.

(2) CONSENT — A secondary school student or the parent of the student may request that the student's name, address, and telephone listing described in paragraph (1) not be released without prior written parental consent, and the local educational agency or private school shall notify parents of the option to make a request and shall comply with any request.

(3) SAME ACCESS TO STUDENTS — Each local educational agency receiving assistance under this Act shall provide military recruiters the same access to secondary school students as is provided generally to post secondary educational institutions or to prospective employers of those students.

(b) NOTIFICATION — The Secretary, in consultation with the Secretary of Defense, shall, not later than 120 days after the date of enactment of the No Child Left Behind Act of 2001, notify principals, school administrators, and other educators about the requirements of this section.

(c) EXCEPTION — The requirements of this section do not apply to a private secondary school that maintains a religious objection to service in the Armed Forces if the objection is verifiable through the corporate or other organizational documents or materials of that school.

(d) SPECIAL RULE — A local educational agency prohibited by Connecticut State law (either explicitly by statute or through statutory interpretation by the State Supreme Court or State Attorney General) from providing military recruiters with information or access as required by this section shall have until May 31, 2002, to comply with that requirement.

Strategic Plan Compatibility Statement

5. 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.

Statutes, Administrative Policy, or Board Rules Implication Statement

6. The recommendation is consistent with Administrative Policy and Procedure.

Fiscal Impact Statement

7. This item does not authorize expenditures.

Implementation and Assessment plan

8. Should the Board adopt this resolution, MPS staff will modify the district's Legislative Agenda to include the effort to repeal Section 9528 and related provisions. MPS staff will work with local, state, and national educational and parental organizations to attempt to bring about this legislative change.

9. All past, present, and future expenditures related to compliance with, and implementation of, Section 9528, will be included in cost estimates of the district's implementation of the No Child Left Behind Act.

Committees Recommendation

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

Director Goldberg moved to adopt Resolution 0506R-010, with the initial Resolved amended as follows:

RESOLVED, That the Milwaukee Board of School Directors direct the Administration of the Milwaukee Public Schools to modify its Legislative Agenda 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 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 be it

The motion was adopted, the vote being as follows:

Ayes—Directors Blewett, Dannecker, Goldberg, Hardin, Horton, Morales and Spence—7.

Noes—Director Balistreri and President Johnson—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; Report of Contracts Awarded Between $25,000 and $50,000; Report of School Bus Accidents; Report of the Independent Monitor on Participation Performance in the Neighborhood Schools Initiative; and Acceptance of Donations

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 Technical Services Associated With WYMS-FM

The Administration requests authorization to enter into a contract with Associated Technical Services (ATS) to provide technical services required for broadcasting over WYMS-FM. These services are required to comply with FCC obligations and may include studio-to-transmitter links, reinstallation of air chain, and installation of an automation system.

A sole-source contract is requested as ATS has historically provided engineering services to WYMS and has comprehensive knowledge of the WYMS operations. While the district will manage the contract with ATS, the cost will be reimbursed by Radio for Milwaukee.

The cost of the contract is not to exceed $100,000. The budget code to be charged is: TSV00TCOTC-ECTS (Technology — Contract Services).

HUB-Certified Prime?	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION				
	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
				0%	0%	N/A	N/A	

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

The Administration requests authorization to enter into a contract with CESA 1 for various consulting services for FY06. MPS and CESA 1 annually enter into a contract authorizing CESA 1 to provide or procure consulting services for MPS.

The FY06 contract includes costs totaling $190,890. The costs and the budget codes to be charges are as follows:

Basic service costs ..... $ 13,400
EGT00SSFDW-ECNS (School Special Funds — Consulting Services)

Portal management services..... $ 41,500
TSV00TCOTC-ECTS (Technology — Contract Services)

In-school telecommunications ..... $ 5,000
EGT00SSFDW-ECNS (School Special Funds — Consulting Services)

Health-resource coordinator services..... $ 124,790
SSU00ESSDE-ECTS (Special Services — Contracted Services)

Conflict-mediation services ..... $ 6,200
EGT00SSFDW-ECNS (School Special Funds — Consulting Services)

HUB-Certified Prime?	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION				
	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
				0%	0%	N/A	N/A	

Authorization to Purchase Climbing Walls

The Administration requests authorization to purchase climbing walls for MPS elementary schools from Everlast Climbing Industries.

MPS received a Physical Education Program (PEP) grant from the U.S. Department of Education. The District wishes to use a portion of that grant to purchase traverse climbing walls for 16 MPS schools. A sole-source waiver has been granted because Everlast Climbing Industries is the only manufacturer offering a climbing wall that meets the specifications developed by the MPS Office of Physical Education. This recommendation is consistent with previous purchases of climbing walls for MPS schools.

The climbing walls, which include a comprehensive curriculum, are equipped with safety mats and are magnetic and chalkboard-usable, allowing for the reinforcement of academic concepts. The MPS Office of Physical Education provides training in safety and proper use, as well as instruction on the use of the curriculum. The traverse walls, which will be installed by Everlast, are designed so the climber's foot is never higher than 3 feet above the safety mat.

This contract is for one year, with the option to extend for one additional year. The cost is not to exceed $95,040 for the two-year period. The budget code to be charged is: SDV05UP5CI-EAEQ (Physical Education Program — Equipment).

HUB-Certified Prime?	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION				
	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
				0%	0%	N/A	N/A	

Authorization to Enter into a Contract for Technology Services

The Administration requests authorization to enter into a contract with Mr. Daniel Yao for technology services. These services include developing a stronger internal control structure to effectively manage risks, to evolve new technologies in a cost-effective manner, and to design and implement a new voice, video, and data network.

A sole-source contract is requested for Mr. Yao as he has invaluable working knowledge of the district's technical, operating, and control environment through many years of working in conjunction with MPS's Technology Division.

The cost is not to exceed $120,000. The budget code to be charged is: EQM00TECTC-EMTC (Technology — Maintenance Contracts).

HUB-Certified Prime?	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION				
	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
				0%	0%	N/A	N/A	

Authorization to Enter into a Contract to Review the District's Online Maintenance and Repair System

The Administration requests authorization to enter into a contract with FM Group Inc. for the purpose of conducting an operational study of the Facilities and Maintenance (F&M) business processes and online maintenance and repair system.

The objective of the operational study is to define the requirements and to develop a Request For Proposal (RFP) to replace, either partially or totally, the current customized system with an off-the-shelf system that meets the functional requirements of the F&M Division and interfaces with the district's integrated financial system.

An RFP for the operational study was issued by MPS, with five responses being received. Two finalists were invited to make presentations to the evaluation team. Following the presentations, the evaluation team selected FM Group Inc. as the winning vendor.

The cost of the contract is not to exceed $115,000, and the budget code to be charged is: FAR00MM2DW-ECNC (Acquisition & Remodeling — Construction Contracts)

Prime Price Quote	HUB-Certified Prime?	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION				
		Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
$96,750 NTE $115,000	No	N/A	N/A	N/A	10%	31.4%	$30,380	Professional Service	Information Needs Assessment

Authorization to Enter into a Contract for Database Administration Support

The Administration requests authorization to enter into a contract with Green Light Technologies for the purpose of providing database administration support and programming for mission-critical applications and to serve as a technical resource to district database administrators

A sole-source contract is being requested as Green Light has been instrumental in developing the district's Operational Data Source system, which provides data updates to mission-critical applications. Green Light also provides expert-level support services for Oracle Technical Database.

The cost is not to exceed $112,000. The budget code to be charged is EQM00TECTC-EMTC (Technology — Maintenance Contracts).

HUB-Certified Prime?	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION				
	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
				0%	0%	N/A	N/A	

Authorization to Enter into a Contract for Nursing Services

The Administration requests authorization to enter into a contract with the Visiting Nurses Association (VNA) to provide nursing services to MPS schools.

The VNA was selected through a competitive bid process. MPS issued an RFP for 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. The 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.

The contract would be for one year, with the option to extend for two additional one-year periods. The cost for one year would be $150,000, with the total contract not to exceed $450,000. The budget code to be charged is SSU00IF6DW-ECTS (Special Services — Contracted Services).

Prime Price Quote	HUB-Certified Prime?	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION				
		Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
$150,000 NTE 450,00	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.

Purchasing Request Summary — October 2005

Total contract dollars to be awarded.....$1,182,930
Total dollars eligible for HUB participation.....$1,182,930
Total HUB dollars .....$ 30,380
% of MBE participation.....0
% of WBE participation 0
Total HUB Participation.....2.6%

Report of Revenues and Expenses

This report is included in the attachments to the minutes of your Committee's meeting.

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, 2004, through June 30, 2005.

SCHOOL OPERATIONS FUND

Expenditures and encumbrances through June totaled $930,828,276, or 98% of the revised budget.

District Contingent Fund — The balance at June 30, 2005, was $0. Fund transfers and the months in which they were approved are as follows:

Balance — July 1, 2004 ..... $ 1,000,000

Approved Transfers:
Community Meetings (April) .....(350,000)
School Desktop Computers (June) .....(138,000)
City-wide Wireless Network Pilot Project (June).....(250,000)
Document Management System (June).....(90,000)
Upgrade Voice-mail Servers (June).....(86,000)
Upgrade IFAS Servers (June).....(86,000)

Balance — June 30, 2005 ..... $ 0

CONSTRUCTION FUND

Expenditures and encumbrances through June totaled $76,147,574, or 99% of the revised budget.

EXTENSION FUND

Expenditures and encumbrances through June totaled $11,269,097, or 96% of the revised budget.

REVENUES AND EXPENDITURES
CURRENT YEAR VERSUS THREE-YEAR AVERAGE
As of June 30, 2005

Funds	Revenues Percent Realized		Expenditures Percent Expended	
	Current Year	3-Year Avg.	Current Year	3-Year Avg.
School Operations	91%	101%	98%	105%
Categorically Aided	83%	89%	89%	94%
School Nutrition	95%	102%	104%	108%
Construction	48%	49%	99%	89%
Extension	85%	81%	96%	93%

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.

Report of Contracts Awarded Between $25,000 and $50,000

Month	**Sch.Dept**	**Project**	**Contractor/Vendor**	**HUB %**	**Amt.**
July -05	Technology	Digitize Hard Copy Recorders	Filenet Corp	0	$34,000
	Wisc. Ave	Copyrighted Classroom Materials	SRA McGraw Hill	0	44,002
	Public Affairs	Learning Targets Material	Sells Printing Co.		47,875
	Recreation	Fall Recreation Guide	Hometown Publications	0	29,872
	Technology	MPA Report Modifications	OMNI Resources	0	49,000
	Fritsche	Math Software (Portal Version)	Riverdeep, Inc.	0	34,197
	Facilities	Carpet Tile	Shaw Contract Group	0	30,000
	Facilities	Floor Tile	Continental Flooring Co.	0	*
	Riverside	Stage Lighting	Mainstage Theatrical Supply	0	31,897
	Facilities	Bulk De-icing Rock Salt	Cargill Deicing Technology	0	35,000
	Edison Middle School	Stage Lighting	Mainstage Theatrical Supply, Inc.	0	$31,896.81
	Riverside High School	Stage Lighting	Mainstage Theatrical Supply, Inc.	0	$40,354.38
	Gaenslen School	Carpet Replacement	Matejka Enterprises, Inc.	0	$34,300.00
Aug. 05	Fritsche	Math Software	Apple Computer	0	34,197
	Marshall High School	Roof Replacement	Langer Roofing & Sheet Metal	0	$41,000.00
	Career/Tech Ed.	Autodesign/Software	Autodesk Inc.	0	31,250
	School Safety	Uniforms	Lark Uniforms	0	28,772
Sept. 05	DuBois	Computers, Software, etc	Apple Computer	0	42,661

Month	Sch.Dept	Project	Contractor/Vendor	HUB %	Amt.
	Carver Academy	Copyrighted Classroom Materials	SRA McGraw-Hill	0	31,791
TOTAL					$652,065.19

* Range $25-50,000; schools/departments receiving the tile will be charged

Report of School Bus Accidents

Date	Time	School	Reportable	Injuries	Company
9/1/05	3:20	Maple Tree	No	No	Johnson
9/1/05	3:55	Hawthorne	No	No	Laidlaw
9/2/05	8:30	Grand Ave M.S.	No	No	Lakeside
9/2/05	2:35	Cass Street	No	No	Laidlaw-W
9/6/05	3:38	Milw Spanish	No	No	Laidlaw-W
9/6/05	4:07	Marshall H.S.	No	No	Lakeside
9/7/05	5:05	Starms Ec/Disc	No	No	Laidlaw-N
9/9/05	4:05	Vincent H.S.	No	No	Joy Farm
9/9/05	3:00	Hartford	No	No	Bee Bus
9/12/05	8:35	Hamilton H.S.	No	No	Laidlaw
9/12/05	4:26	Foster/Williams	Yes	Yes	Dairyland
9/12/05	5:00	Fratney	No	No	Joy Farm
9/13/05	7:30	Manitoba	Yes	No	Lamers
9/13/05	8:15	Morse M.S.	No	No	Dairyland
9/14/05	2:50	Forest Home	No	No	Lamers
9/15/05	8:53	Scott M.S.	No	No	Lakeside
9/16/05	6:25	Greenfield M.S.	Yes	No	Bee Bus
9/19/05	7:28	Milw Spanish	No	No	Laidlaw
9/19/05	2:37	Hartford	No	No	Laidlaw-N
9/19/05	3:25	Eisen/Underwd	No	No	Lakeside
9/19/05	3:45	Starms Ec/Disc	No	No	Laidlaw-N
9/19/05	3:45	Starms Ec/Disc	No	No	Laidlaw-N
9/20/05	3:46	Lake Blff/Atwtr	No	No	Lakeside
9/20/05	4:00	Urban Waldorf	No	No	Laidlaw
9/21/05	8:30	Bell M.S.	Yes	No	Lamers
9/22/05	7:24	Wisc Ave	No	No	Bee Bus
9/22/05	3:55	Bradley Tech	No	No	Spec Care
9/22/05	4:01	Muir M.S.	No	No	Lakeside
9/26/05	8:46	Milw German	No	No	Laidlaw
9/27/05	2:20	Browning	No	No	Lakeside
9/28/05	3:49	Fratney	No	No	Lakeside
9/28/05	4:00	Lake Blff/Atwtr	No	No	Lakeside

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

This report for September 2005, which has been provided under separate cover, is for informational purposes and does not require action.

Acceptance of Donations

School	Donor	Amount	Gift or Purpose
ALBA	Elizabeth Brinn	$12,000	After school bus to Latino Community Center and tutoring
Alcott	Department of Public Instruction	$1,500	New Wisconsin Promise School Award
Clemens	Money Line Mortgage	$150	Student Incentives for Third Friday

Fernwood	Target	$291.93	Monetary donation to school
Garland	Garland's PTO	$5,325.76	2 ELMO Projectors
Lancaster	Target	$86.42	Take Charge of Education School Fundraising Program
McNair	Target	$35.15	Take Charge of Education School Fundraising Program
Milwaukee Public Schools	Ernst and Young LLP	$6,737	To provide school supplies to students on an as-needed basis throughout 2005-06 school year
Milwaukee Public Schools Early Childhood Curriculum	Marion M. Thompson	$500	Anne H. Zink Memorial Fund for Early Childhood Curriculum
Milwaukee Public Schools (WYMS Radio Station)	Quad Graphics	$500	Employee Contribution
Milwaukee Public Schools (WYMS Radio Station)	James W. Dummert	$50	Programming
South	Journal Communications	$5,000	Scholarship
Whittier	Exxon Mobil Corporation	$500	Help Fund Awards Program

Committee's Recommendation

The 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; and Affirmative Action Report

Classified Personnel Transactions

Name and Assignment	Position and Salary	Date
	APPOINTMENTS	
Susan Bietila Special Services	School Nurse $40,480.00/yr.	10-07-05
Sandra Cotton-Jones Special Services	School Nurse Associate $21,455.28/yr.	10-03-05
Eunice McBride Conley Special Services	School Nurse Associate $24,346.98/yr.	09-19-05
Bertha Morrow Special Services	School Nurse $40,480.00/yr.	09-12-05
Susan Wollmer Special Services	School Nurse $45,903.00/yr.	09-26-05

PROMOTIONS

Jerry Northern II	Plumber Crewleader Facilities and Maintenance $63,700.00/yr.	09-26-05
Devona Bell	Food Service Manager I School Nutrition Services	08-25-05 $17,619.78/ yr.

CHANGES IN STATUS

Marva Atterberry Special Services	School Secretary I $27,426.89/yr.	09-30-05
Gary Huven Milw. School of Languages	Handicapped Children's Asst. $15,276.08/yr.	09-01-05
Stephanie James ^ Milw. School of Entrepreneurship	School Secretary I $13,712.00/yr.	09-01-05
Susan Mallon Bell	Handicapped Children's Asst. $15,276.08/yr.	09-15-05
Niko Owens MAAST	School Secretary I $23,864.60/yr.	09-30-05
Brian Sylvas Kilbourn	Handicapped Children's Asst. $15,276.08/yr.	08-30-05
Diane Wilkes Goodrich	Handicapped Children's Asst. $15,276.08/yr.	09-26-05
Jamila Wright Webster	Handicapped Children's Asst. $15,276.08/yr.	08-30-05

Certificated Appointments

Code	Teachers	Division	Salary	Yrs. Exp. Credit	Start Date
nr	Judith Beehler Pre K-3	C	$36,366.00	1	9/13/2005
r,a	Jamie L. Brady Chemistry	BB	$36,970.00	3	9/21/2005
r	Melissa Casanta-Floryance Bilingual Education	B	$32,439.00	1	9/09/2005
r	Jafet A. Chavero Bilingual Education	B	$41,072.00	7	9/21/2005
r,a	Takeisha N. Collier Counselor	B	$32,439.00	1	9/07/2005
r	Mounir A. Corban Guidance	B	$32,439.00	1	9/12/2005
nr	Nancy Cruz Spanish	B	$32,439.00	1	9/30/2005
r	Elizabeth Cummings K-5	B	$32,439.00	1	9/07/2005
r	Paul I. Dang Mathematics	B	$32,439.00	1	9/30/2005
r,a	Nicole R. Donalson K-5	B	$32,439.00	1	8/30/2005

r	Kathy L. Figueroa Spanish	BB	$35,460.00	2	9/19/2005
r	Antonio Fischer ESL	B	$41,072.00	7	9/20/2005
r,a	Patricia L. Gausman Art	B	$32,439.00	1	9/12/2005
nr	Elizabeth Gruhlke K-5	B	$32,439.00	1	9/06/2005
r,a	Christiano Hernandez Cross Categorical	B	$32,439.00	1	9/19/2005
r	Elizabeth Kante EC:EEN	B	$32,439.00	1	9/12/2005
nr	Daniel Koeller MRP/CD	B	$32,439.00	1	9/30/2005
nr,a	Sally A. Lyman Grade 1	B	$38,194.00	5	9/16/2005
r	Sarah A. McGinnis Grade 2	B	$32,439.00	1	9/15/2005
nr	Kelly McKinnon K-3 Head Start	B	$32,439.00	1	9/16/2005
r	Jill A. McLean K-5	B	$32,439.00	1	9/15/2005
nr	Holly Miller K-4	B	$32,439.00	1	9/30/2005
nr	Jorge A. Murillo K-5 Bilingual	B	$33,878.00	2	9/12/2005
r,a	Rebecca A. Nowak Gimenez Bilingual Education	B	$32,439.00	1	8/30/2005
nr	Katrina Reeve Mathematics	B	$32,439.00	1	9/07/2005
nr	Oscar Rueda Bilingual History	B	$38,194.00	5	9/07/2005
r	Jamie Schwaba Dance	B	$32,439.00	1	9/19/2005
r	Lekynik Simmons K-5	B	$32,439.00	1	8/30/2005
nr	Kelly Torres Science	B	$32,439.00	1	9/07/2005

Approval of Certificated Appointments — School Social Workers

r	Charles Bauernfeind Social Worker	2A	$58,466.00	0	9/26/2005

CODES

(a) Reappointment without tenure
(nr) Non-Resident who must become a resident
(r) Resident who must remain a resident

Leaves of Absence

	Present Assignment	Effective From
Illness Leave, to June 20, 2006:		
Melissa Browning	Elm	October 19, 2005
Legislative Leave, to June 15, 2006:		
Toni Clark	Lloyd	October 3, 2005

Maternity Leave, to June 15, 2005:

Laura Kosmoski	Vieau	October 10, 2005
Deborah Mortonson	Special Services	October 3, 2005

Personal Leave, to June 15, 2006:

John Welty	Marshall	September 7, 2005
Jennifer Wilson	Alliance	November 14, 2005

Personal Leave, to June 21, 2006:

Felicia James	Social Work Services	November 1, 2005

Extension of Illness Leave, to January 27, 2006:

Maureen Vedder	Leave	August 30, 2005

Report on Resignations

Name	Position	Effective Date
Christopher Alvin	Teacher	09/15/05
Brecken Ashenbrenner	Teacher	10/19/05
Merrie Baldewicz	Teacher	10/03/05
Doulas Bremer	Teacher	08/26/05
Melissa Camacho	Teacher	08/29/05
Kathleen Chudy	Teacher	08/30/05
Iris Colon	Teacher	08/29/05
Richard Elertson	Teacher	08/29/05
Darren Fisher	Teacher	09/16/05
Norman Hedrick	Teacher	09/08/05
Paul Hoekstra	Teacher	09/09/05
Benjamin Howe	Teacher	09/16/05
Michael Irwin	Teacher	09/29/05
Annette Jackson Thomas	Teacher	06/30/05
Agnes Johnson	Teacher	06/15/06
JoAnn Johnson	Teacher	08/29/05
Evornia Kincaid	Asst. Principal	11/03/05
Joseph Kolton	Teacher	09/13/05
Sharon Kuhs	Teacher	12/21/05
Erin Lausten	Teacher	09/29/05
Mary Moffett	Teacher	08/31/05
Jenny Nichols	Teacher	09/12/05
Bonnie Paruch	Teacher	09/07/05
Rebecca Porinsky	Teacher	09/20/05
Molly Holsen	Teacher	09/01/05
Mercedes Neddle	Teacher	07/01/05
Andrew Pakalski	Teacher	08/29/05
David Pentek	Teacher	08/30/05
Mitzi Prueher	Teacher	09/29/05
Miriam Santos Amador	Teacher	08/30/05
Gino Siragusa	Teacher	08/30/05
Douglas Weittenhiller II	Teacher	10/01/05
Sandra Witkowski	Teacher	08/30/05

Affirmative Action Report

The Affirmative Action Report for September 2005 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 personnel appointments, and leaves of absence as listed above.

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

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(Item 3) Action on Recommended Administrative Appointments and Promotions

Committee's Recommendation

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

5(r)	Suzanne Kirby	Principal Bell Middle School	Schedule III, Range 14Z $73,001.05
4(r)	Jesse Rodriguez	Principal Milwaukee Education Center	Schedule III, Range 14Z $71,737.27
2(r)	Daryl Rose Coppins	Principal Muir Middle School	Schedule III, Range 14Z $89,993.78
2(r)	Willie Hickman	Principal Scott Middle School for the Health Sciences	Schedule III, Range 14Z $89,993.78
5(r)	Rebecca Pettit	Special Education Liaison Department of Special Services	Schedule III, Range 10A $86,965.92
5(r)	Joseph Devereaux	Maintenance and Repair Supervisor Division of Facilities and Maintenance Services	Schedule III, Range 8A $80,524.00
2(r)	Candyce Allen	Special Education Supervisor Department of Special Services	Schedule III, Range 8C $62,051.52
2(r)	Dara Atandare	Special Education Supervisor Department of Special Services	Schedule III, Range 8C $60,000.41
5(r)	Linda Martin	Special Education Supervisor Department of Special Services	Schedule III, Range 8C $69,160.00
5(r)	Jaime Goralski	Benefits Administration Analyst Department of Human Resources	Schedule III, Range 6A $55,702.33

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:

2 African American

4 Hispanic

5 White

r Resident who must remain resident

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

* * * * *

(Item 4) Action on a Recommended Annual Plan of Audits

Background

1. Annually, the Board of School Directors adopts an Annual Plan of Audits which identifies audit activities that the Office of Board Governance — Audit Services will conduct during the fiscal year.

2. The first step in developing the annual audit plan involves soliciting input on potential audit topics from the Board of School Directors, the Superintendent, and Central Services' department heads. The next step involves a review by Audit Services staff of Board verbatims (transcripts) and identification of possible audit topics. These audit topics then serve as the basis for drafting the annual audit plan, which provides information on possible audit objectives and anticipated resources required to complete each audit.

3. The FY06 Annual Plan of Audits has been completed and is being submitted for review and approval. The plan includes continuing and required audits and proposed audits. Included with the recommendation is a summary of available resources, which identifies estimated resource requirements for each audit and shows how available resources will be used to support the audit plan.

Committee Recommendation

The Committee recommends that the Board approve the following FY06 Annual Plan of Audits.

Proposed FY06 Annual Audit Plan
Summary of Resource Allocation

	Est. Days	Totals
Total Resource Days Available	1,856	
Audit Projects for FY06		
Continuing and Required Audits		
A) Basic Financial Statements	332	
B) Alternative/Early Childhood Partnership Schools (7 Programs)	94	
C) Special Audits and Projects	23	
D) Charter School Financial and Performance Audits (24 Schools)	498	
E) Review of Division of Safety and Security	45	
F) Payroll Internal Controls	67	
G) Review of Recreation & Community Services	76	
H) Buyback/Chargeback System	10	
I) Limited Cash and Internal Control Reviews (10 Schools)	70	
J) Limited Cash and Internal Control Follow-Up Reviews (6 Schools)	21	
K) School Performance and Financial Review Carryovers (7 Schools)	51	
L) School Performance & Financial Review Follow-Up Reviews (9 Schools)	63	
Total Continuing and Required Audits		1,350
Resources Available for FY06 Proposed Audits		506
Proposed Projects to be Completed with Available Resources		
M) School Performance and Financial Reviews (23 Schools)	506	
Total FY06 Proposed Audit Requirement		506
Resource Days Available		0

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

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(Item 5) Action on a Recommendation to Change the Name of the 55+ Center to OASIS (Organization for Active Seniors in Society)

Background

The current 55+ Center facility, located at 2414 West Mitchell Street, is a multi-use community center that serves the community as a whole. In addition to providing programs for older adults, individuals with disabilities, and neighborhood families, the Center:

a. serves as an integral part of the Neighborhood Schools Initiative by housing the Headstart Program from Alexander Mitchell Integrated Arts School;

b. serves as a polling place for three districts;

c. serves as the neighborhood office for Milwaukee County Sheriff's bike patrol;

d. provides programming for the MPS Recreation Department's Therapeutic Recreation participants; and

e. provides office space for the Milwaukee Recreation Department's city-wide programs and services, before- and after-school camps, summer enrichment camps, and the MPS adaptive physical education and Ropes and Challenges Course staff.

Administration's Analysis

1. Both the MPS staff and the community recognize the importance of providing a welcoming atmosphere to the wide variety of individuals who take part in activities that take place in MPS facilities such as the 55+ Center. This can be partially achieved by choosing a name for the building that reflects the population currently using the center, a population that is not exclusive to individuals over the age of 55.

2. The name *OASIS* (for *Organization for Active Seniors in Society*) is suggestive of a positive and inviting environment for all people in the community, not exclusive to individuals over the age of 55.

3. The recent changes to the Center — including a fitness center, community information center, computer lab, upgraded cafeteria, and upgraded multipurpose rooms — favor naming the facility in a manner that better represents the building's function and its representation in the Layton Boulevard community.

4. The name *OASIS* has received support from current patrons and local organizations that are represented on the 55+ Advisory Board.

Strategic Plan Compatibility Statement

5. 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

6. The recommendation is being presented to the Board pursuant to Board Rule 1.10(4).

Fiscal Impact Statement

7. The only cost associated with this item is the cost of putting the OASIS name on the exterior of the building. This cost is estimated at $399.75, which will be charged to CSV-0-0-PRC-RC-EOTH (Recreation Other Expenses).

Implementation and Assessment Plan

8. The facility, located at 2414 West Mitchell Street, will continue to serve the community as a whole. In addition to providing programs for older adults, individuals with disabilities, and neighborhood families, this location will house students from Alexander Mitchell Integrated Art School, staff from the MPS Recreation Department, MPS Adaptive Physical Education Department, and the MPS Ropes and Challenge Course.

Committee's Recommendation

The Committee recommends that the Board authorize the changing of the name of the 55+ Center to The OASIS.

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

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(Item 6) Action on FY06 Pupil Transportation Contracts

Background

1. At the May 26, 2005, meeting of the Milwaukee Board of School Directors, the Administration received authorization to enter into contracts with various bus companies to provide transportation services for 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 level of service are determined on the basis of individual schools or programs, 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 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, Lady Pitts, alterations of service, sick and stranded service, shuttles, and absence-of-responsible-person service. The amounts are estimates and are prorated based on each company's market share. Actual costs are dependent on the frequency and location of the activities. 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	$110,040	$23,400	$12,632	
Atlas Transit	45,000	31,847	59,371	
Bee Bus	0	78,400	94,741	
Dairyland Bus	0	195,750	160,430	
Johnson Bus	85,000	23,400	17,685	
Joy Farm Bus	85,000	62,500	63,161	
Laidlaw Bus	45,000	47,800	233,648	
Lakeside Bus	45,000	202,800	272,025	
Lamers Bus	422,000	210,600	235,067	
Riteway	0	15,600	13,895	
Specialized Care	80,000	66,400	54,319	
St. Charles Ctr			26,250	
WI Ctr for Blind				91,670
Totals	$917,000	$957,497	$1,263,224	$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 Rule Statement

4. Contracts are being presented to the Board pursuant to Board Policy 3.09.

Fiscal Impact Statement

5. Funds were included in the FY06 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	$ 917,000	TSP-0-0-TRS-DW-EPPT
Sub After School	$ 632,271	SUT-0-0-TRS-DW-EPPT
MPS After School	$ 325,226	IPT-0-0-TRS-DW-EPPT
Miscellaneous	$ 75,000	IAT-0-0-TRS-DW-EPPT
	$ 120,000	SHS-0-0-TRS-DW-EPPT
	$ 21,000	CCT-0-0-TRS-DW-EPPT
	$ 60,000	PSI-0-0-TRS-DW-EPPT
	$ 119,282	SAT-0-0-TRS-DW-EPPT
	$ 36,000	AIT-0-0-TRS-DW-EPPT
	$ 25,000	AST-0-0-TRS-DW-EPPT
	$ 115,000	PMO-0-0-TRS-DW-EPPT
	$ 347,366	MDK-0-0-TRS-DW-EPPT
	$ 140,000	KMT-0-0-TRS-DW-EPPT
	$ 204,576	NRT-0-0-TRS-DW-EPPT
Total	$ 3,137,721	

Implementation and Assessment Plan

6. Bus contracts are for FY06.

Committee's Recommendation

The Committee recommends approval of the contract amounts and contracts summarized below:

Contractor Residence	Athletics	After-school MPS & Suburbs	Miscellaneous Programs	Residence Transport
Alliance	$110,040	$23,400	$12,632	
Atlas Transit	45,000	31,847	59,371	
Bee Bus	0	78,400	94,741	
Dairyland Bus	0	195,750	160,430	
Johnson Bus	85,000	23,400	17,685	
Joy Farm Bus	85,000	62,500	63,161	
Laidlaw Bus	45,000	47,800	233,648	
Lakeside Bus	45,000	202,800	272,025	
Lamers Bus	422,000	210,600	235,067	
Riteway	0	15,600	13,895	
Specialized Care	80,000	66,400	54,319	
St. Charles Ctr			26,250	
WI Ctr for Blind				91,670
Totals	$917,000	$957,497	$1,263,224	$91,670

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

* * * * *

(Item 7) Informational Report on the District's Year-End Financial Position

Administration's Report

1. Chart 1 below shows the FY05 year-end position of the district's major funds. Charts 2 and 3 included in this item show the year-end positions of the schools and departments, respectively.

Chart 1: Year-End Balances						
	Beginning Fund Balance	Revenues	Expenditures	Surplus (Deficit)	Ending Fund Balance	Encumbrances
Operations	69,537,832	867,162,473	856,649,250	10,513,223	80,051,054	14,330,357
Capital Proj	56,493,896	784,910	43,194,870	(42,409,959)	14,083,936	16,653,505
Construction	28,605,890	37,132,645	27,761,856	9,370,788	37,976,679	48,385,710
Extension	4,289,958	9,948,368	10,610,783	(662,416)	3,627,542	658,305
Sch Nutrition	(4,871,222)	29,923,603	31,695,477	(1,771,874)	(6,643,096)	954,734
Categorical	(9,946,560)	170,950,231	170,567,496	382,735	(9,563,824)	11,356,111
Total	144,109,793	1,115,902,230	1,140,479,732	(24,577,502)	119,532,291	92,338,722

2. The Operations Fund ended FY05 with a $10.5 million surplus. Revenues came in $2.1 million over the budgeted amount. Expenditures were $31.3 million under the working budget, which included $23.0 million of encumbrances carried over from FY04. Below is a summary of budget variances in the Operations Fund.

Salaries & Wages ..... $3.4 million over
Benefits ..... $11.0 million under
Purchased Services ..... $21.1 million under
Supplies ..... $2.1 million under
Equipment ..... $2.3 million under
Insurance ..... $1.3 million under
Other Costs ..... $0.4 million over
Debt Service ..... $2.7 million over
Revenues ..... $2.1 million over

3. Schools had a remaining balance of $6.8 million at year-end, while departmental accounts ended the year with $7.2 million in remaining balances. The largest contributors to the Operations Fund surplus were the under-runs in medical insurance ($13.3 million) and purchased services ($21.1 million).

4. The Operations Fund Balance increased in FY05 by the amount of the surplus. A total of $14.3 million of Fund Balance is reserved for encumbrances. Schools are carrying over an additional $0.8 million in automatic carryovers, net of deficits, and schools are requesting $5.2 million in excess surplus carryovers. The Administration is requesting a carryover of $1.2 million for special projects. Encumbrances and carryovers reduce Fund Balance at the point funds are expended.

5. The Capital Projects Fund drew down fund balance by $42.4 million during FY05 due to the funding of Neighborhood Schools projects. The Capital Projects Fund, which was established for just this purpose, will have a fund balance of zero once all projects receive funding, expected sometime in FY06. At year's end, the fund balance stood at $14.1 million.

6. The Construction Fund had a surplus of $9.4 million in FY05. All Construction Fund revenues are attached to specific capital projects, but expenditures are not on the same timeline as revenues. Revenues typically come in ahead of expenditures to ensure funding is available when needed. As a result, the fund balance for the Construction Fund will always have a positive balance. That balance rises and falls, depending upon the need to fund expenditures.

7. In approving the budget for the FY05 Extension Fund, the Board appropriated $1.4 million from fund balance to finance Extension Fund operations. The Extension Fund had an FY05 deficit of only $0.7 million, resulting in a significantly lower draw down of fund balance than budgeted. The better-than-expected result is attributable to lower salary and benefit costs and lower insurance costs.

8. School Nutrition ended FY05 with a $1.8 million deficit. This deficit is the result of expenditures being $1.3 million over budget, and revenues being $0.4 million under budget. On the expenditure side, salaries, wages, and benefits exceeded budgeted amounts by $1.8 million, and storage and delivery costs were $1.0 million over the budgeted level.

9. Measures to control these cost overruns were not initially implemented until March 2005. Full implementation of cost-containment measures will be achieved in FY06.

10. Categorical Programs had a surplus of $0.4 million. Most of this surplus will be expended during the "clean-up" period, which extends to 90 days beyond the June 30, 2005, year end. Following the "clean-up" period, the change in the Categorical Fund balance should be negligible.

Summary

11. The Operations Fund ended FY05 with a $10.5 million surplus due to lower-than-expected expenditures.

12. The Capital Projects Fund drew down fund balance by $42.4 million due to the funding of Neighborhood Schools projects.

13. The Construction Fund added $6.3 million to its fund balance as revenues came in ahead of expenditures.

14. A $0.7 million draw down of the Extension Fund balance was less than budgeted due to lower-than-expected expenditures.

15. School Nutrition ended the year with a $1.8 million deficit due primarily to increased costs for labor, storage, and delivery.

16. Categorical Programs had $0.4 million remaining unspent at year's end due primarily to the timing of payments to vendors during the "clean-up" period.

Chart 2: General Operations Fund — Schools
FY05

High Schools	Working Budget	Remaining Balance	Comments
Bay View	15,055,502	209,300	
Bradley Tech	13,025,063	(549,065)	
Community Service	1,123,874	(1,993)	
Custer	10,148,603	(702,147)	
Hamilton	18,716,706	245,903	
Kilmer	3,278,114	(26,805)	
Rufus King	11,203,628	(293,713)	
Madison	13,274,197	125,450	
Marshall	11,265,281	140,360	
H. S. of the Arts	7,803,629	(848,133)	less 83,820 owed to PLAN
Milwaukee Metro	1,873,337	(74,334)	
North Division	3,109,789	(686,709)	
Pulaski	13,714,693	397,702	
Reagan	2,404,588	19,813	
Riverside	13,292,355	(372,021)	
South Division	14,312,156	843,564	
Vincent	13,851,913	(158,893)	
Washington	9,424,439	(272,268)	
Total High Schools	176,877,867	(2,003,989)	

Chart 2: General Operations Fund — Schools
FY05

Middle Schools	Working Budget	Remaining Balance	Comments
Bell Middle School	7,083,616	(68,405)	
Burroughs Middle School	6,928,501	183,517	
Douglas Academy	3,661,147	(141,490)	
Edison (High and Middle)	5,387,664	50,993	
Grand Avenue Middle School	6,068,002	129,043	
Kosciuszko Middle School	4,713,450	(50,477)	
Languages (High and Middle)	8,906,799	144,151	
Lincoln Center of the Arts	7,710,782	157,116	
Milwaukee Education Center	7,205,409	(117,334)	
Morse Middle School	8,663,105	(27,030)	
Muir Middle School	6,123,626	15,988	
Robinson Middle School	2,661,835	19,731	
Roosevelt Middle School	6,659,351	(198,558)	
Scott Middle School	6,405,748	3,727	
Milwaukee Village	844,330	61,737	
Webster Middle School	7,619,138	46,559	
Total Middle Schools	96,642,503	209,268	

Chart 2: General Operations Fund — Schools
FY05

Charter Schools — Instrumentality	Working Budget	Remaining Balance	Comments
ALAS High	1,769,091	177,394	
Community High	656,961	48,647	
Entrepreneurship	1,602,564	160,928	
Genesis H.S.	1,540,344	173,328	
Humanities	1,356,443	213,096	
Juneau	7,557,817	57,851	plus 75,000 in PLAN
Prof. Lrng Inst.	998,510	79,378	
Phoenix	1,086,796	137,775	
Truth Institute	1,117,231	54,509	
Audubon	8,048,498	68,811	
Malcolm X	4,160,592	(158,143)	
Fritsche	8,322,297	49,828	less 20,000 owed to PLAN
Northern Star	345,514	14,203	
Walker	6,457,523	(80,328)	
ALBA	894,575	65,107	
Fairview (K-8)	5,758,771	23,533	
Humboldt Park (K-8)	4,572,166	(77,546)	
IDEAL (K-8)	1,225,983	64,325	
Siefert	3,726,761	68,940	
Westside (K-8)	6,239,622	723,676	
Whittier	1,298,439	7,368	
Total Instr. Charters	68,736,498	1,872,680	

Chart 2: General Operations Fund — Schools
FY05

K thru 8 Schools	Working Budget	Remaining Balance	Comments
Auer	5,229,230	27,971	
Burdick	4,355,688	(53,419)	
Carson Academy	3,916,760	178,630	
Cass Street	4,007,084	(5,558)	

Chart 2: General Operations Fund — Schools
FY05

K thru 8 Schools	Working Budget	Remaining Balance	Comments
Congress	6,848,094	213,518	less 10,000 owed to PLAN
Eighty-first Street	3,248,887	242,094	
Fernwood	3,492,899	67,168	
Gaenslen	7,995,258	168,255	
Greenfield	4,698,192	90,034	
Hartford Ave.	4,930,707	(12,651)	plus 100,000 in PLAN
Holmes	4,244,788	140,201	
Hopkins	3,717,686	31,854	
Keefe Ave.	3,772,512	10,418	
LaFollette	3,860,933	387,234	
Lee	3,408,131	(89,542)	
MacDowell	4,385,215	21,320	
Manitoba	4,235,665	12,232	
Maryland Ave.	2,401,235	24,506	
McNair	2,784,951	79,524	
Metcalfe Park	3,379,011	26,942	
Mitchell	5,357,451	59,591	
Sign Language	4,942,382	(384,743)	
Starms D.L.C.	3,580,895	(13,565)	
Story	3,908,805	(25,355)	
Tippecanoe	2,223,729	38,631	
Townsend	3,697,724	12,425	
Urban Waldorf	3,926,322	15,414	plus 150,000 in PLAN
Victory	3,687,493	(110,287)	
Vieau	5,594,149	(89,647)	
WCLL (K-12)	5,425,858	(37,286)	
Total K-8 Schools	127,257,734	1,025,909	

Chart 2: General Operations Fund — Schools
FY05

Elementary Schools	Working Budget	Remaining Balance	Comments
Allen-Field	6,901,184	143,580	
Alcott	2,320,044	84,692	
Barton	3,865,995	90,814	
King	3,977,635	392,292	
Brown St.	4,987,005	(146,542)	
Browning	4,658,331	(3,405)	
Bruce	3,196,280	(155,586)	
Bryant	2,639,136	(33,464)	
Burbank	3,939,877	86,919	
Carleton	2,681,467	152,318	
Clarke	3,675,361	(182,004)	
Clement Ave.	3,207,179	79,825	
Clemens	2,985,251	(12,587)	
Cooper	2,628,019	67,144	
Craig	3,713,136	75,004	
Curtin	2,000,340	37,858	
Doerfler	4,833,884	389,559	
Douglass	1,284,197	(276,008)	
Dover Street	2,687,792	(140,724)	
French Immersion	3,053,663	3,244	less 75,000 owed to PLAN
German Immersion	4,638,562	92,414	plus 50,000 in PLAN
Elm Creative Arts	4,228,450	75,163	

Chart 2: General Operations Fund — Schools
FY05

Elementary Schools	Working Budget	Remaining Balance	Comments
Starms E.C. Center	3,376,992	361,676	plus 225,000 in PLAN
Emerson	2,300,414	5,261	
Engleburg	4,351,787	221,456	
Thurston Woods	3,517,492	182,166	
Spanish Immersion	4,344,328	64,871	
Fifty-third Street	2,869,534	31,119	
Forest Home	6,620,474	170,451	
Golda Meir	2,372,230	70,221	
Ben Franklin	3,825,582	153,548	
Fratney	3,120,220	89,317	
Garden Homes	2,906,299	150,568	
Garfield	2,975,552	162,079	
Garland	2,490,746	(51,324)	
Goodrich	3,210,209	35,112	
Grant	4,659,672	41,589	
River Trail	3,150,379	257,045	
Grantosa	5,778,886	462,335	
Granville	1,671,164	(30,035)	
Green Bay Ave.	3,641,694	217,895	
Hampton	3,361,460	60,314	
Happy Hill	2,378,765	89,527	
Hawley Road	2,447,275	55,882	
Hawthorne	2,918,138	37,833	
Hayes Bilingual	3,029,170	47,677	
Hi-Mount	3,304,842	(67,931)	
Kagel	2,585,980	(41,949)	
Kilbourn	2,369,114	(5,877)	
Lancaster	4,121,495	231,329	
Lincoln Ave.	4,790,680	236,841	
Lloyd	4,191,076	48,048	
Longfellow	5,074,433	157,636	
Lowell	2,279,207	132,682	
Maple Tree	2,646,599	(74,349)	
Morgandale	3,561,924	21,049	
Neeskara	3,963,793	49,549	
Ninety-fifth St.	2,273,930	(128,648)	
Zablocki	4,297,827	17,238	
Palmer	2,325,406	(77,405)	
Parkview	2,814,805	(199,185)	
Philipp	1,839,212	83,844	
Pierce	4,729,832	83,131	
Riley	5,148,632	96,881	
Accel. Learning	4,908,422	103,265	
Sherman	5,216,288	99,696	
Silver Spring	2,057,570	2,920	
Sixty-eighth Street	1,886,215	(79,043)	
Sixty-fifth Street	3,489,013	112,053	
Honey Creek	2,925,722	176,562	plus 240,000 in PLAN
Kluge	3,770,325	151,616	plus 100,000 in PLAN
Stuart	2,714,325	36,930	
Thirty-eighth Street	2,272,042	9,393	
Thirty-fifth Street	1,966,202	(39,293)	
Thirty-seventh St.	2,730,897	80,605	

Chart 2: General Operations Fund — Schools
FY05

Elementary Schools	Working Budget	Remaining Balance	Comments
Thoreau	4,241,563	(4,360)	
Trowbridge	2,098,957	(34,309)	
Wheatley	3,297,583	238,351	
Twenty-first Street	3,400,279	(167,743)	
Whitman	3,285,344	51,720	
Wisconsin Avenue	3,977,232	(912)	
Total Elementary Schools	275,978,016	5,007,424	

Other School Programs*	Working Budget	Remaining Balance	Comments
	65,470,652	640,977	
Grand Totals	810,963,270	6,752,269	

* Includes non-instrumentality charters, contracted educational services, special school funds, summer school alternative programs and grant transitional funding.

Chart 3
General Operations Fund
Departmental Accounts

	FY05 Adopted Budget	FY05 Remaining Balance
Board of School Directors	434,766	2,605
Office of Board Governance	1,906,441	(2,507)
Office of the Superintendent	10,838,310	6,327
Academic Excellence	8,774,869	119,611
Finance and Operations	47,490,177	312
Human Resources	6,839,252	(22,459)
Pupil Services	8,981,279	(132,609)
School Nutrition	29,852,872	(1,285,459)
Other Accounts		
Utilities	17,701,550	(113,137)
Transportation Operations	54,799,723	(223,552)
Neighborhood School Initiative	4,897,374	5,602,280
Employee Benefits (undistributed net)	3,150,000	10,201,566
Various Accounts	54,971,021	(6,914,037)
Total — Other Accounts	135,519,668	8,553,120
Total Departmental Accounts	250,637,634	7,238,941

* * * * *

(Item 8) Action on Requests to Carry over FY05 School and Departmental Surpluses to FY06

Background

1. Administrative policy provides for the automatic carryover of school and departmental deficits in full; however, automatic carryovers of surpluses are limited to school balances only, and these carryovers are limited to a single-year surplus of 1.5% of a school's budget, with a maximum multi-year accumulation of 3%. Greater carryovers for schools may be executed only with the Board's approval. Also, any carryover of department surpluses, regardless of size, must have the Board's approval. Since the carryover draws from fund balance, a two-thirds majority is required for Board approval.

2. 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 publish and explain these parameters to the principals and review requests for carryover to validate that administrative policy is being met. The requests also align with the schools' educational plans.

Administration's Analysis

3. The chart below summarizes the surplus/deficit positions of traditional schools and instrumentality charter schools. It references the year-end positions on a cumulative basis (i.e., includes the beginning-of-the-year fiscal condition).

	FY04	FY05
Number of Schools in Deficit Position	73	53
Average Deficit	($139,749)	($144,908)
Number of Schools in Surplus Position	88	113
Average Surplus	$84,161	$122,048

4. Surpluses in 53 schools exceeded the automatic carryover levels; all have requested that the excess, totaling $5,178,919 over the automatic limits, be carried over to FY06.

5. The following chart displays the amount of "excess" carryover requested by schools and the purpose for which the funds will be used.

School	Excess Amount	Description
Alcott	$15,091	Supplies, printers, classroom computers
Bethune Academy (37th St.)	26,189	Supplies
Burroughs	79,507	Reading materials, building technology
Carleton	112,096	Professional development, minor building modifications, supplies
Carson Academy	61,127	Writing, mathematics and reading components, curriculum mapping & classroom assessments-CCABS
Congress	12,302	Field trips, supplies, contract services
Cooper	27,724	Minor building modifications, student furniture
Curtin	7,853	Substitute teachers
Doerfler	244,542	Supplies, in-services, infrastructure
Eighty-first Street	144,627	Computer upgrades, staff development, reading, mathematics, & language materials
Elm	11,736	Professional development
Engleburg	90,902	Office remodeling & ceiling work,, mathematics software, audio visual communication system
Forest Home Avenue	71,144	Supplies
Franklin	38,781	Lockers for middle school
Fratney	12,522	Supplies
Garden Homes	63,379	Staff development, supplies, computer software
Grand Avenue	14,442	Staff development, reading book, tests
Grantosa	288,968	Lockers, office, technology, & recess equipment, signage, parent center upgrade, academic incentives
Green Bay Avenue	108,644	Success For All Reading Program, building modifications
Greenfield	19,561	Direct Instruction Reading Program materials
Hampton	9,892	Supplies
Happy Hill	18,164	Supplies
Hayes	2,239	Supplies
Holmes	28,394	Staff development, supplies
Kluge	38,506	Computers, supplies
LaFollette	298,514	Remodeling offices, parent center, copiers, staff development, parent involvement activities, computer equipment, supplies, PLATO computer program field trips, student incentives/activities

School	Excess Amount	Description
Lancaster	107,684	Technology equipment & supplies, staff development, substitute teacher
Lincoln Avenue	143,672	Fall budget/SAGE adjustments
Longfellow	5,403	Technology equipment
Lowell	98,494	Substitute teachers, supplies, technology equipment, consultants
M. L. King, Jr.	272,963	Renovations to old office, air conditioning in computer lab, textbooks
Meir	12,384	Supplies, contract services
Philipp	51,400	Substitute teachers, part-time certificated, field trips, supplies
Pulaski	191,982	Student furniture, intercom/video camera, network system, classroom painting, Geoglyph Project, resource materials
Riley	19,652	Computer technology, supplies
River Trail	162,534	Computer technology, supplies, student furniture, musical instruments & supplies
Sixty-fifth Street	32,284	Painting, carpet, tile replacement; asbestos removal, physical education equipment, technology, technology equipment
South Division	431,115	Physical education equipment, building modifications, painting, video equipment, computer equipment, security cameras, library equipment
Starms Early Childhood Center	260,366	Computer equipment, tot-lot replacement, copier equipment, air conditioning
Thurston Woods	76,641	Technology equipment, computers, textbooks, contract services, staff development, consultants, school supplies
Wheatley	139,424	Parental involvement expenses, staff development, student achievement incentives, supplies
Instrumentality Charters		
ALAS	150,858	Overtime expenses, part-time certificated, benefits, field trips, equipment, supplies
ALBA	51,688	Substitute teachers, building modifications
Community	38,793	Athletics (WIAA), copier, contracted services
Entrepreneurship	112,851	Curriculum development, minor building modifications, equipment, supplies
Genesis	71,630	“I Can Learn” lab, supplies, materials for staff/students
Honey Creek	88,790	Equipment, contract services, supplies
Humanities	85,462	Textbooks
IDEAL	27,546	Playground structure, contract services, technology equipment, instructional materials
Northern Star	3,838	Supplies, equipment, contract services
Phoenix	108,709	Technology equipment, copier, computer equipment, science equipment, staff development, prepared materials
Professional Learning Institute	49,423	Staff development, supplies, educational maintenance
Westside Academy	536,487	Air conditioning, parking lot/playground finishing
TOTAL	$5,178,919	

6. The Administration also requests carryover for the following items, which continue an intended purpose into FY06:

Amount	Purpose
$1,113,867	Common School Fund (Library Aid)
$35,000	Youth Options/Advance Placement
$47,000	Distribute materials from Science Center (closing)
$30,000	Transportation for Instrumental Music Activities
$1,225,867	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. Board 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. Board 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 $6,404,786 of the FY05 School Operations Fund's balance of $80,345,258.

Implementation and Assessment Plan

10. Funds will be carried forward to FY06 budgets upon Board approval.

Committee's Recommendation

The Committee recommends that the Board approve the carryovers of school and departmental FY05 surpluses to FY06 as follows:

School	**Excess Amount**
Alcott	$15,091
Bethune Academy (37th St.)	26,189
Burroughs	79,507
Carleton	112,096
Carson Academy	61,127
Congress	12,302
Cooper	27,724
Curtin	7,853
Doerfler	244,542
Eighty-first Street	144,627
Elm	11,736
Engleburg	90,902
Forest Home Avenue	71,144
Franklin	38,781
Fratney	12,522
Garden Homes	63,379
Grand Avenue	14,442
Grantosa	288,968
Green Bay Avenue	108,644
Greenfield	19,561
Hampton	9,892
Happy Hill	18,164
Hayes	2,239
Holmes	28,394
Kluge	38,506

School	Excess Amount
LaFollette	298,514
Lancaster	107,684
Lincoln Avenue	143,672
Longfellow	5,403
Lowell	98,494
M. L. King, Jr.	272,963
Meir	12,384
Philipp	51,400
Pulaski	191,982
Riley	19,652
River Trail	162,534
Sixty-fifth Street	32,284
South Division	431,115
Starms Early Childhood Center	260,366
Thurston Woods	76,641
Wheatley	139,424
Instrumentality Charters	
ALAS	150,858
ALBA	51,688
Community	38,793
Entrepreneurship	112,851
Genesis	71,630
Honey Creek	88,790
Humanities	85,462
IDEAL	27,546
Northern Star	3,838
Phoenix	108,709
Professional Learning Institute	49,423
Westside Academy	536,487
Total Schools	**5,178,919**

Special Projects	Amount
Common School Fund	$1,113,867
Youth Options/Advance Placement	35,000
Distribute Materials from Science Center (closing)	47,000
Transportation for Instrumental Music Activities	30,000
Total Special Projects	$1,225,867
Total Carryover	$6,404,786

Director Morales moved to approve the Committee's recommendation.

The motion prevailed, the vote being as follows:

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

Noes—None.

* * * * *

(Item 9) Action on Recommended Amendments to the Adopted Fiscal Year 2006 Budget for School Operations, Construction, and Extension Funds

Background

1. Since the institution of revenue limits, it has been routine to amend the annual budget at this point in the fiscal year. This is because the permissible tax levy is affected by actual fall enrollments and by state aid amounts, neither of which is 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.

3. The State of Wisconsin 2005-2007 budget allows school districts to carry unused levy authority to the subsequent year. The administration reviewed this option as noted below.

Administration's Analysis

4. The main factors affecting the revenue limit are generally as projected in the May budget. Enrollment declined by 2,047 since September 2004 and the per pupil limit rose by $248 from $8,296 to $8,544. However, the district's FY06 revenue limit rose approximately $1.9 million due to a sharp increase in the "Transfer of Service" exemption. The exemption relates to FY05 costs for Special Education and Limited English Proficiency services which are provided to students transferring into or out of the district. The amount is not available until July and the number of eligible students is volatile from year to year.

5. State of Wisconsin FY06 Equalization Aid for MPS has been certified at $586.5 million, a $1.7 million decrease from the May budgeted amount of $588.2 million. Integration and computer aids are also lower than budgeted by $.3 million and $.8 million respectively.

6. The property tax levy needed to support the proposed amended Fiscal Year 2006 (FY06) budget is $214.1 million, an increase of 3.2%, or $6.7 million, from the $207.4 million levy for FY05. The proposed increase is $4.8 million more than the levy approved in May.

7. Overall expenditures proposed for FY06, including categorical grants, are $1.139 billion, an increase of $2 million from the budget total approved in May. The total represents a $1.5 million (.15%) increase over the FY05 budget. Further detail is provided in the paragraphs below.

8. Enrollment Variance

From the September 3rd Friday count of FY05, enrollment is down 2,047, or 2.04%. The budget as adopted in May anticipated a decrease of 2,129.

Enrollment Category	Original 3rd Friday Projection	Official 3rd Friday	Change From Projection
MPS Elementary/K8/Middle/High	86,289	87,273	+984
Alternative/Partnerships/Other Contracted Sites	3,222	2,972	-250
Non-Instrumentality Charters	3,660	3,271	-389
Chapter 220 in Suburbs	3,223	3,084	-139
Open Enrollment in Suburbs	3,786	3,662	-124
TOTALS	**100,180**	**100,262**	**+82**

9. The administration recommends using the district's allowable taxing authority because (1) the district has already made substantial reductions in positions and other cost areas, and further reduction will hinder either classroom resources or critical support areas; (2) both reduced spending (because it has an impact on FY07 State aid), and the carry-forward of FY06 revenue authority would cause a spike in the FY07 tax levy; (3) The increase in local property tax levy , at just over 3% is in line with the rate of inflation.

10. The Administration has identified the following needed changes to the FY06 budget as adopted in May 2005:

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)		$142,209
Buildings Services Provided by MPS	$142,209	
Diversified Community Schools –Charter School Services	$100,000	
Unalloted Charter School fees	($100,000)	
SUB-TOTAL — SCHOOL OPERATIONS FUND TECHNICAL AMENDMENTS	**$142,209**	**$142,209**

Construction Fund

Item/Description	Expenditures	Revenue
Masonry Construction – Bradley Tech High School	($256,906)	
Masonry Construction – Milwaukee Education Center Project incorrectly identified in Proposed Budget	$256,906	
SUB-TOTAL — CONSTRUCTION FUND TECHNICAL AMENDMENTS	**$ 0**	**$ 0**

OTHER AMENDMENTS — REVISED

School Operations Fund

Expenditure Amendments	Amount
a. MPS Traditional and Instrumentality Charter Schools Fall enrollments at MPS traditional and instrumentality charter schools were ahead of projections by 984 (971.5 full-time equivalents) increasing the per-pupil allocation. The "site allocation" for leases is reduced by $30,113. The allocation to these schools increased from $628.3 million to $634.2 million.	~~$5,933,988~~ **$6,011,207**
b. Special Education "site allocations" to Schools *A number of schools have increased need for special education staffing. The site allocation changed from $111.4 million to $112.3 million.*	$884,854
c. English as a Second Language (ESL) "site allocations" to Schools *A number of schools have increased need for additional ESL staffing.*	$83,871
d. Non-instrumentality Charters *The per-pupil amount determined by the State has increased from the May estimate of $7,253, to an actual of $7,519. On the other hand, enrollment is down by 389 pupils.* *In total, these schools decreased from $26.2 million to $25.2 million.*	($990,550)

Expenditure Amendments	Amount
e. Contracted Programs	
In June, the Board approved more seats for Direct Graduation, +$574,740; Behavior Reassignment, +$112,635, and Adjudicated placement, +$3,758; and the Board approved fewer Partnership seats for at-risk program, -$871,044.	($179,911)
Contracted programs for K-8 sites experienced an enrollment decline of 70.2 full-time equivalent pupils, mainly due to the merging of a K-8 program site with its charter school program. The rate set by the Department of Public Instruction (DPI) increased to $6,351 per pupil from the original estimate of $6,062.	($281,739)
In total, these contracted programs decreased from $27 million to $26.5 million.	
The administration is recommending that Partnership schools receive additional compensation to cover the increased cost of having an MPS teacher on site.	$257,000
f. At-Risk Programs at MPS sites	($30,470)
Actual enrollment being lower than projected by 9 (4.5 full-time equivalents) reducing this anticipated cost.	
g. Open Enrollment Actual enrollment is lower than projected by 124 (275 full-time equivalents) but per-pupil costs are increased $48 from the original estimate of $5,697. The district can anticipate total cost being $20.2 million rather than the May estimate of $21.6 million.	($1,395,697)
h. Summer School and School-to-Work Program	
Due to the availability of Title I funds and the timing of the 2006 summer school, the need for FY06 Board funding is reduced.	($380,000)
Food purchases for the School-to-Work program.	$15,000
i. School Special Funds	($1,281,090)
The May budget included $1,631,077 for unalloted school expenses that are not identified by type or location until fall. A reserve totaling $227,881 will be maintained for adjustments in Bilingual/Multicultural classrooms, +$81,600; Special Education, +$121,281; and special services for hurricane evacuees, +$25,000.	
Also, two middle schools closed at the end of FY05. Robinson and Douglas Academy ended with balances of +$19,731 and -$141,490 respectively. The net amount will be budgeted in school special funds to cover the deficit.	
j. Transportation	
By contract, MPS pays a portion of the fuel cost increase incurred by the busing companies (estimated cost to MPS: $1.8 million). In addition, a proposed January increase in Milwaukee County Transit System bus passes is anticipated to cost the district $.6 million. Together this increases the district transportation budget from $51.3 to $53.7 million.	$2,400,000
A portion ($1.4 million) of the Neighborhood School Initiative operations fund FY05 carryover ($5.2million) will not be needed for capital projects. This amount will be transferred to transportation to cover increased costs.	($1,273,494)
k. Central Service Income from Schools/Central Expenditures	($1,126,506)
Enrollments have generated $1.1 million more in chargeback/buyback income to fund central accounts. This will be used to partially offset increased costs in transportation.	

Expenditure Amendments	Amount
l. Special and Contingent Fund Accounts *A contracted Health Coordinator was previously funded mostly by the Cooperative Education Services Agency (C.E.S.A.). Milwaukee Public Schools will need to pay the entire cost of this contract.* *Due to the increased use of contracted teachers for substitute duty, costs have risen approximately 7%.*	$110,000 $980,000
m. Supplemental Pensions *The district was able to pre-pay the FY06 past-service liability of supplemental pensions. The decrease balances the FY06 budget for this item while preserving much of the pre-pay option for June 2006.*	~~($575,262)~~ **($652,431)**
SUB-TOTAL — SCHOOL OPERATIONS OTHER EXPENDITURE AMENDMENTS	**$3,149,994**

Revenue Amendments	Amount
a. State Equalization and Integration Aids *These general aids are based on MPS revenue and spending in FY05, calculated as a percent of spending in all Wisconsin school districts. Because the district's actual spending was modestly under budget, the DPI aid calculation for MPS is reduced.*	($1,997,810)
b. Property Tax Levy *The district's revenue limit increased by $1.9 million over the May projection, while State aids have decreased.*	$4,708,319
c. Computer Aid *This aid is based on the value of tax exempt computers in Milwaukee (declining) as a portion of the property tax (increasing).*	($773,515)
d. At-Risk Aid *The newly-adopted state budget directs "children at-risk aid" to a charter school's educare center. The district revenue will decrease from $1.9 million to $1.65 million.*	($250,000)
e. Miscellaneous Revenue *The district will be reimbursed $1,198,000 for legal fees incurred (in prior years) in the Special Education lawsuit.* *The district will receive $250,000 from the charter school receiving that amount of "children at-risk aid" formerly directed to MPS.* *In addition, the School- to-Work program will generate $15,000 for the cafeteria program.*	$1,463,000
SUB-TOTAL — SCHOOL OPERATIONS OTHER REVENUE AMENDMENTS	**$3,149,994**

Construction Fund

Expenditure Amendment	Amount
Milwaukee Technical School Demolition	($155,004)
Roof Reconstruction – Muir School	($592,049)
Door Replacement – U.S. Grant	($252,947)
CMMS Replacement Study (Phase II)	$115,000
Grounds – Riley (Balance of project to be supported with carryover.)	*($35,607)*
SUB-TOTAL — CONSTRUCTION FUND EXPENDITURE AMENDMENT	**($920,607)**

Revenue Amendment	Amount
In accordance with the Mayor's proposed budget, City Borrowing for MPS will be reduced.	($1,000,000)
Lease of Garfield by Woodson Academy (Net proceeds after expenditures are deposited in the Construction Fund by Board Policy 5.01(2)(b)(4)).	$79,393
SUB-TOTAL CONSTRUCTION FUND REVENUE AMENDMENT	**($920,607)**

Extension Fund

Revenue Amendments	Amount
a. Miscellaneous Revenue *Fees collected for community use of MPS buildings will be less than anticipated.*	($75,000)
b. Property Tax Levy *To recognize the loss of user fees for MPS sites.*	$75,000
SUB-TOTAL EXTENSION FUND REVENUE AMENDMENTS	**$ 0**

RECAP OF NET AMENDMENT AMOUNTS

	Operations	Construction	Extension	Total
Technical	$142,209	$0	$0	$142,209
Other	$3,149,994	($920,607)	$0	$2,229,387
Total	**$3,292,203**	**($920,607)**	**$0**	**$2,371,596**

11. As part of the budget amendment process, it is necessary to update the position authority in the divisions as follows (amounts shown include 61% benefit budget):

	Positions	Board Funds
Academic Excellence		
Library Media Specialist – Title V ($163,600)	2.00	$0
Secretary I (.5 National Science Foundation)	1.00	$25,000
Part-time certificated wages for assessments		($25,000)
Technology Support Teacher	1.00	$93,300
Literacy Teacher (Title I) ($81,800)	1.00	$0
Diversity and Community Engagement		
Facilities Planner	(1.00)	($148,120)
Compliance Specialist	1.00	$148,120
Facilities and Maintenance Services		
Skilled trades (Buyback, carryover in Construction Fund). These are non-permanent positions contingent on funding.	10.00	$0*
Finance		
Budget Specialist	1.00	$136,850
Accountant Specialist	1.00	$90,160
Fiscal Policy Analyst	(1.00)	($90,160)
Technology		
Technology Support Analyst	1.00	$54,900
Secretary I	(1.00)	($48,600)
Programmer (Funded by School Nutrition Services) ($62,000)	1.00	$0
Contracted Services		($99,600)
High School Re-design		

	Positions	Board Funds
Small Learning Community Coordinator (Gates grant)	1.00	$0
This position would be established only upon receipt of the grant award. ($81,000)		
Human Resources		
Staffing Specialist (.75 Teaching Grant, .25 Title II) ($143,000)	1.00	$0
Recruitment Specialist (Same grants)	(2.00)	$0
Leadership Support		
Coordinator-Teacher-led Schools (.50 Title II)	1.00	$70,000
Charter Administration Fee – Unallotted		($70,000)
Student Services		
Administrator	(1.00)	($136,850)
POSITIONS SUMMARY		
Board Funds	3.00	
Categorical Funds	4.00	
Non-permanent*	10.0	

*The buy-back funds are Board funds used by schools and departments to obtain painting, plumbing, etc. No additional funding authority is required.

Strategic Plan Compatibility Statement

12. 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, Board Policy or Rules Statement

13. The recommendations have been developed are consistent with Board Administrative Policy 3.0 Fiscal Management.

Fiscal Impact Statement

14. Approval of these proposed amendments will result in a total budget, including estimated categorical grants, of $1,139,843,350. Excluding categorical grants, the three statutory funds will total $955,578,643. This compares to the FY05 total of $940,442,470, an increase of $15,136,173. The property tax levy for FY06 increases 3.2%, or $6,671,128, from $207,442,419 for FY05 to $214,113,547 for FY06. State aids and other non-property tax revenue increase $8,465,045 from $733,000,051 to $741,465,096.

15. Based upon August 2005 assessed valuation information, the estimated tax rate will decrease $.58 from $9.40 per $1,000 assessed valuation, to $8.82. The following table illustrates the MPS tax impact for the owner of a Milwaukee home.

Year	Average Home Value	School Property Tax Bill
2004	$106,362	$996
2005	$118,457	$1,041

Property Tax Levy	**FY05**	**FY06**	**$ Change**	**% Change**
Operations	$187,173,910	$192,798,452	$5,624,542	3.0%
Extension	8,002,455	8,077,455	75,000	0.9%
Construction	12,266,054	13,237,640	971,586	7.9%
Totals	**$207,442,419**	**$214,113,547**	**$6,671,128**	**3.2%**

Implementation and Assessment Plan

16. Upon adoption by the Board, the Administration will notify departments and schools of the revised budget appropriations and position changes, and direct the implementation of all resulting adjustments.

17. Contracts will be revised to reflect the new per pupil amounts and the adjusted pupil counts as applicable.

18. 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 11, 2005.

Committee's Recommendation

The Committee recommends that the Board amend the FY06 School Operations Fund, the Construction Fund, and the Extension Fund budgets and positions for the changes described above and that the annual budgetary resolution 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 ~~$916,572,946~~ $919,865,149 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 2006 Fiscal Year; and that ~~$188,090,133~~ $192,798,452 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 2006, 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 ~~$25,267,640~~ $24,347,033 will be required for the 2006 Fiscal Year Construction Fund budget purposes and that it is to provide, in accordance with Section 65.07(1)(f), Wisconsin Statutes, $13,237,640 by a tax levy on all real and personal property in the City of Milwaukee subject to taxation for Milwaukee public school purposes in 2006, 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 ~~$~~11,366,461 will be required for the maintenance of playgrounds, recreation centers, and similar activities during the 2006 Fiscal Year, and that ~~$8,002,455~~ $8,077,455 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 2006, pursuant to the provisions of Section 65.07(1)(g), Wisconsin Statutes, said amount being required in addition to other miscellaneous sources.

Director Blewett moved to approve the Committee's recommendation.

The motion prevailed, the vote being as follows:

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

Noes—None.

* * * * *

(Item 10) Action on a Resolution Authorizing the Sale of Bonds and the Execution of Bond Documents Required to Fund Improvements to Congress Extended-Year-Round School, Craig Montessori School, and La Escuela Fratney

Background

1. On October 25, 2004, the Milwaukee Board of School Directors granted authority to the Administration to enter into an intergovernmental cooperation agreement with the Redevelopment Authority of the City of Milwaukee (RACM) and the City of Milwaukee for the purpose of assembling a financing team and developing a financing plan of up to $10 million to fund improvements at Congress Elementary, Craig Montessori, and Fratney Schools. The borrowing through RACM represents the major funding source for the Congress and Fratney additions. The intergovernmental cooperation agreement is used to finance large capital projects because, while the Milwaukee Public Schools does not have authority to issue debt, RACM does have such authority under Section 66.1333 of the Wisconsin State Statutes for such purposes.

2. Although the bond financing provides the major share of the funding for the projects, additional funding for each of the three projects has been provided through the MPS budget process over a number of years. In addition, because of higher-than-anticipated construction bids, it was necessary to revise both the scope of projects and project budgets, approved in Board actions of October 25, 2004, and May 26, 2005.

3. On May 26, 2005, the Board approved a resolution that amended the financing plan to $12.415 million and directed the Administration to move forward with the borrowing.

4. On July 28, 2005, the Board approved a communication from the Comptroller of the City of Milwaukee declaring and confirming, for purposes of complying with IRS Regulations, the official intent of the Board to use bond proceeds to reimburse MPS for the costs which MPS has already incurred for the projects.

5. Pursuant to the Board's authorization of October 2004, MPS, RACM, the City Attorney's Office, and the City Comptroller's Office assembled a financing team. Through the RFP process, RACM selected the firm of Springsted Inc. to act as Financial Advisor. An RFP for underwriter was issued, and the firm of Robert W. Baird & Co. was selected as lead underwriter, with the firm of Siebert Brandford Shank & Co. selected as Co-Underwriter. Based on previous experience in the use of double tax-exempt revenue bond financing for the MEC/Grand Avenue financing for MPS, RACM selected the firm of Foley & Lardner as bond counsel. Through the RFP process conducted by the financial advisor, Deutsche Bank has been selected as trustee.

6. A financing plan has been created by the underwriters and reviewed by the team wherein bonds will be issued in the amount of approximately $12,415,000, with $12,200,000 to be used for projects, and $215,000 to be used for the costs of bond issuance. These amounts are unchanged from the amounts approved by the Board at the May 26, 2005, meeting.

7. At this time, the Administration is requesting that the Board authorize the sale of bonds to finance improvements to Congress, Craig, and Fratney schools and adopt the resolution authorizing the appropriate MPS officers to execute the bond documents required for the financing.

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. Gross proceeds from the bond issue are estimated to be $12,415,000, with $12,200,000 to be used for the Congress, Craig, and Fratney projects, and $215,000 to be used for costs of issuance. The costs of issuance are (rounded to the nearest hundred):

- $2,500 to the trustee;
- $7,500 to the financial advisor;
- $93,100 to the underwriter;
- $15,000 to the credit rating agency;
- $70,000 for attorney fees; and
- $26,900 for other costs.

11. A debt service reserve fund will used as part of the financing plan. It is estimated that approximately $940,000 will be placed on deposit with the trustee and remain on deposit until the final year of debt service, when it will be applied against the remaining outstanding amount. Interest will be earned on the fund and applied against debt service.

12. The FY06 Budget contains $347,000 of funds to pay the first year of debt service, estimated to be approximately $340,000. (Due to possible changes in market interest rates between the time of this resolution and the actual sale of the bonds, the following information is estimated and subject to change.)

a. At this time it is estimated that $200,000 of the FY06 debt payment amount will be used for interest, and $140,000 will be deposited in the Debt Service Reserve Fund held by the Trustee.

b. For fiscal years FY07 and FY08, the financing plan estimates that MPS will pay approximately $1 million each year, with approximately $525,000 to be used for interest, and $400,000 each year deposited in the Debt Service Reserve Fund.

c. It is anticipated that the remaining $75,000 remitted each year would either be deposited in the Debt Service Reserve Fund or be used to pay principal.

d. Commencing in FY09 and through FY25, it is estimated that the annual debt service will be approximately $1 million, applicable solely to principal and interest.

13. In the final year of debt service, FY26, the majority of the debt service is expected to be funded from the $940,000 balance in the Debt Service Reserve Fund, with any difference to be funded from the MPS FY26 Budget.

Implementation and Assessment Plan

14. Following authorization of this item by the Board, the sale of bonds will occur on November 7, 2005, with the closing of the transaction to be November 16 and 17, 2005. All necessary financing documents will be signed by the respective parties prior to the closing.

Committee's Recommendation

The Committee recommends that the Board approve the Administration's recommendation for the sale of bonds and to adopt the following resolution authorizing the appropriate MPS officials to sign documents necessary for the issuance of bonds for the purpose of financing improvements at three MPS schools.

Resolution Authorizing the Approval and Execution of a Cooperation Agreement, a License, a Lease, Bond Purchase Agreement, and Official Statement Concerning Congress, Craig, and Fratney Schools and Approving Other Details

WHEREAS, the Milwaukee Board of School Directors is a board of school directors created under chapter 119 of the Wisconsin Statutes to be in charge of the public schools of the City of Milwaukee, which are known as the Milwaukee Public Schools ("MPS") and is authorized:

(a) to have the possession, care, control, and management of the schools, facilities, operations, property, and affairs of the school district; and

(b) upon terms that it determines to provide property and enter into a cooperation agreement and related contracts in furtherance of the purposes of redevelopment under Section 66.1333 of the Wisconsin Statutes (the "Redevelopment Act"); and

WHEREAS, the Redevelopment Authority of the City of Milwaukee (the "Authority") has been asked to determine that the parcels on which the Congress Extended Year-Round Elementary School, the Craig Montessori School, and La Escuala Fratney are situated (the "Redevelopment Property") are blighted property within the meaning of the Redevelopment Act; and

WHEREAS, to aid in the development and renewal of the Redevelopment Property, the Authority will enter into a Cooperation Agreement dated as of November 1, 2005 (the "Cooperation Agreement") with MPS and the City of Milwaukee (the "City") to provide funding for the costs of various improvements to the Redevelopment Property (the "Project Costs"); and

WHEREAS, under the terms of the Cooperation Agreement:

(a) The Authority will issue and sell its Redevelopment Lease Revenue Bonds, Series 2005 (Milwaukee Public Schools — Congress, Craig, and Fratney Schools) (the "Bonds") in the principal amount of not to exceed $12,415,000 (the "Bond Amount"), an amount sufficient, after provision for financing costs, to pay the estimated amount of the Project Costs;

(b) The Authority will apply the proceeds from the sale of the Bonds to make certain real property improvements in the Redevelopment Property (the "Project") as described in the Lease, dated as of November 1, 2005, from the Authority to MPS (the "Lease");

(c) The Authority will lease the Redevelopment Property to MPS under an absolutely "net" lease including rentals in each year sufficient (after certain credits) to pay the principal and interest due on the Bonds;

(d) The Authority will pledge the payments under the Lease to secure payment of the Bonds; and

WHEREAS, the Cooperation Agreement is in furtherance of the public purpose of fostering urban renewal in conformity with the Redevelopment Act; and

WHEREAS, in connection with the issuance of such Bonds the following proposed documentation for the Bonds has been prepared:

(e) a Bond Purchase Agreement, to be dated as of the date of adoption of this Resolution (the "Bond Purchase Agreement"), to be entered into by and among the Authority, MPS, and Robert W. Baird & Co. Incorporated, on behalf of itself or as the representative of an underwriting syndicate (the "Underwriter"), setting forth the terms and conditions on which the Authority will sell and the Underwriter will purchase the Bonds; and

(f) an Indenture of Trust, dated as of November 1, 2005 (the "Indenture"), to be entered into between the Authority and Deutsche Bank National Trust Company, as trustee (the "Trustee"), which provides for the creation of the Bonds, the terms of the Bonds, and the security for the Bonds; and

(g) a license, dated as of November 1, 2005, (the "License") from MPS to the Authority, giving rights to the Authority in the Redevelopment Property sufficient to undertake this Project;

(h) the Lease, setting forth a schedule of rents sufficient (after certain credits) to pay the principal, premium (if any), and interest due on the Bonds; and

(i) an Assignment of Lease and Rents, dated as of November 1, 2005 (the "Assignment"), to be entered into by the Authority, assigning its rights under the Lease to the Trustee; and

(j) an Official Statement (the "Official Statement"), describing the Bonds and MPS.

NOW, THEREFORE, be it resolved as follows:

1. Additional Finding and Determination.

It has been found and determined and is hereby declared that the Project will not involve the demolition of any school facility that is 50 years old or older.

2. Execution of Lease.

The lease of the Redevelopment Property and related property interests by MPS in accordance with the Cooperation Agreement is hereby approved. The payments by MPS under the Lease are hereby determined to be the fair market value of the Redevelopment Property and related property interests in accordance with the Redevelopment Act, based upon the consideration, among others, that the payments by MPS under the Lease are equal to the principal amount of, and interest on, the Bonds.

The Board President and the Superintendent of mps are hereby authorized and directed for and in the name of mps to execute and deliver the Lease in the form presented herewith or with such insertions therein or corrections thereto as shall be approved by them consistent with this Resolution, their execution thereof to constitute conclusive evidence of their approval of any such insertions and corrections.

3. Execution of the Cooperation Agreement, the License, and the Bond Purchase Agreement.

The terms and provisions of the Cooperation Agreement, the License, and the Bond Purchase Agreement are hereby approved. The Board President and the Superintendent are hereby authorized for and in the name of MPS to execute and deliver the Cooperation Agreement, the License, and the Bond Purchase Agreement, in the forms thereof presented herewith, or with such insertions therein or corrections thereto as shall be approved by them consistent with this resolution, their execution thereof to constitute conclusive evidence of their approval of any such insertions and corrections.

4. Official Statement.

MPS ratifies, authorizes, and approves the offering document prepared in connection with the issuance of the Bonds and its distribution, and authorizes and approves the final version of such document (the "Official Statement"), with such modifications as the Board President or the Superintendent approve. The Board President or the Superintendent are authorized and directed to execute copies of the Official Statement and deliver copies of the Official Statement to the Underwriter, which execution and delivery shall be conclusive evidence of the approval of any such modification.

5. General Authorizations.

The Board President and the Superintendent and the appropriate deputies and officials of MPS in accordance with their assigned responsibilities are hereby each authorized to execute, deliver, publish, file, and record such other documents, instruments, notices, and records 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 MPS under the Cooperation Agreement, the Bond Purchase Agreement, the Lease, and the License.

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 as the execution of the Cooperation Agreement, the Bond Purchase Agreement, the Lease or the License), such duties shall be performed by the officer or official succeeding to such duties in accordance with law and the rules of MPS.

6. Effective Date; Conformity.

This Resolution shall be effective immediately upon its passage and approval. To the extent that any prior resolutions of this body are inconsistent with the provisions hereof, this resolution shall control and such prior resolutions shall be deemed amended to such extent as may be necessary to bring them in conformity with this Resolution.

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

* * * * *

REPORTS OF SPECIAL COMMITTEES

By unanimous consent, the Board considered these reports immediately following its consideration of Item 9 of the Finance/Personnel Committee.

The Director, Office of Board Governance/Board Clerk, presented 9 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 October 3, 4, 5, 11, 12, and 13, 2005.

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

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

Noes—None.

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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: President Kenneth Johnson
Delegate to Head Start Policy Council

Previous Month's Summary:

Major Activities

- Dorothy St. Charles has been selected as the Interim Coordinator of the Head Start Program, effective September 20, 2005.

- All Head Start staff participated in the diversity conference held at the Midwest Conference Center on Friday, September 23, 2005.
- October 1, 2005 was Head Start Dental Day at Marquette University. Approximately 260 Head Start children received a dental screening. Twenty-two of those children required immediately urgent care, including care for abscesses.
- Updating the Head Start Program Policy Manual to include procedures for each policy and for each section has been a priority this month.

Current Activities:

- Weekly meetings are held with all Head Start staff. Meetings with support staff and education managers are held once a week. Weekly training sessions will be held with all staff until further notice. Head Start staff has received training in Head Start enrollment process; calculating income eligibility; and home-visitation procedures.
- On Saturday, October 15, 2005, MPS will be given a clinic to use free of charge (Walkers Point Community Clinic). Four dentists and four health department staff have volunteered to do lead poisoning tests and tests for anemia. Eight nurse practitioners will do physical exams.
- On November 18, 2005, Bill Welch and Head Start Family Partnership Associates will participate in a retreat/meeting as per the MPS 2005-066 Training and Technical Assistant Plan.
- On October 20, 2005, the support staff will participate in an all-day retreat to develop Head Start Program Monitoring Systems. Bill Welch, Region V Technical Assistance Specialist, will participate.

The next meeting is to be held on October 15, 2005. The meeting will be held at Walker's Point Clinic in order to reach more parents.

* * * * *

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

Submitted by: President Kenneth Johnson
Delegate to Milwaukee Partnership Academy

Previous Month's Summary:

- The MPA Web site is up and running. The URL is www.milwaukeepartnershipacademy.org. Additional modifications are in progress.
- The first of three professional development in-services taking place this school year for learning teams of the low value added/low attainment participating schools in the NEA grant to close the achievement gaps (now referred to as NEA Focus Schools) was held on October 15th. The in-service centered on learning teams and data analyzation, and it went well. Over 100 learning team members attended.
- Revised Learning Team Action Plan Guidelines have been disseminated. The amount of money schools receive will depend upon school size. Schools making good progress and doing well may request a supplement. Funds are available for nearly every school in the district.
- Work and planning continue for Family Literacy Day on November 1st. Many organizations will have various activities on this day. A list of activities is being created. MATC is planning an event to include a press conference in their student union with involvement from the MPA, the mayor's office and the governor's office.
- The MPA participated in the MPS Family Resource Fair on September 24th, which was attended by approximately 100 families. The Family Literacy & Tutoring Work Group had a table centered on family literacy and sought to gain parent and agency involvement in family literacy day activities.

- Modifications and improvements have been made to the new academic tutor training program. The second city-wide training session took place October 3rd and was attended by service learning students, supplemental service providers, staff from CLCs and other after-school programs, and people from churches that provide tutoring. Retired teachers will soon be sought for involvement in the academic tutoring program.

- Work is continuing on the Teacher Induction Handbook and the Characteristics of a High Performing Urban Classroom. Roll-out of the Characteristics of a High Performing Urban Classroom document is currently planned for December. Discussions will be taking place on funding and distribution for both.

- Mathematica has been working with the new teachers involved in their high intensity induction research project as well as the principals of those schools. Additional schools will be identified for the project in order to reach the required involvement of 48 first-year regular education teachers.

- A new teacher seminar centered on culturally relevant teaching took place on October 5th.

- The first new teacher orientation regarding induction took place on October 6th. Monthly orientations for new teachers are planned. Funding will be discussed.

- Twenty-one teachers are going through the National Board of Certified Teachers program this year. Discussions are planned concerning funding.

- The new format of MPA Partners meetings and various improvements to it have been discussed. Planning for the next quarterly meeting in December is taking place.

- As directed in the Memorandum of Understanding on Teacher Day/Banking Time for 2005-2006, the Implementation Team is in the process of developing a menu of professional activities for teacher activity plan development for the March 24, 2006 Banking Time Day. Discussions are also taking place concerning professional development opportunities that could be offered by MPA partners as menu options for this day.

- Two presentation sessions were conducted by several MPA partners at the NCTAF (National Commission on Teaching and America's Future) Conference at Alverno College in October. The sessions centered on what the MPA is doing collaboratively across the institutions in the area with regard to building communication and collaboration on the way to being able to do assessments well together. The sessions were well received.

- The MPA was part of a panel presentation entitled *"So You Don't Run the Schools: City-School Partnerships that Work"* at the National League of Cities Summit on Your City's Families September 25-28, 2005. The presentation was well received and resulted in considerable interaction in the Q & A portion.

- MPA partners Christine Anderson, Milwaukee Partnership Academy; Linda Post, University of Wisconsin-Milwaukee; and Steve Percy, University of Wisconsin-Milwaukee/TNE (Teachers for a New Era) gave a presentation entitled *"Creating a New Generation of Teachers Through K-12 Partnership"* at the 11th Annual International Conference of the Coalition of Urban and Metropolitan Universities October 1-4, 2005.

- A presentation about the MPA was made at the Marquette University School of Education faculty meeting on September 23, 2005.

- Information about the NEA Classroom Teacher Mini-grants on Family Involvement was shared with school staff.

- A steering team for the NEA Foundation grant has been formed. NEA Steering Team members are Christine Anderson, Sam Carmen, Aquine Jackson, Rogers Onick and Dennis Oulahan.

- The MPA is collaborating with WEAC on reserving seats for one person from each NEA Focus School to attend the WEAC Winter Conference on *"Reading Strategies Across Content Areas"* February 3-5, 2006.

- On October 11th a reception was held at the Governor's mansion for the Wallace Fellows. This goal of this project is to support principals in their professional growth and advance urban school leadership in the state by developing a cohort of highly effective, master level urban principals whose leadership results in improved student achievement, evident in closing the achievement gaps. There are 13 fellows from MPS. The MPA, MPS, Cardinal Stritch and UWM are helping to create an assessment of master-level principals.

The next meeting will be held on December 16, 2005. Upcoming agenda items will include: Characteristics of a High Performing Urban Classroom and Induction.

* * * * *

RESOLUTIONS

0506R-016

by Director Johnson

WHEREAS, Rufus King High School for College Bound, Marshall Montessori International Baccalaureate High School, and Madison University High School have offered recognized International Baccalaureate (IB) Programs; and

WHEREAS, Ronald Wilson Reagan College Preparatory High School; pending an April 2006 approval by the International Baccalaureate Organization (IBO), will offer a recognized International Baccalaureate (IB) Program during the 2006-2007 school year; 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 2006-2007 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, Madison University High School, and potentially at Ronald Wilson Reagan College Preparatory High School; and

WHEREAS, Rufus King High School for College Bound, Marshall Montessori International Baccalaureate High School, Madison University 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, Madison University 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, Madison University High School, and Ronald Wilson Reagan College Preparatory High School to facilitate the early 2006-2007 school start date, negotiate any necessary MOU 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.

0506R-017

by Director Hardin

RESOLVED, That the Reports of Special Committees be moved in the order of business for Regular School Board Meetings to be placed on the agenda after Communications from the Superintendent of Schools and before the Reports of Standing Committees.

Referred to the Legislation, Rules and Policies Committee.

The President announced that, since the regular November Board meeting falls on Thanksgiving Day, a legal holiday, in accordance with the provisions of Board Rule 1.02, the meeting will be moved to Monday, November 28, 2005.

The Board adjourned at 8:38 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
NOVEMBER 10, 2005

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

Present—Directors Balistreri, Blewett, Dannecker, Goldberg, Hardin (6:45 PM), Horton, Morales (6:48 PM), Spence, and President Johnson—9.

Absent—None.

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

November 4, 2005

To the Members of the Board of School Directors:

At the request of President Johnson, a special meeting of the Milwaukee Board of School Directors will be held at 6:30 p.m. on Thursday, November 10, 2005, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for consideration of the following items of business:

1. Action on Reports of the Independent Hearing Panel of the Milwaukee Board of School Directors
2. Action on a Recommendation to Close the Douglass and Philipp Elementary, Webster Middle, and Juneau High School Buildings at the End of the 2005-06 School Year

With respect to Item 1, above, the Board, pursuant to Wisconsin Statutes, Section 19.85(1)(f), may retire to executive session for the purpose of considering disciplinary data of specific persons, and may reconvene in open session to take action on matters considered in executive session. The Board may reconvene in open session to take action on matters considered in executive session.

LYNNE A. SOBCZAK
Board Clerk

REPORTS OF SPECIAL COMMITTEES

Action on Reports of the Independent Hearing Panel of the Milwaukee Board of School Directors

The Director, Office of Board Governance/Board Clerk, presented 20 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 October 14, 17, 18, 19, 20, 24, 25, 26 and 31, 2005.

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

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

Noes—None.

REPORT OF THE STRATEGIC PLANNING AND BUDGET COMMITTEE

Action on a Recommendation to Close the Douglass and Philipp Elementary, Webster Middle, and Juneau High School Buildings at the End of the 2005-06 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's projects have been completed later this year, a total of 4,778 new seats will have 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 three phases of 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 of 26 members 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 the consultants developed that ranks and scores all schools on various criteria. The ranking was a three-phase process:

a. *Criteria Ranking:* The criteria ranked 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 were ranked and scored using the most up-to-date building (August 2005) and enrollment (September 2005) data available. Schools were scored from one to five. Attendance area and citywide (non-attendance area) schools were first ranked against other schools of the same attendance type.

b. The higher a school ranked, the less likely it is that the school will 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.

c. The Board item approved by the board used 7.5 as a cutoff score, but that number — the median point between 1 and 15 — was provided for illustration only. Using the median score to determine which schools would be further considered for closing did not change those ultimately picked for recommended closing.

d. *Filters:* Schools that remained under consideration for closing as the result of the criteria phase were then examined through the Filters process. In that phase, the schools could earn positive or negative designations for a variety of attributes. For example:

- buildings designated as city-wide 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 a comparison of their current performances with their performances and statuses 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.

Note: The inclusion of these performance factors was discussed with the MTEA and the City Attorney's Office.

Schools with large numbers of negative filter ratings were included in the final ranking phase.

e. *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, transportation region equity, 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.

Administration's Analysis

7. This item seeks authority to close the Juneau High School, Webster Middle School, Douglass Elementary School and Philipp Elementary School buildings at the end of the 2005-06 school year.

8. Hayes Large presented two sets of school ranking results to the Administration. The first list ranked all schools together. The second broke schools into grade-level categories — elementary schools, middle schools, and high schools.

9. The Administration was notified by the consultant that if an "all school" ranking were used, the first eight schools to be closed would all be high schools. The Administration rejected that methodology as unworkable and unfair.

10. The Administration then considered the grade-level rankings and determined that closing schools at each level was a more equitable way of proceeding.

11. The Administration reviewed the consultant's finding for accuracy and fairness. (It should be noted that an error was found in the Juneau High School information sheet and a new sheet was provided by the consultant on Oct. 26, after the staff meeting at Juneau High School. The change did not affect the buildings recommended for closing.)

12. The Administration reviewed the consultant's findings and factors affecting individual schools, communities, and families. Based the consultant's findings and the Administration's review, the Administration recommends that the Juneau High School, Webster Middle School, Douglass Elementary School and Philip Elementary School buildings be closed at the end of the 2005-06 school year.

13. The Administration projects that closing the four schools recommended will save $3.3 million in FY07. The Administration is proposing adding that amount to the per pupil allocation for FY07. 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.

14. Closing the buildings will also save up to $17.3 million in building update costs, although the actual savings amount will depend on the ultimate fate of the buildings.

15. A summary of key considerations in selecting schools is presented in the table below. More information about these findings can be found in the attachments.

School	Total Cost of Updating Bldg.	Savings Anticipated in FY07	SIFI School?	2004-05 Reading		2004-05 Math	
				Attainment	Value Added	Attainment	Value Added
Douglass	$6,891,376	$187,300	Level 2 Math	Low	High	Low	Low
Juneau	$2,160,536	$1,490,033	Level 4 Math; Level 2 Improved in Reading	Low	Low	Low	Low
Philipp	$7,090,025	$343,746	No	High	Low	Low	High
Webster	$1,183,500	$1,287,020	No	Low	High	Low	Low
Total	**$17,325,437**	**$3,308,099**					

16. The recommendation to close the buildings is not necessarily a recommendation to eliminate school programs. The Juneau High School charter, for example, will be reviewed during the normal charter renewal process.

17. The Superintendent met with the principals of the four schools recommended for closing to discuss the rationale for the selections and the next steps.

18. The Office of Communications and Public Affairs prepared fact sheets and a press release, and the Administration published the consultant's matrix displaying school rankings on the MPS portal. Letters were sent to all families in the four school communities. Elected officials were notified (see attachments).

19. 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. Transcribed notes from each meeting are attached. The notes were taken by members of the Administration.

20. Public meetings were scheduled at each of the schools as follows: Douglass and Philipp — 6:30 p.m., Oct. 31; Webster — 5:30 p.m., Nov. 1; Juneau — 6:30 p.m., Nov. 2. The public was notified through a news release and calls to media; autodialer messages were sent to families in each school community; flyers were provided to schools for distribution; and information was posted on the MPS portal home page. Elected officials were notified.

Statute, Administrative Policy, or Board Rules Statement

21. The recommendation complies with Administrative Policy 5.01, Facilities, and Administrative Procedure 5.01(2), Facilities Retirement.

Fiscal Impact Statement

22. The Administration projects that closing the four schools recommended will save $3.3 million in FY07. The Administration proposed adding that amount to the per-pupil allocation for FY07. In general, each $1 million saved in building costs allows $11 to be added to the per-pupil allocation for all remaining schools.

23. Closing the buildings will also save up to $17.3 million in building update costs, although the actual savings amount will depend on the ultimate fate of the buildings. Additional schools will be recommended for the FY08 school year, based on updated data.

24. 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 will continue until that goal is reached. Additional school closings will be recommended to provide additional savings in the FY08 school year.

Implementation and Assessment Plan

25. Upon Board approval, these school buildings will be closed prior to the 2006-07 school year.

26. 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.

27. 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.

28. 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 will be moved intact to successor sites. Students with bilingual educational needs will receive specialized support to ensure placement in schools with appropriate services.

29. 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.

30. 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.

31. 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.)

Committee's Recommendation

Your Committee recommends that the Board direct the Administration to:

1. close the Douglass and Philipp Elementary, Webster Middle, and Juneau High School buildings before the 2006-07 school year; and

2. implement the transition plan as outlined in this document.

Director Goldberg moved to approve the Committee's recommendations.

Director Blewett moved to adjourn and delay consideration until the regular Board meeting.

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

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

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

Director Blewett moved to send the item back to the Strategic Planning and Budget Committee, allowing the district to pause at this stage, reconsider whether under capacity is an issue that warrants further closings, since we have already closed several sites, including Eighty-Eighth Street School (the former French Immersion School), Garfield Elementary School and Browning Elementary School, and that in this reconsideration, that the administration be directed to weigh more heavily academic programs and academic success in determining the importance of building capacity as was done for the multiplex schools.

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

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

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

Director Blewett moved to remove Juneau High School from the list of schools to be closed.

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

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

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

Director Morales moved to divide the question.

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

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

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

Director Hardin moved to

1. give Juneau staff, students, parents, and community leaders, along with the administrative support team, the opportunity to bring back to the Superintendent, by June 30, 2006, a viable plan to keep the school open; and
2. direct the Superintendent to report back to the Board, within two months of receipt of this plan, his decision and why.

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

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

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

Director Balistreri moved that the Juneau program be phased-out, keeping the visual impairment program intact until it was completely closed.

After discussion and without objection, the motion was withdrawn.

The question being on the original motion by Director Goldberg to approve the Committee's recommendations, it was adopted, the vote being as follows:

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

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

The Board recessed from 8:38 to 8:48 PM.

The Board adjourned at 11:09 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
NOVEMBER 17, 2005

Special meeting of the Board of School Directors called to order by President Johnson at 5:45 PM.

Present—Directors Balistreri, Blewett (6:06 PM), Dannecker (5:52 PM), Goldberg, Hardin, Horton, Morales, Spence (6:19 PM), and President Johnson—9.

Absent—None.

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

November 15, 2005

To the Members of the Board of School Directors:

At the request of President Kenneth Johnson, a special meeting of the Board of School Directors will be held at 5:30 p.m. on thursday, November 17, 2005, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the following purposes:

1. to consider action to reduce the FY06 Operations Fund Levy and to increase the estimated revenue from computer aid;
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 consider employment, compensation, and performance evaluation data relative to the terms of an employment agreement for the Director of the Office of Board Governance/Board Clerk.

In regard to Items 2 & 3 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. 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 Superintendent presented to following communication from the district's Chief Financial and Operations Officer:

November 14, 2005

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

RE: Action to reduce the FY06 Operations Fund Levy, and increase the estimated revenue from computer aid.

1. On October 20, 2005, the MBSD approved amendments to the FY06 budget for the School Operations, Construction, and Extension Funds.

2. The amount of the operations fund levy was determined by estimating the amount of "allowable revenue" under the district's revenue limit, as determined by the Department of Public Instruction. The revenues under the limit include the computer aid. The computer aid is the final aid calculated and it replaces a portion of local tax revenue under the revenue limit.

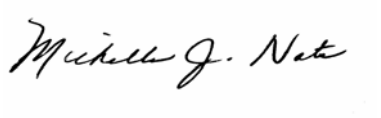
3. Last week the Department of Public Instruction notified MPS that our total revenues under the revenue limit would exceed the current estimated revenue limit ($839.3 million) by approximately $300,000. DPI indicated that some districts recertify their tax levy after this calculation is done.

4. MPS Finance determined, based on information from DPI, that MPS's estimate of Computer Aid can be increased by $309,739 from $3,133,672 to $3,443,411.

5. In light of this, we have the opportunity to reduce the operations fund levy by $309,739, from $192,798,452 to $192,488,713.

Therefore, the Superintendent is recommending that action be taken at the special Board meeting scheduled for November 17, 2005, to amend the aforementioned revenue sources in the FY06 budget.

Please contact Tom Back at 475-8291 if you have any questions.



Michelle J. Nate
Chief Financial and Operations Officer

Director Morales moved to adopt the following amended resolution regarding the FY2006 School Operations Fund:

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 ~~**$916,572,946**~~ **$919,865,149** 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 2006 Fiscal Year; and that ~~$188,090,133~~ ~~$192,798,452~~ **$192,488,713** 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 2006, 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.

The amended resolution was adopted, the vote being as follows:

Ayes—Directors Balistreri, Dannecker, Goldberg, Horton, Morales and President Johnson—6.

Noes—None.

With respect to Items 2 and 3, Director Goldberg moved that the Board retire to executive session, pursuant to Wisconsin Statutes 19.85(1)(c), consider employment, compensation, and performance evaluation data relative to the terms of employment agreements for the Superintendent of Schools and the Director, Office of Board Governance/Board Clerk.

The motion prevailed, the vote being as follows:

Ayes—Directors Dannecker, Goldberg, Hardin, Horton, Morales and President Johnson—6.

Noes—Director Blewett—1.

Voting "present"—Director Balistreri—1.

The Board retired to executive session at 6:08 PM.

The Board recessed from 8:06 to 8:16 PM and from 8:43 to 8:45 PM.

The Board reconvened in open session at 9:33 PM.

Director Hardin moved that the Board authorize the President to negotiate the contract for Lynn A. Sobczak as specified in executive session.

The motion prevailed, the vote being as follows:

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

Noes—None.

The Board adjourned at 9:35 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
NOVEMBER 28, 2005

Special meeting of the Board of School Directors called to order by President Johnson at 5:46 PM.

Present—Directors Dannecker, Goldberg (5:50 PM), Hardin, Morales, Spence, and President Johnson—6.

Absent and excused—Directors Balistreri, Blewett and Horton—3.

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

November 23, 2005

To the Members of the Board of School Directors:

At the request of President Kenneth Johnson, a special meeting of the Board of School Directors will be held at 5:30 p.m. on Monday, November 28, 2005, in the Auditorium of the Central Services Building at 5225 W. Vliet Street, Milwaukee, WI, to receive an update with respect to litigation brought against the Board and the Department of Public Instruction by the Wisconsin Coalition for Advocacy (the Litigation).

The Board, pursuant to Wisconsin Statutes, Section 19.85(1)(g), may retire to executive session to confer with its legal counsel who is rendering legal advice concerning litigation in which the Board is involved. The Board may reconvene in open session to take action on matters discussed in executive session.

LYNNE A. SOBCZAK
Board Clerk

Director Spence moved that the Board retire to executive session, pursuant to Wisconsin Statutes, Section 19.85(1)(g), to confer with legal counsel with respect to litigation brought against the Board and the Department of Public Instruction by the Wisconsin Coalition for Advocacy.

The motion prevailed, the vote being as follows:

Ayes—Directors Dannecker, Hardin, Morales, Spence and President Johnson—5.

Noes—None.

The Board retired to executive session at 5:48 PM.

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

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
NOVEMBER 28, 2005

Regular meeting of the Board of School Directors called to order by President Johnson at 6:41 PM.

Present—Directors Balistreri (6:50 PM), Blewett (6:57 PM), Dannecker, Goldberg, Hardin, Horton, Morales, Spence, and President Johnson—9.

Absent—None.

President Johnson requested that a moment of silence be observed for Joseph B. Fisher, retired MPS teacher and former president of the Milwaukee Board of School Directors, who died on November 14, 2005.

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:

Debbie Tate
Teacher

Ms. Debbie Tate, who is currently serving as a tenth-grade world history teacher at Malcolm X Academy, is a proud product of Milwaukee Public Schools, having graduated from Hamilton High School. During her years as a teacher in Milwaukee Public Schools, Ms. Tate has had a positive impact on many students through her varied roles as a classroom teacher, mentor, and faculty advisor for many extra-curricular activities. Ms. Tate is also a member of her school's Learning Team.

In order to remain on the cutting edge of education, Ms. Tate consistently engages in extensive professional development. One area of professional development that she is particularly interested in is the use of student data to support teaching and learning. Ms. Tate started using student data early on in her career and has been successful in linking this data to her students' specific academic needs.

One of her goals as a teacher is to prepare her students to be successful in our ever increasing technological world. To accomplish this, she develops creative and innovative lesson plans that assist her students in making the necessary connections between their own lives and academics.

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

Other Awards and Commendations

Staff

Gail Milbrath, a teacher at Greenfield Elementary School, was presented with the Wisconsin Association for Health, Physical Education, Recreation and Dance (WAHPERD) Citation Award during the annual State WAHPERD Convention in October. This award is given to a WAHPRED member in recognition of significant contributions made to the advancement of the health, physical education, recreation and dance profession.

* * * * *

APPROVAL OF MINUTES

The minutes of the regular and special Board meetings of October 10, 13, and 20, 2005, were approved as printed.

* * * * *

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 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 November 1, 2, 3, 4, 7, 8, 9, 10, 11, 14, 15, 16, 17, 18, 21, 22, and 23, 2005.

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

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

Noes—None.

* * * * *

COMMUNICATIONS FROM THE SUPERINTENDENT

(Item A) Disallowance of Claims

Office of
Superintendent of Schools

TO THE BOARD OF SCHOOL DIRECTORS:

In accordance with established procedures, I present the following claim:

1. Notice of Claim served on the Milwaukee Public Schools by Mr. Jeffrey K. Welcenbach, attorney, on behalf of Dorothy Hauboldt, an adult who allegedly sustained personal injuries at the Milwaukee Spanish Immersion School on November 2, 2004.

   Claim is being made in the sum of $50,000.

Wausau Insurance Companies, the third-party administrator which currently investigates the general liability claims filed against the school district, has requested that this claim be disallowed.

Therefore, I recommend that the Board disallow the above-referenced claim and place it on file. Under the provisions of Section 119.68 and Section 893.80 of the Wisconsin Statutes, this disallowance will permit the claimant a period of six months in which to bring suit, if she so desires.

Respectfully submitted,

William G. Andrekopoulos
Superintendent of Schools

On the motion of Director Spence, the claim was disallowed, the vote being as follows:

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

Noes—None.

* * * * *

(Item B) Communication Regarding a Grant Award to Milwaukee Public Schools from Rockwell Automation

Office of
Superintendent of Schools

TO THE BOARD OF SCHOOL DIRECTORS:

The Rockwell Automation Charitable Corporation has granted $455, 210 over a three-year period to the Division of Career and Technical Education for the Milwaukee Public Schools to develop and support three new sites for the pre-engineering program, Project Lead the Way, in grades six through eight. The three schools are Audubon Technology and Communication Center, Kosciuszko Middle School, and Vieau K-8 School. All three schools are in the vicinity of Rockwell Automation's South 2nd Street facility in Milwaukee.

Project Lead The Way (PLTW) is a nationally established pre-engineering program which offers a "Gateway to Technology" curriculum for students in grades six through eight and a five-course high-school curriculum. The program lays the foundation for significant opportunities for MPS students by strengthening their background in science, technology, engineering, and mathematics (STEM). The state of Wisconsin maintains a second-place ranking in the nation for concentration of employment in manufacturing, much of which is in skilled and engineering-related fields. Growth in civil engineering, biotechnical, systems management, and other STEM-related fields also promises rewarding futures for MPS graduates

Research has shown that grades six through eight are key years for students in determining how strong a background they will develop in technical fields. Many of the decisions made during these years will determine what they are able to engage in during high school and after graduation. Strong preparation in science, mathematics, and technology during these years opens up doors to technical fields that would otherwise be closed. PLTW is a comprehensive program that addresses this preparation.

The Rockwell Automation grant will provide computer labs, technical equipment, professional development for teachers and counselors, curriculum resources, coaching and mentoring support for staff, and Spanish language translation of key PLTW materials. This generous gift provides a complete package to implement a comprehensive pre-engineering program in the selected schools.

Rockwell Automation has a distinguished history of providing support and partnership activities to schools in MPS. Rockwell Automation is a major donor to the Lynde and Harry Bradley High School of Trade and Technology. Volunteers from Rockwell Automation have worked with MPS students in individual projects like the FIRST Robotics competitions, in school-based literacy efforts, and many other projects.

We thank Rockwell Automation for their continued generous commitment to the young people in the Milwaukee Public Schools. This evening, two representatives are present from Rockwell Automation to present the grant award and say a few words regarding partnership activities with Milwaukee Public Schools.

Respectfully submitted,

William G. Andrekopoulos
Superintendent of Schools

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COMMUNICATIONS FROM THE BOARD CLERK

(Item A) Action on Suspension of Board Rule 1.02(1) and Rescheduling of the Regular December 2005 Board Meeting

Office of
Board Governance

TO THE BOARD OF SCHOOL DIRECTORS:

Board Rule 1.02(1) provides that the regular monthly meetings of the Board shall be held on the last Thursday of each month. Under the provisions of this Rule, the December 2005 Board meeting would be held on December 29, during the Winter Break; therefore, President Kenneth L. Johnson has requested that the regular December 2005 Board meeting be moved from December 29 to December 22.

If the Board chooses to change the date of the December 2005 regular Board meeting, it will have to vote to suspend Board Rule 1.02(1) and to change the date of the meeting to a date of its choosing.

A copy of the *tentative* Board calendar for December 2005 has been provided for reference.

Respectfully,

LYNNE A. SOBCZAK
Board Clerk/Director

Director Horton moved to suspend Board Rule 1.02 (1).

The motion prevailed, the vote being as follows:

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

Noes—None.

Director Hardin moved to reschedule the Finance/Personnel Committee meeting to December 15 and the regular Board meeting to December 20, 2005.

The motion prevailed, the vote being as follows:

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

Noes—None.

* * * * *

REPORTS OF STANDING COMMITTEES

Separate consideration was requested of the following items:

Report of the Innovation/School Reform Committee, Item 1, the Two-Year Report on the Milwaukee High School Redesign Initiative;

Report of the Finance/Personnel Committee, Item 3, administrative appointments and promotions; and

Report of the Finance/Personnel Committee, Item 6, authorization to enter into an Intergovernmental Agreement with the City of Milwaukee to provide law enforcement services to Milwaukee Public Schools and to transfer funds from the Contingent Fund.

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

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

Noes—None.

COMMITTEE ON SPECIAL EDUCATION

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

TO THE BOARD OF SCHOOL DIRECTORS:

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

(Item 1) Monthly Report on Special Education Compliance

Administration's Report

1. Service Information

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

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

	10/05	11/05
Population Served	16,586	16,444

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 (from 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.

	10/05	11/05
Initial Evaluations (Completed since 7/05)	304	550
Percentage Identified for Special Education	62%	58%
Active Initial Referrals	1,098	1,115
Re-evaluations (Completed since 7/05)	67	479
Percentage Continued in Special Education	93%	86%
Active Re-evaluations	885	1262

2. Data Management Services — Special Services Information Management System (SSIMS) Project Status Report as of October 30, 2005

a. SSIMS/Encore Applications

- MPS servers continue to run version 6.6.0.681.
- SSIMS/Encore on-line forms are being used for all new IEP activities.
- SSIMS/Encore testing will begin for the next upgrade in the first week of November.

b. SSIMS Training

- The initial trainings for all staff have been completed.
- Trainings for special education teachers and other staff will continue through November 2005. Advanced trainings and help sessions will be offered throughout the school year for all staff.
- SSIMS/Encore trainers have made on-site visits based on the availability of trainers.
- The SSIMS/Encore Help Desk assists users of net meeting and logs calls using the HEAT application.

c. 504 and Intervention Modules

- Planning is in process for the pilot for the 504 Module.
- Planning is in process for the testing phase of the Intervention module.

d. Interfaces

- Interfaces continue to run as follows:

(1) Inbound daily interface processing (from eSIS to Encore) — three times daily

(2) Outbound daily interface (from Encore to eSIS) — nightly

(3) The Provider daily interface — nightly

(4) The school calendar and school entities are updated manually.

e. Reports

- The Department of Special Services continues to use customized reports created by MPS staff using the Crystal application for purposes of district compliance and monitoring.
- The Department continues to analyze statistical information of the Encore database for special education as it relates to the other MPS student applications to ensure data integrity system-wide.

f. Network Access

- SSIMS continues to work with the Department of Technology to ensure that schools are networked for teacher use and for IEP staff meeting rooms.
- SSIMS continues to work with the Department of Technology in the distribution of PCs for special education teachers that are in schools that still use Macintosh computers.

3. Update: Stakeholder Activities to Revise Wisconsin Special Education Law as a Result of the Reauthorization of the Individuals with Disabilities Education Act 2004

a. The federal rules and regulations implementing IDEA 2004 are still in draft form. The comment period ended in September. The final version is still expected by December 2005.

b. The Department of Public Instruction has convened a group of representatives of the broad range of interested parties from all parts of the state to participate in a stakeholder group. The charge of the group is to reach consensus on a position around how to approach the revision of the current state law to bring it into conformity to federal law. In addition, the group is providing input to the Department to develop six-year goals and annual benchmarks for the State Performance Plan (SPP) Improvement Plan, to develop proposals for IDEA-2004 waivers regarding paperwork reduction and three-year IEP pilots, and to assist in developing the Statewide Continuous Improvement Monitoring System (CIFMS). The most recent stakeholder meeting was held on September 20, 2005. The group focused on setting benchmarks for the State Performance Plan, which is due in December 2005.

c. The Department of Public Instruction continues to support the desire to develop recommended changes in the state's special education law (required in order to conform the Law to IDEA-2004) from a consensus position that is developed by statewide stakeholders. In order to continue to facilitate the process, a small stakeholder group has now been identified to work with a mediator to develop a position that will be shared with the larger stakeholder group for input and approval. Most members of the stakeholder group have expressed a sincere desire to continue to work toward a consensus position in a belief that it will strengthen the parental and school community across the state relative to special education services for children with disabilities.

4. Review of 2005 Extended-School-Year Activities

   a. Extended-school-year (ESY) services are offered as part of a student's IEP and, if recommended, are mandated services under the Individuals with Disabilities Education Improvement Act (IDEA 2004). A student is recommended to receive extended-school-year services if the IEP team believes that the student would suffer loss or regression of skills, which would take a longer than reasonable period of time to recoup or relearn. ESY services can be recommended for any period of time that school is not in session, although the majority of services have been recommended during the extended summer recess. MPS offers a continuum of special education services as well any related services that are recommended by an individual child's IEP team for implementation during the extended-school-year time period

   b. During the 2004-05 school year, a total of 893 students received extended-school-year services. IEP special education and related services were provided to elementary, middle-, and high-school students. The overall number is slightly more than the number of students served last year. An increase was noted in the number of high-school students, while there was a slight decrease in the number of elementary-age students who were recommended for services. This reflects the services demographics of the district.

   c. As in previous years, students whose IEP teams did not recommend ESY services, but whose parents believed they needed additional academic support, were enrolled in the general summer school session. Special education teachers were assigned to the schools to assist the general education teachers with accommodations and modifications to the curriculum to assist the students with disabilities. A total of six special education teachers were assigned to support general school programs during the summer of 2005.

5. Review of 2005 Summer IEP-Team Activities

   a. The District has an obligation to perform Child Find activities throughout the calendar year. In order to ensure that timely initial evaluations occur throughout the calendar year, MPS provides IEP team evaluation services throughout the summer months when regular school is not in session. Those ensure compliance to the 90- and 60-day time requirements in IDEA-2004 and state law.

   b. The summer effort, which began on June 30, 2005, and ended on August 18, 2005, was composed of two sessions, with an overlapping week between the two sessions. Each session was staffed with seven complete IEP teams composed of a diagnostic teacher, speech pathologist, psychologist, and social worker. Additional staff members — such as regular education teachers, nurses, occupational therapists, physical therapists, bilingual staff, etc. — were added as needed. A total of 250 cases were scheduled to be completed by the summer teams (43 were forwarded from MPS schools, while the remaining 207 cases included referrals by early childhood agencies, MPS summer referrals, and non-public referrals.) The teams completed a total of 231 cases during the summer effort.

6. Hypothetical Parental Complaint Scenario

The Special Education Oversight Action Plan (SOAP) calls for a parental dispute resolution system (PDRS) that affords parents and students access to information and strong school-based and 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.

Scenario: Parent Dispute of IEP Team's Determination of Eligibility

This scenario reflects an example of concerns that could be expressed by parents regarding the issue of determination of eligibility for special education services. In order to ensure confidentiality, no identifying information has been included in this hypothetical situation.

a. Background Information:

(1) Disputes between parents and the District about special education eligibility sometimes develop after an IEP team evaluation meeting. The identification of students as having special education needs requires careful evaluation of current functioning in the context of eligibility criteria defined by state statute and procedural safeguards ensuring parental and student rights. Sometimes, parents disagree with a team's finding that a child is eligible for special education services. From the parent's point of view, identification of his or her child as having a disability is not justified by the data. At other times, parents disagree with a team's finding that a child is ineligible for such services, believing that the District has failed to recognize their child's disability.

(2) This scenario is about a parent who disagreed with the IEP team's determination that her child did not qualify for, and therefore was ineligible for, special education services. In this particular case, a parent believed that the IEP team had failed to consider all relevant information in determining if her child was eligible for services.

b. Intervention:

(1) Parents who dispute special education decisions have available to them a continuum of informal and formal remedies and dispute-resolution processes. Sometimes, disputes of the kind presented in this scenario can be resolved informally by the District by offering the parent an administrative review of the IEP process. As a result of such a review, suggestions might be made that the IEP team consider additional information or additional areas of special education eligibility. Such a review and subsequent reconvening of the IEP team has a strong possibility of resolving the parent's dispute.

(2) More formal dispute resolution options that are always available to the parent include an independent educational evaluation, mediation, or a due-process hearing.

(a) Independent evaluations at public expense are a procedural safeguard available to parents in such circumstances. Evaluators not employed by the District, but who meet the district's criteria for employment, may be approved to provide such an evaluation. Once the evaluation is completed, the district must reconvene the IEP team in order to reconsider the new information.

(b) At any time during a dispute, parents or the school district may request mediation by a neutral third party who is assigned by the Wisconsin Special Education Mediation System. Both the parent and the district must agree to participate in mediation. Agreements that are reached remain confidential, as does the discussion that took place to arrive at the settlement. Mediation is a safe environment in which parents and the district may work on issues that divide them and repair the communication relationship between the parties.

(c) The due-process hearing is a formal hearing presided over by an administrative law judge who has authority under federal and state statutes. The district is represented by an attorney, as is often the parent. The state makes available to parents requesting due-process hearings names of attorneys who provide free or low-cost legal representation in such matters. Since reauthorization of IDEA, parents and the district are encouraged by the process to resolve such disputes inside or outside of mediation. Parents may appeal the results of the due-process hearing in circuit or federal court.

c. Resolution:

In this particular scenario, the parent accepted the District's offer early in the dispute to conduct an informal administrative review of the IEP team's report and evaluation. The review identified an area of special education eligibility that had not been considered by the team. Further collection of data by the team resulted in a determination of eligibility. This determination of eligibility resolved the parent's concern.

* * * * *

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) Presentation on the Two-Year Report on the Milwaukee High School Redesign Initiative

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 in 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." The development of a more detailed 20-month calendar is included as part of this report.

3. The organizing structure of the report is a set of frequently asked questions with specific responses based on conversations with the Superintendent, Board members, Central Services staff, and small-high-school implementers. The two-year report provides a look at the activities of the high-school redesign initiative, recognizing both accomplishments and challenges, sets forth what has been learned from both the accomplishments and challenges, and describes the strategies in place to respond to the challenges.

4. The two-year report also provides a description of the next steps in the high-school redesign activities, which include the ongoing development of new, small high schools with improved school-based quality monitoring and improved support-system monitoring strategies. Next steps also include a community-awareness-and-marketing campaign and the introduction of small learning communities in some of the current large high schools as an additional strategy to bring to all Milwaukee students a high-quality high-school experience that is focused on the principles of relationships, relevance, and rigor.

Director Goldberg moved to accept the report.

The motion prevailed, the vote being as follows:

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

Noes—None.

* * * * *

(Item 2) Action on a Request to Approve a Feeder Pattern for Hawley Environmental School to Lincoln Center of the Arts in the Three-Choice School-Selection Process

background

The Board of School Directors has established feeder patterns between some specialized elementary programs and identified middle-school programs. If a child attends a feeder school, he/she is guaranteed a seat in the corresponding middle school in the school-selection process if it is the first choice. The Hawley Environmental School Governance Council and the Lincoln Center of the Arts Governance Council have requested that a feeder pattern be established to ensure a continuity of teaching and learning about the environment for students.

Administration's Analysis

1. The Hawley Environmental School Governance Council has requested that Hawley Environmental School become a feeder to Lincoln Center of the Arts to ensure a continuity of teaching and learning about the environment for students. Lincoln Center has expressed a commitment to environmental education, has made significant progress in developing an environmental education program in the past two years, and has plans for program expansion. Space in the building has been dedicated as a Science Center. Lincoln Center has an environmental committee and has designated a green space on the roof of the school. The establishment of a feeder pattern will result in a partnership between Hawley Environmental School and Lincoln Center of the Arts that is beneficial to the growth and development of the shared students. (See the letter from the Lincoln Center of the Arts School Governance Council, attached to the minutes of your Committee's meeting.)

2. Lincoln Center is also moving toward the creation of a bioswail (retention pond) in the school's parking lot that will serve as a collection area for runoff water during times of rain and melting snow. The project will be of a riverine nature, emulating the characteristics of a full river system in a short amount of space. A curriculum is being devised to create fall, winter and spring activities for students at the elementary, middle-, and high-school levels. Students at Lincoln Center of the Arts will be the conservators of this green space and gain an understanding of ecological stewardship that will extend far beyond the boundaries of the classrooms.

3. Lincoln Center has allotted monies in its budget for classes to visit and attend classes at the Urban Ecology Center (UEC). The lessons and curriculum taught at the UEC are designed to meet MPS Learning Targets and DPI-mandated educational requirements. In the 2004-05 school year, sixth-grade students of the Lincoln Center took 161 science classroom trips to UEC. Members of the Lincoln Center science staff made the commitment to attend the 2005 summer sessions at the UEC, qualifying for grants that reduced the cost of the curriculum. This year, over $8,000 has been allocated by Lincoln Center for the continuation of the UEC project, which has been expanded to serve students in both 6th and 7th grades. In 2006-07, 6th-, 7th-, and 8th-graders will be involved in the UEC courses.

4. The Lincoln Center of the Arts environmental program will not only continue, but will strengthen the four concepts emphasized at Hawley Environmental School: preservation, conservation, stewardship, and beautification. A working relationship between the two schools was established last summer when staff members from Hawley and Lincoln Center attended an urban ecology course through a grant from the University of Wisconsin-Madison.

5. It is anticipated that the implementation of the feeder pattern will allow Hawley, a K-5 school, to better recruit children and retain students in Milwaukee Public Schools in the transition from elementary to the middle grades. (See the letter from the Hawley Environmental School Governance Council, attached to the minutes of your Committee's meeting.)

6. The Lincoln Center of the Arts School Governance Council supports the feeder request. Lincoln Center of the Arts has placed an increasing emphasis on environmental education, including environmental architecture as an art, during the past two school years. The school offers the opportunity for Hawley students to continue to grow through a structured science curriculum that is rooted in environmental education.

7. The Fall 2005 6th-grade enrollment at Lincoln Center of the Arts is 329 students. Fratney Two-Way Bilingual School, Elm Creative Arts School (feeder approved in October 2004), and Tippecanoe K-8 School for Arts and Humanities (feeder approved in October 2004) are the current feeder schools to Lincoln Center of the Arts. In Fall 2004, 24 Fratney students, one Elm student, and one Tippecanoe student were enrolled in the Lincoln Center of the Arts' 6th-grade class of 291 students (8.9% feeder preference for the incoming 6th-grade class). In Fall 2005, 33 Fratney students, 28 Elm students, and no Tippecanoe student were enrolled in the Lincoln Center of the Arts' 6th-grade class of 329 students (18.5% feeder preference for the incoming 6th grade class). All incoming 6th-grade students who selected Lincoln Center of the Arts as their first choice during the school-selection process were accepted in Fall 2004 and Fall 2005.

8. The Fall 2005 5th-grade enrollment at Hawley is 44 students. One Hawley student in Fall 2004 and six Hawley students in Fall 2005 enrolled in the Lincoln Center of the Arts' 6th-grade class. It is anticipated that, with an established feeder, a maximum of 50% of the Hawley 5th-grade students will enroll in the Lincoln Center of the Arts' 6th-grade class. If 50% of Hawley's 2004-05 5th-grade class (20 students) had enrolled in the Fall 2005 Lincoln Center of the Arts' 6th-grade class, 6% of the Lincoln Center 6th-grade seats would reflect a Hawley feeder preference. In the same scenario, a total of 24.6% (Fratney, Elm, Tippecanoe, and Hawley) of the Lincoln Center's 6th-grade seats would reflect a feeder preference.

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 school-selection process will support compliance with to Title IX, which prohibits discrimination based on sex in any educational programs or activities. MPS complies with 20 U.S.C. § 1681 and Section 504 of the Rehabilitation Act (1973), which prohibits discrimination based on a disability. MPS is also subject to the requirements of IDEA, which prohibits discrimination based on disabled status and also imposes an affirmative-action obligation to provide disabled students with a free appropriate public education (FAPE).

Fiscal Impact Statement

11. This item does not authorize expenditures. No additional costs are anticipated from the implementation of the recommendation.

Implementation and Assessment Plan

12. Upon approval by the Board, the Administration will implement the feeder pattern for Hawley Environmental School to Lincoln Center of the Arts.

Committee's Recommendation

Your Committee recommends that the Board approve the designation of Hawley Environmental School as a feeder school to Lincoln Center of the Arts.

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

* * * * *

(Item 3) Informational Report on the Process for Adding Three-Year-Old Programs to the District

Administration's Report

1. The Milwaukee Public Schools has offered early childhood programs for three-year-old children in Board-designated early childhood specialty centers and programs since 1991. The current programs are located at Frances Starms Early Childhood Center, Sixty-Eighth Street Early Childhood Center, Garland Elementary, and Congress Elementary. MPS also offers Montessori and special education programming for three-year-old children. These programs meet a variety of early childhood national criteria, quality indicators of early childhood standards, and research-based early childhood curriculums. Another defining characteristic is the small class size and low teacher-to-student ratios.

2. Effective preschool programs meet specific standards of program quality. Some of the current research, references, and recommended criteria for preschool programs for three-year-olds include:

a. National PreKindergarten Center, Frank Porter Graham Child Development Institute, UNC-Chapel Hill NPC PreKindergarten Framework:

(1) group/class size = 16

(2) staff-to-child ratio = 1:8

(3) curriculum should

- be researched-based;
- be consistent with the goals and objectives of the program;
- address all relevant domains of child development;
- be appropriate for the age and development levels of children served;
- allow a balance between teacher planning and child-initiated activities;
- be linguistically and culturally appropriate;
- be aligned with the local and state early learning standards and linked to assessment of the children's abilities.

b. National Association of Elementary School Principals, *2005 Principles of High Quality Early Childhood Programs* includes:

(1) professional standards of the National Association for the Education of Young Children (NAEYC) and Head Start;

(2) supportive interactions between teachers and children;

(3) safe, supportive, and engaging learning environments;

(4) focus on the whole child;

(5) meaningful learning for the individual child;

(6) a culture of authentic assessment and continuous learning;

(7) connections to families and community organizations;

(8) effective administration.

3. All future proposals and requests received by the district for funding of three-year-old programs will be reviewed by a panel of district and community early childhood leadership. This panel will include:

a. a coordinator from the Division of Early Childhood;

b. representatives from the Division of Early Childhood;

c. representative from the Department of Special Services/ Early Childhood;

d. representative from the Division of Bilingual/Multicultural Early Childhood;

e. representatives from the current early childhood specialty programs and centers;

f. at least one community early childhood specialist.

4. The proposal request will be reviewed for the criteria and standards as listed in paragraph 2 above. The program proposal should include:

a. reporting on the demonstrated need;

b. history of and plan for the recruitment of young children;

c. community outreach activities;

d. explored potential partnerships with neighborhood childcare programs, including transition activities;

e. parental involvement plan;

f. demonstrated history of compliance with local and state health, safety, and building code rules, regulations, and licenses

Once the program is in place, there will be a review process to ensure that best practices are implemented to maintain funding. The panel will also monitor current three-year-old programs to ensure that continuing best practices are in place.

5. Proposals for funding of three-year-old programs for FY07 will be accepted through December 21, 2005. Funding for any approved proposals will be capped at 50 seats. Any approved by January 16, 2006, will be included in the school allocation for FY07.

6. Pending available funding, future proposals will be accepted through November, and any approved by January will be funded.

* * * * *

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

EXTERIOR DOOR REPLACEMENT

Dover Street School

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

Low Bidder, Base Bid of $72,000.00, plus $4,925.00 for Mandatory Alternate Bid #1 to replace door frames at Boiler Room East & West Doors, for a total contract of.....$76,925.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
Yes	0% MBE	100% MBE	25	5	2	Corporation	0

Funds are budgeted for the Dover Street School project from FY05 Construction Fund account code for Major Maintenance Projects, Contracted Services Windows and Doors, FAR-0-0-MM2-DS-ECNCWND5 (W.O. 2-636658). Project, which is to begin on December 5, 2005, is scheduled for completion on May 31, 2006.

Forest Home Avenue School

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

Low Bidder, Base Bid of $87,000.00, plus $14,600.00 for Mandatory Alternate Bid #1 to replace door frames at Exit #3 North, #3 South, #6 West, #7 East & #7 West and at the Boiler Room & Storage Room Doors, for a total contract of.....$101,600.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
Yes	0% MBE	100% MBE	25	5	2	Corporation	0

Funds are budgeted for the Forest Home Avenue School project from FY05 Construction Fund account code for Major Maintenance Projects, Contracted Services Windows and Doors account code FAR-0-0-MM2-FH-ECNCWND5 (W.O. 2-636659). Project, which is to begin on December 5, 2005, is scheduled for completion on May 31, 2006.

Kagel School

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

Low Bidder, Base Bid of.....$66,000.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	0% MBE	10% MBE	36	15	4	Corporation	2

Funds are budgeted for the Kagel School project from FY05 Construction Fund account code for Major Maintenance Projects, Contracted Services Windows and Doors account code FAR-0-0-MM2-KA-ECNCWND5 (W.O. 2-636661). Project, which is to begin on December 5, 2005, is scheduled for completion on May 31, 2006.

Wheatley School

Prime Contractor
Softer Lite Window Company
W290 S5298 Ridgefield Road
Waukesha, WI 53189

Low Bidder, Base Bid of.....$113,210.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	0% MBE	0% MBE	28	0	3	Corporation	2

Funds are budgeted for the Wheatley School project from FY05 Construction Fund account code for Major Maintenance Projects, Contracted Services Windows and Doors account code FAR-0-0-MM2-WL-ECNCWND5 (W.O. 2-636992). Project, which is to begin on December 5, 2005, is scheduled for completion on May 31, 2006.

DOMESTIC WATER HEATING SYSTEM REPLACEMENT (RE-BID)

Sholes Education Complex

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

Low Bidder, Base Bid of.....$86,600.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10% MBE	10% MBE	180	12	10	Corporation	0

Funds are budgeted for the Sholes Education Complex Center project from FY06 Construction Fund account code for Major Maintenance Projects, Contracted Services Plumbing account code FAR-0-0-MM2-SH-ECNCPLB6 (W.O. 2-677436). Project, which is to begin on December 2, 2005, is scheduled for completion on August 11, 2006.

CONSTRUCTION CONTRACTS

Total construction contract dollars awarded.....$499,335.00
Total dollars HUB participation.....$174,300.00
% of MBE participation.....39.23
% of WBE participation.....0.00
% Minority employees within company.....15.52
% Women employees within company.....8.67

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 Supplemental Services

The Board at its September 2005 meeting authorized the Administration to enter into contracts with 44 state-approved supplemental service providers for the 2005-06 school year. Since then, Agape Love Community Resource Center has received state approval to provide supplemental services. Agape Love provided services to 21 MPS students in 2004-05, for which it was paid $20,970. Supplemental service providers are used only when selected by parents. The Administration is requesting that the Board approve adding Agape Love to the list of 44 authorized providers.

Because the Administration does not know which supplemental providers will be selected and by how many parents, it cannot estimate the value of any supplemental service provider contract. This contract is coming to the Board because it could exceed $50,000.

The budget code to be charged is GEN0I1S6DW-ECNS (Title 1 — Supplemental 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 $50,000	NA	NA	NA	NA	NA	0	NA	NA

Authorization to Purchase Boilers

The Administration recommends awarding a bid to Heat and Power Products in the amount of $81,500 for the purchase of two new boilers for Morse Middle School. Bid 5413A was issued by the Purchasing Division. There were 5 respondents. Heat and Power Products was the lowest bidder.

The budget code to be charged is FAR00MM2MS-ECNCHV6 (Major Maintenance — Construction Contracts-Heating and Ventilating).

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 $81,500	NA	NA	NA	NA	NA	0	NA	NA

Authorization to Purchase Replacement Door Hardware

The Administration recommends awarding a bid to American Building Services in the amount of $87,246.90 for the purchase of replacement door hardware for Walker Middle School. Bid 5414A was issued by the Purchasing Division. There were 5 respondents. American Building Services was the lowest bidder.

The budget code to be charged is FAR00MM2WK-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 $87,246.90	NA	NA	NA	NA	NA	0	NA	NA

Authorization to Purchase Replacement Door Hardware

The Administration recommends awarding a bid to American Building Services in the amount of $57,652.94 for the purchase of replacement door hardware for Burdick School. Bid 5414B was issued by the Purchasing Division. There were 5 respondents. American Building Services was the lowest bidder.

The budget code to be charged is FAR00MM2BD-ECNCWND6 (Major Maintenance — Construction Contracts-Windows and Doors).

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 $57,652.94	NA	NA	NA	NA	NA	0	NA	NA

Authorization to Purchase a Cooling Tower

The Administration recommends awarding a bid to Jerry Johnson Sales LLC in the amount of $53,168 for the purchase of a new cooling tower for Hamilton High School. Bid 5415 was issued by the Purchasing Division. Jerry Johnson Sales was the only bidder.

The budget code to be charged is FAR00MM2HA-ECNCHVA6 (Major Maintenance — Construction Contracts- Heating and Ventilation).

HUB-Certified Prime?	Prime Price Quote	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION				
		Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
NA	NTE $53,168	NA	NA	NA	NA	NA	0	NA	NA

Authorization to Purchase a Chiller

The Administration recommends awarding a bid to Trane Company in the amount of $255,851 for the purchase of a new chiller for Vincent High School. Bid 5416 was issued by the Purchasing Division. Trane was the lowest bidder.

The budget code to be charged is FAR00MM2VN-ECNCHVA6 (Major Maintenance — Construction Contracts-Heating & Ventilation).

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 $255,851	NA	NA	NA	NA	NA	0	NA	NA

Authorization to Enter into Staff Development Contracts with Milwaukee Teacher Education Center

The Administration is requesting authorization for schools to enter into contracts with Milwaukee Teachers Education Center (MTEC) to provide services that build capacity for improving student learning. Up to 20 MPS schools have expressed an interest in contracting with MTEC for a variety of services, including coaching that supports professional learning communities, education plans and professional development; instructional coaching for best practices in lesson planning and classroom management; and workshops that may include technical training.

The aggregate amount of the contracts will not exceed $100,000. The final amount will depend upon the number of schools entering into contracts and the types of services requested. All contracts will comply with Board policies regarding professional service contracts. The budgets of schools contracting with MTEC will be charged for the services provided. Contracts will be for the 2005-06 school year.

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	NA	NA	0	NA	NA

Authorization to Enter into a Sole-Source Contract for a Milwaukee Partnership Academy Tutoring and Family Literacy Project Director

The Administration is requesting authorization to enter into a sole-source contract with Milwaukee Catalyst to provide a director for the Milwaukee Partnership Academy's Tutoring and Family Literacy Program.

The Helen Bader Foundation has awarded Milwaukee Public Schools a grant totaling $180,000 to be distributed over a three-year period — $60,000 per year, ending in April 2007. An amount of $50,000 per year would be paid to Milwaukee Catalyst, and $10,000 per year would be used for program support.

The budget code to be charged is SDV0SBT5RO-ECNS (Family Literacy — 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	NTE $180,000	NA	NA	NA	NA	NA	0	NA	NA

Authorization to Enter into a Contract to Evaluate MPS's Reading Reform Initiatives

The Administration requests authorization to enter into a contract with the Wisconsin Center for Educational Research (WCER) to conduct a formative evaluation of the district's current reform initiatives in the area of reading.

In April 2005, Request for Proposal-464 (RFP) was issued 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, a research group with considerable expertise in the areas of complex, quantitative analyses as well as qualitative research.

Given the complexities of reform initiatives within MPS, evaluating which reforms have the greatest impact on student achievement is a difficult task. The Administration is interested in determining which programs offer the greatest promise of results and in learning how to improve implementation of existing reforms. WCER provides the best match for this project.

The contract is not to exceed $100,000. The account code to be charged is SD10ST26RH-ECNS (Title I — 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
NO	NTE $100,000	NA	NA	NA	0%	0%	0	NA	NA

Authorization to Enter into a Contract for Data Warehouse Re-Design

The Administration requests authorization to enter into a contract with Versifit Technologies for the purpose of supporting data warehouse redesign and business-intelligence development. As a result of the June 2003 audit of the MPS Data Warehouse, a strategic planning process was undertaken over the past two years to better define users' needs. A series of both functional and technical requirements arose from the strategic planning process. These requirements were included in Request for Proposal 498 (RFP) for Business Intelligence/Data Warehouse Re-Design.

There were five responses to the RFP. Each of the proposals was rated independently by a team of staff from Assessment and Accountability as well as Technology. Two vendors were invited for interviews and demonstrations. Following the demonstrations and interviews, the proposal from Versifit Technologies was selected for data warehouse re-development.

The contract is not to exceed $210,000. Funds are available in the FY06 Title I School Improvement Grant. The account code to be charged is SDV05TV6RH-ECTS (Title I School Improvement — 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
NO	NTE $210,000	<50	<10	<10	15%	20%*	$5,000	Computer-related	Prof. Svcs

*percentage may vary based on package selected by MPS

Purchasing Request Summary — November 2005

Total contract dollars to be awarded.....$1,175,419
Total dollars eligible for HUB participation.....$1,175,419
Total HUB dollars $00
% of MBE participation.....0
% of WBE participation 0

Total HUB Participation.....0

Acceptance of the Report of Revenues and Expenses

These reports for October 2005 are attached to the minutes of your Committee's meeting. This is an informational report, and no action is required.

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 September 30, 2005.

SCHOOL OPERATIONS FUND

Expenditures and encumbrances through September totaled $262,941,600, or 28% of the revised budget.

District Contingent Fund — The balance at September 30, 2005, was $1,000,000. Fund transfers and the date(s) they were approved are as follows:

Balance — July 1, 2005	$ 1,000,000
Approved Transfers:	
None	0
Balance — September 30, 2005	$ 1,000,000

CONSTRUCTION FUND

Expenditures and encumbrances through September totaled $73,166,659, or 99% of the revised budget.

EXTENSION FUND

Expenditures and encumbrances through September totaled $5,594,885, or 47% of the revised budget.

REVENUES AND EXPENDITURES
CURRENT YEAR VERSUS THREE-YEAR AVERAGE
As of September 30, 2005

	Revenues		Expenditures	
	Percent Realized		Percent Expended	
	Current Year	3-yr Avg	Current Year	3-yr Avg
School Operations	9%	10%	28%	28%
Categorically Aided	3%	2%	15%	20%
School Nutrition	0%	1%	10%	12%
Construction	0%	5%	99%	85%
Extension	3%	4%	47%	26%

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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 2005. This is an informational report, and no action is required.

Date	Time	School	Reportable	Injuries	Company
10/3/05	8:30	Roosevelt Ms	No	No	Laidlaw
10/5/05	7:08	Victory	No	No	Riteway
10/5/05	2:30	Maple Tree	No	No	Spec Care
10/6/05	2:45	Hampton	No	No	Lakeside
10/7/05	2:32	Carson	No	No	Laidlaw-W
10/7/05	4:35	Tonwnda/Dixon	No	No	Lakeside
10/10/05	2:56	Carver	No	No	Lakeside

Date	Time	School	Reportable	Injuries	Company
10/11/05	6:37	Milw Spanish	No	No	Laidlaw-N
10/12/05	11:10	Maryland	Yes	No	Bee Bus
10/12/05	4:20	Fratney	No	No	Lamers-S
10/14/05	7:00	Forest Home	No	No	Lamers
10/19/05	7:40	Milw Spanish	No	No	Laidlaw
10/20/05	8:19	Morse M.S.	No	No	Bee Bus
10/20/05	2:22	Grantosa	No	No	Lakeside
10/24/05	7:52	Morse M.S.	No	No	Lakeside
10/24/05	3:50	Bradley Tech	No	No	Laildaw-W.A.
10/26/05	8:13	Cntrydl/Rbnwod	No	No	Riteway

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

This report for October 2005, which is attached to the minutes of your Committee's meeting, is for informational purposes and does not require action.

Acceptance of Donations

School	Donor	Amount	Gift or Purpose
Alcott	Debra O'Conner	$25	Incentives for students
Alliance	Once in a Blue Moon Event	$3,025	Programs and supplies
Alliance	Gardner Foundation	$2,000	Renovations/lease
Alliance	Elias Zananiri	$100	Programs and supplies
Alliance	Kevin Copps	$100	Programs and supplies
Bradley Tech	The Estate of Mary L. Meixner	$50,000	Textbooks and student support
Marshall	Manchester East Hotel	$150	Couch for special education students
McNair	U'SA Gain	$12.50	Collection of cloths, shoes, and household textiles
McNair	Immanuel Presbyterian Society	$1,772.26	Supplies, educational materials, field trips, etc.
Meir	Anonymous	$900	Field Trips (for 3 classes)
Milw. German Imm.	German Imm. Foundation	$3,636.50	New Teacher Imm. Inservice
Milw. German Imm.	Joachim Wissmann	$150	For student supplies
Milw. German Imm.	Ruth Roberts	$100	For student supplies
Milw. Spanish Imm.	CF Industries	$50	Donation in Memory of Grandpa Bob
Milw. Spanish Imm.	Chicago Consulting Actuaries	$100	Donation in Memory of Grandpa Bob
Milw. Spanish Imm.	Chicago Consulting Actuaries	$50	Donation in Memory of Grandpa Bob
Milw. Spanish Imm.	Mercedes Diezel Engels	$50	Donation in Memory of Grandpa Bob
Milw. Spanish Imm.	Dennis and Charlene Streit	$25	Donation in Memory of Grandpa Bob
Milw. Spanish Imm.	Hyacinth Grabowski	$10	Donation in Memory of Grandpa Bob
Riley	Target	401.39	Field trips and gift card for Anthropology Program
Riley	Zorka Novakovich	$400	Digital camera
Riley	Milw. Sigma Sigma Sigma Alumnae	$75	Various school supplies

Sherman	Target	$51.74	Student Incentives
WCLL	Sallie A. Brown	$200	Scholarship Fund

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; Deletion of Names from the List of Appointed Teachers, and Affirmative Action Reports

Classified Personnel Transactions

Name and Assignment	Position and Salary	Date
	APPOINTMENTS	
Carmencita Cruz Lowell	School Secretary I $28,426.89/yr.	10-24-05
Deanna Grebe Special Services	Technology Support Analyst I $49,011.84/yr.	10-11-05
Khalid Eshai Department of Technology	Resource Specialist $71,774.12/yr.	11-07-05
Anna Flores Lincoln Middle	School Secretary I $20,376.89/yr.	10-10-05
Ciara Kyles-Williams Madison	School Secretary I $20,376.89/yr.	10-17-05
	PROMOTIONS	
Malcolm Bingham, Jr. Building Operations	School Engineer I $37,938.16/yr.	11-07-05
Gisele Brister Building Operations	School Engineer I $34,768.76/yr.	11-07-05
Michael Bukowiecki Building Operations	School Engineer I $36,353.46/yr.	11-07-05
Debra Dunn Technology	Technology Support Analyst I – E-Rate $38,187.58/yr.	10-31-05
Vincent Elam Vincent	Boiler Attendant Trainee $28,639.26/yr.	11-07-05
Nathaniel Enis Academy of Aviation, Science, & Technology	Boiler Attendant Trainee $28,639.26/yr.	11-07-05

Antonio Frank Dover	School Engineer II $44,384.08/yr.	10-10-05
Felecia Jasper Burroughs/WCLL	School Bookkeeper $31,125.12/yr.	11-09-05
Angel Malpica Pulaski	Boiler Attendant Trainee $28,639.26/yr.	11-07-05
Dorothy Maxwell Building Operations	School Engineer I $37,938.16/yr.	11-07-05
Gregory Popp South Division	Boiler Attendant Trainee $28,639.26/yr.	11-07-05
Damion Powell Building Operations	School Engineer I $39,522.86/yr.	11-07-05
Brandon Purdy Building Operations	School Engineer I $34,768.76/yr.	11-07-05
Rena Strzelecki Walker	Boiler Attendant Trainee $28,639.26/yr.	11-07-05
Lanita Tate Building Operations	School Engineer I $39,522.86/yr.	11-07-05
William Thomas Washington	Boiler Attendant Trainee $28,639.26/yr.	11-07-05
Marshall Walker Sarah Scott	Boiler Attendant Trainee $28,639.26/yr.	11-07-05
Andrew Williams Central Services	Boiler Attendant Trainee $28,639.26/yr.	10-10-05
Christopher Witkowski Building Operations	School Engineer I $34,768.76/yr.	11-07-05
Ronald Young Building Operations	School Engineer I $34,768.76/yr.	11-07-05

REINSTATEMENTS

Irene Burmeister Bay View	School Secretary I $24,720.46/yr.	11-14-05

CHANGES IN STATUS

Jo Addison Roosevelt	School Secretary I $27,426.89/yr.	10-24-05
Sue Beay Hamilton	Boiler Attendant $37,532.82/yr.	11-06-05
Jessie Bonilla Malcolm X Academy	School Secretary I $12,784.00/yr.	10-10-05
Brigette Charles Bradley Technology & Trade	Handicapped Children's Asst. $17,822.19/yr.	09-14-05
Tracy Christopher Student Services	School Secretary I $27,674.29/yr.	12-02-05
Belinda Freeman Metcalfe	Handicapped Children's Asst. $15,276.08/yr.	09-20-05

Diane Jachowicz Garden Homes	School Secretary I $22,432.00/yr.	10-24-05
Debra Kaylor River Trail	School Secretary I $26,451.60/yr.	10-17-05
Carol Kress Sherman	School Secretary I $34,065.20/yr.	11-07-05
Ruby Lane Bradley Technology & Trade	School Secretary I $33,025.20/yr.	12-08-05
Athena Moody Professional Learning Institute	Handicapped Children's Asst. $15,276.08/yr.	10-24-05
Brenda Redmond Gaenslen	Handicapped Children's Asst. $15,276.08/yr.	09-07-05
Valerie Rivers Morse	Handicapped Children's Asst. $15,276.08/yr.	10-11-05
Deanna Scholz Lincoln Avenue	School Kitchen Manager II $24,310.92/yr.	08-31-05
London Scott, Jr. Gaenslen	Handicapped Children's Asst. $15,276.08/yr.	08-31-05
Alucia Spaights Hamilton	Handicapped Children's Asst. $15,276.08/yr.	10-31-05
Anzell Tyler-Lewis Congress	Handicapped Children's Asst. $14,609.70/yr.	08-11-05

Certificated Appointments

Code	Teachers	Division	Salary	Yrs. Exp. Credit	Start Date
r	Warren Albright Mathematics	B	$32,439.00	1	10/24/2005
r	Diana E. Anick ESL	B	$32,439.00	1	10/13/2005
r	Allison L. Bartel Elementary Education	B	$32,439.00	1	11/07/2005
r	Quinetta S. Britton Mathematics	B	$32,439.00	1	10/03/2005
r	Deann H. Burke PK-3	B	$32,439.00	1	10/04/2005
r,a	Rheatra Daniels Hubbard Mathematics	B	$32,439.00	1	09/26/2005
r,a	Erin Donahue English/Reading	B	$32,439.00	1	10/03/2005
r,a	Ramona D. Hall EC:EEN	B	$32,439.00	1	10/24/2005
r	Jacob K. Haskell Technology Education	B	$32,439.00	1	10/05/2005

r	Nicholas Patenaude Physical Education	B	$32,439.00	1	10/04/2005
r,a	Phaleshia A. Pinder Fearen Dance	B	$32,439.00	1	10/27/2005
r,a	Maria G. Rajkovic K-5	B	$36,756.00	4	09/29/2005
r	Holly M. Schwirtz Head Start	B	$32,439.00	1	10/18/2005
nr	Scott Sommer Computer Science	B	$32,439.00	1	09/30/2005
nr	James W. Stanger Mathematics	B	$32,439.00	1	10/17/2005
r,a	Tonja L. Whittley Grade 4	D	$37,879.00	1	10/17/2005
r	Carl J. Williams Elementary Education	B	$39,632.00	6	10/10/2005
r	Joseph M. Zeise Cross Categorical	B	$32,439.00	1	10/03/2005

CODES
(a) Reappointment without tenure
(nr) Non-Resident who must become a resident
(r) Resident who must remain a resident

Leaves of Absence

	Present Assignment	Effective From
Maternity Leave, to June 15, 2005:		
Terese Hughes	Manitoba	October 29, 2005
Jessica Jaglowski	Hawley	January 7, 2006
Personal Leave, to June 15, 2006:		
Javier Cruz	Pulaski	August 30, 2005
Rebecca Reitman Katzer	Madison	October 28, 2005

Report on Resignations

Name	Position	Effective Date
Benjamin Arnold	Teacher	01/27/06
Ofelia Baustista Ruiz	Teacher	09/30/05
Jessica Brown	Teacher	10/31/05
Melissa Browing	Teacher	10/28/05
Nancy Conner	Principal	10/21/05

Nancy Cruz	Teacher	10/05/05
Esther Ederesinghe	Teacher	12/23/05
Richard Friedrich	Coordinator	10/01/05
Daniela Gasparri	Teacher	11/08/05
Ann Hinkle Wszalek	Teacher	10/11/05
Cheryl Jamrozy	Teacher	10/31/05
Paul Jelenchick	Teacher	10/29/05
Emily Jessen	Teacher	10/21/05
Arnetta Johnson	Teacher	06/29/05
James Kocovsky	Teacher	10/31/05
Curtiss Larson	Teacher	10/14/05
Dustin Long	Teacher	10/11/05
Jeannie Long	Teacher	11/22/05
Holly Miller	Teacher	10/28/05
Emily Peterson	Teacher	06/15/06
Maxine Rutkowski	Asst. Principal	01/28/06
Johnell Sharp	Principal	12/21/05
Calliope Thomas	Teacher	11/08/05
Elisabeth Words	Principal	12/23/05

Deletion of Names from the List of Appointed Teachers

On April 20, 2005, letters were sent to the following teachers stating that they should respond by July 1, 2005, as to whether or not they would be returning for the 2005-06 school year, or their name 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:

Margaret Elliott
Susan Karchunas Smith
Angie LoDuca
Mary Savage
Amber Tanty

Affirmative Action Report

The Affirmative Action Report for October 2005 is attached to the minutes of your Committee's meeting. This is an informational report, and no action is required.

Committee's recommendation

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

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

* * * * *

(Item 3) Action on Recommended Administrative Appointments and Promotions

Committee's Recommendation

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

2(r)	Mary Bowie	Principal Madison High School	Schedule III, Range 15A $107,560.60
5(r)	Debra Ortiz	Principal Lincoln Center of the Arts Middle School	Schedule III, Range 14Z $87,385.98
5(r)	Janet Miller	Principal Maryland Montessori School	Schedule III, Range 13Z $83,912.75
4(r)	Rita Tenorio	Assistant Principal Fratney Street School	Schedule III, Range 10Z $75,721.00
2(r)	Gwendolyn Irvin	Assistant Principal Gaenslen School	Schedule III, Range 10Z $78,200.00
5(r)	Peggy Petersen	Manager, Student Assignment — Special Education Dept. of Parent and Student Services	Schedule III, Range 9A $83,974.41
5(r)	Jennifer Guenthner	Special Education Supervisor Dept. of Special Services	Schedule III, Range 8C $69,160.00
2(r)	Monica Kelsey-Brown	Curriculum Generalist Thoreau Elementary School	Schedule III, Range 6C $53,961.79
2(nr)	Arthur Brown	Assistant Recreation Supervisor — Community Centers Div. of Recreation and Community Services	Schedule III, Range 4A $41,859.00
2(nr)	Willie Mitchell	Asst. Recreation Supervisor — Community Centers Div. of Recreation and Community Services	Schedule III, Range 4A $57,200.00

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:

2 African American
4 Hispanic
5 White

r Resident who must remain resident
nr Non-resident who must become resident

Director Hardin moved that the Board retire to executive session, pursuant to the provisions of Wisconsin Statutes, Chapter 19.85(1)(c), to consider personnel matters.

The motion prevailed, the vote being as follows:

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

Noes—None.

Temporarily absent—Director Spence—1.

The Board retired to executive session at 8:10 PM.

The Board reconvened in open session at 8:18 PM.

Director Spence moved to approve the appointments and promotions as recommended.

The motion prevailed, the vote being as follows:

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

Noes—None.

* * * * *

(Item 4) Action on a Recommendation to Enter into a Contract for Project Direct Graduation (Night School) with the Private Industry Council

Background

1. At its meeting on June 24, 2004, the Milwaukee Board of School Directors approved school-within-a-school programs in 10 MPS schools to serve disruptive students in grades 6-12 for the 2004-05 school year.

2. Unless otherwise negotiated and agreed to by the parties in writing, a school-within-a-school program shall establish to the satisfaction of the Division of Diversified Community Schools on an annual basis that the program has complied with the contracted performance standards.

3. Bradley Tech, Grand Avenue, Hamilton, Juneau, Madison, North Division, Riverside, Robinson, Walker and Washington have successfully assigned students to school-within-a-school programs, serving 1,702 students during the 2004-05 school year. All school programs met the attendance and retention goals. Where seniors were enrolled, students met the graduation rate of 70% or above.

4. For the 2005-06 school year, the Administration recommended that 14 schools — nine continuing schools, plus five additional high schools (Bay View, Custer, Pulaski, South Division and Vincent) — receive approval for contracts to serve disruptive students. (Robinson Middle School was eliminated as a result of Board action to close the school at the end of the 2004-05 school year.)

5. Approval of the item authorized expenditures totaling $1,171,800 for the 2005-06. The cost per contracted seat is $1,116. The Board approved the funds to be transferred from the Division of Diversified Community Schools' Non-MPS Agency account. Funds sufficient to support the approved programs for the 2005-06 school year were appropriated in the FY06 MPS Budget.

6. For the 2005-06, the Administration is recommending that 100 of these students be assisted in preparing, locating, and sustaining employment during the day. This project — which formerly had been called Disruptive Youth Programs Project, but is now called Direct Graduation (Night School) — will be support for night schools serving students enrolled in schools that are identified for improvement (SIFI).

7. The Private Industry Council of Milwaukee County, Inc., (PIC), a workforce-development board, responded to an MPS RFP and was selected to serve 100 Milwaukee Public School (MPS) students enrolled in Project Direct Graduation during the 2005-06 school year. These students, who attend high school in the evening, have their daytime free to prepare for and seek employment in the public or private sectors.

Administration's Analysis

8. In order to accomplish the ultimate goal of job placement and retention, 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.

All three elements are highly interrelated and necessary for a successful transition to the world of work. Detailed information on each aspect will be provided within PIC's proposal.

9. It is equally important that

a. MPS form a collaborative or team approach with teachers and staff of *Project Direct Graduation*;

b. community sources be fully used; and

c. effective measures of student progress and program outcomes be 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 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.

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

fiscal impact statement

13. The full budget for PIC's services is $91,850, of which $83,500 (over 90% of the budget) is personnel cost for the salary and fringe benefits for the two Job Developers. Each staff person is responsible for providing case-management, job-development and job-training services to 50 youth. The total average annual cost per student is approximately $900.

Program Costs for Project Direct Graduation

Two (2) Full-time Job Developers @ $ 32,10	$ 64,200
Fringe Benefits (30%)	19,300
Total Personnel Costs	83,500
PIC Administrative Expenses (10%)	8,350
Total Program Costs	$ 91,850

14. This item authorizes expenditures of $91,850. Funding will be provided through the Diversified Community Schools, budget code: GEN-0-I-TV6-SM-ECTS

Implementation and Assessment Plan

15. Upon the Board's approval, the Private Industry Council will enter into a contract to run from November 2005 through November 2006.

16. The requirements of the reauthorization of "No Child Left Behind" include provisions to raise the academic achievement of all children. This includes 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 the Private Industry Council, Inc., as attached to the minutes of your Committee's meeting, for job-development services with two job developer positions, to be funded through Diversified Community Schools for the amount of $91,850, for the term of November 2005 through November 2006.

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

* * * * *

(Item 5) Action on a Request to Enter into a Sole-Source Contract with the Center for Value-Added Research at UW-Madison

Administration's Analysis

1. The Wisconsin Center for Education Research (WCER) has worked with the Milwaukee Public Schools on issues related to standards, assessment, and accountability since 1998 within its Center for the Study of Systemic Reform in Milwaukee. At its monthly meeting in October, 2004, the MPS Board of School Directors approved a sole-source contract with WCER to provide the district with an embedded researcher. The Administration proposes to extend the contract with the Value-Added Research Center in WCER to continue its collaborative work with WCER and to provide the district with an embedded research manager to conduct program and policy evaluations using value-added statistical methods.

2. Since January of 2005, the embedded researcher has completed a number of significant projects, including an evaluation of student outcomes in the middle grades, an evaluation of MTEC outcomes, and a study regarding the alignment of the MPS Learning Targets to the State of Wisconsin's Assessment Frameworks in Reading and Mathematics. Additionally, the researcher is participating as an integral member of the district's research team on a project sponsored by the National Commission on Teaching for America's Future, is working on planning grade-level reports for value-added, and is developing a survey of instructional practices.

3. The researcher would continue to work under the functional direction of the MPS Division of Assessment and Accountability and the Milwaukee Partnership Academy's (MPA) Work Group 4 — Evaluation and Accountability while receiving technical direction from Dr. Rob Meyer at the Value-Added Research Center. This relationship would provide practical grounding for projects while ensuring independence and technical expertise necessary for objective evaluation and research regarding ongoing initiatives within the district.

4. Dr. Robert Meyer, Senior Scientist at WCER, is the Director of the Value-Added Research Center at the WCER. Dr. Meyer, who is nationally known for his research on value-added modeling and evaluation methods, is currently working on projects funded by the Institute for Education Sciences (U.S. Department of Education), the Joyce Foundation, the National Science Foundation, and the Wisconsin Department of Public Instruction. Dr. Meyer has conducted major statistical evaluations of programs and policies such as SAGE, systemic reform in Texas, and math and science reforms in Cleveland and Riverside, California. Meyer has also worked with districts to develop and implement value-added indicator and accountability systems. Since the 2001-2002 school year, the Administration has worked with Meyer at UW-Madison to analyze growth in MPS student achievement and to compile the summaries of value-added analyses for inclusion in the annual Report Card.

5. In addition to conducting policy research and program evaluation in conjunction with MPA partners, the embedded research manager would be responsible for ongoing refinement of the district's value-added system for school accountability and with collaborating with MPS to explore strategies for linking value-added systems and indicators of school performance with No Child Left Behind. Further, the researcher will work with existing MPS and MPA staff to develop technical skills in value-added analyses and their applications to program evaluation and research, including the Teachers for a New Era grant from the Carnegie Foundation to the MPA.

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 Administration's recommendation is consistent with Administrative Policy 2.16, District Accountability System. The contract, which is being presented to the Board pursuant to Administrative Policy 3.09(3), Purchasing and Bidding Requirements, for receiving sole-source consideration. WCER has been approved by the Superintendent's designee as a sole-source vendor because of its unique expertise and national reputation in value-added modeling.

Fiscal Impact Statement

8. This item authorizes expenditures of $75,168 in FY06. Funds to support the FY06 portion of the contract are included in the FY06 budget for the Division of Assessment and Accountability (Budget code SYS-0-S-1E6-RH-ECNS, Title I Evaluation Project, Consultant Services). It is anticipated that the FY07 portion of the contract ($37,582) will be included in the Division's FY07 budget.

Implementation and Assessment

9. The MPS Director of Assessment and Accountability will serve as the primary point of contact to ensure a strong connection among the MPA, the District, and the Value-Added Research Center.

Committee's Recommendation

Your Committee recommends that the Board adopt the Administration's recommendation to enter into a 12-month sole-source contract, as attached to the minutes of your Committee's meeting, with the Value-Added Research Center at the University of Wisconsin-Madison/Wisconsin Center for Education Research for an amount not to exceed $75,168 in FY06 and an anticipated $37,582 in FY07.

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

* * * * *

(Item 6) Authorization to Enter into an Intergovernmental Agreement with the City of Milwaukee to Provide Law Enforcement Services to Milwaukee Public Schools and to Transfer Funds from the Contingent Fund

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 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 our high schools.

3. District administration has deemed that non-students have been creating disturbances by confronting students, staff, and others associated with five high schools — Bay View High School, Custer High School, Madison High School, Pulaski High School, and Washington High School — as students and staff are leaving and are in the vicinity of the schools. In an effort to address this issue, MPS requested that the MPD provide a uniform police presence at the exterior of the five high schools during dismissal time as a deterrent to these confrontations and disturbances. The resources available to MPD to provide the requested daily service are negligible, and such services could not be secured.

4. The Superintendent then asked 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 would fund the $22,000 cost of this service. This represents the best effort which the Milwaukee Police Department can make at this time, given a current shortage of approximately 300 officers. MPD began providing this service as of October 31, 2005, in an effort to address the immediacy of the situation.

Administration's Analysis

5. The purpose of the proposed 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, and Washington 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 Bay View High School, Custer High School, Madison High School, Pulaski High School, and Washington High School, beginning at 3:00 p.m. and ending at 4:30 p.m. on each school day.

7. Since the nature of this agreement is not a recurring annual arrangement and it is for an unexpected situation, the Administration is requesting use of $22,000 from the Contingent Fund to fund this agreement. Board Rule 1.14(4) mandates that "[a] recorded affirmative vote of two-thirds of Board members present shall be necessary for the earmarking of an amount in, or the transfer of money from, the contingent fund."

8. Upon approval by the Board, the agreement will cover services from October 31 through December 21, 2005.

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, and Administrative Policy 3.04(7), Fund Transfer — Contingent Fund.

11. Board Rule 1.14(4) mandates that "[a] recorded affirmative vote of two-thirds of Board members present shall be necessary for the earmarking of an amount in, or the transfer of money from, the contingent fund."

Fiscal Impact Statement

12. This item authorizes expenditures of $22,000. The funds will be transferred from the Contingent Fund account (SCF-0-0-CTG-DW-ECTG) to the Payments to Municipality account (DTI-0-0-CTG-DW-ELPC).

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 to cover the associated costs of providing the requested law-enforcement services to Milwaukee Public Schools from October 31 through December 21, 2005; and

2. approve a fund transfer of $22,000 from the MPS Contingent Fund account to the Payments to Municipality account to fund this agreement.

Director Morales moved to approve the item as recommended.

The motion prevailed, the vote being as follows:

Ayes—Directors Dannecker, Goldberg, Horton, Morales, Spence and President Johnson—6.

Noes—Directors Balistreri, Blewett and Hardin—3.

* * * * *

(Item 7) Action on a Request for Authorization to Enter into an Agreement with a Placement Agent and Bond Counsel for the Purpose of Borrowing Qualified Zone Academy Bond (QZAB) Funds

Background

1. The Qualified Zone Academy Bond (QZAB) program, which is 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 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. business support, defined by the IRS as qualified contributions of at least 10% of the requested capital.

3. On November 21, 2002, the Board approved the retention of Foley and Lardner to serve as the district's bond counsel, and the HUB firm of Siebert, Brandford, Shank to serve as the placement agent for $4,979,000 of 2002 QZAB authority. On April 15, 2003, the Board approved the extension of contracts with Foley and Lardner as bond counsel and with Siebert, Brandford, Shank as placement agent to act on $3,706,000 of additional 2002 QZAB authority. At its meeting on July 31, 2003, the Board approved $2,650,000 for issuance. Subsequent to this, the district was awarded $2,021,000 of QZAB authority for the year 2003. The Administration now requests Board authority to implement the 2003 award of $2,021,000 of QZAB funding authority.

Administration's Analysis

4. Because of their specialized expertise in QZAB financial transactions, the Administration is now requesting permission to enter into sole-source contracts with Foley and Lardner as bond counsel and 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 $2,021,000 of QZAB bonding authority awarded the district for the year 2003. Through two previous QZAB financings, both vendors have devoted considerable time to establishing the district's QZAB process and developing the required QZAB documentation. Retention of the firms will enable timely and cost-effective placement of the borrowing.

Strategic Plan Compatibility Statement

5. 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

6. The recommendation is consistent with Administrative Policy 3.00, Fiscal Management.

Fiscal Impact Statement

7. 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, which is expected to be under $100,000, will be paid from QZAB proceeds.

8. The Administration will borrow $2,021,000 from the financial institution that provides the most favorable terms. 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.

9. 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 $2,021,000, which will be paid to the QZAB holder.

Implementation and Assessment Plan

10. Following the Board's approval, the Administration would retain Foley & Lardner to develop the legal agreements necessary to effect the QZAB borrowing. The Administration would also retain the firm of Siebert , Brandford, Shank to act as placement agent for the purpose of identifying financial institutions interested in providing the district with $2,021,000 in QZAB financing. The Administration will bring the required legal documents to the Board for approval.

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration to enter into agreements with Foley & Lardner to act as bond counsel and with Siebert, Brandford, Shank to act as placement agent in connection with $2,021,000 of QZAB borrowing.

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

* * * * *

COMMITTEE ON LEGISLATION, RULES AND POLICIES

Director Dannecker 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 0506R-003 by Directors Morales and Blewett Regarding Recruitment of Foster & Adoptive Parents

Background

At its meeting on June 23, 2005, the Milwaukee Board of School Directors referred the following resolution by Directors Morales and Blewett to the Committee on Legislation, Rules, and Policies:

WHEREAS, The Milwaukee Public Schools serve a large population of students living in poverty, homelessness, and other types of family distress; and

WHEREAS, Both educational research and school staff members' experience consistently show that family stability forms a major basis for student academic success; and

WHEREAS, Foster care and adoption of children from foster care are vehicles for providing stability for children from families in distress; and

WHEREAS, There is currently an urgent shortage of foster parents and adoptive parents available to care for Milwaukee County youth; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors hereby declares the 2005-06 school year the "MPS Year for Foster and Adoptive Families"; and, be it

FURTHER RESOLVED, That the Board direct the Administration to collaborate with the Bureau of Milwaukee Child Welfare to develop and implement a year-long communications strategy to recruit foster and adoptive parents from the MPS community.

Administration's Analysis

1. There is an ongoing need for both foster families and adoptive families in the Milwaukee area. On any given day, there are 80 children awaiting an adoptive home in Milwaukee County. There are also 1,400 children in any given month residing in foster care. There is a particularly high need for foster homes that work with teenagers, sibling groups, and special needs children.

2. MPS recognizes the important role that stable family life plays in the support of positive educational experiences and high academic outcomes and in the development and sustaining of goals that lead to successful post-high-school experiences.

3. MPS is an active participant in the Milwaukee Child Welfare Partnership Council and its sub-committees, which focus on adoption and out-of-home care issues.

4. Based on the need for foster and adoptive parents in Milwaukee, and the desire to support those children in Milwaukee Public Schools who are in great need of foster or adoptive parents, the Administration wholeheartedly supports the spirit of the resolution and has drafted a plan to distribute materials from local foster and adoption agencies (including special needs foster care and adoption agencies) to members of the MPS community (parents, staff, members of the communities surrounding our schools, etc.).

5. This information will be placed on the MPS Portal in the Parent Information/Other Resources section. Information will be presented to the principals at the December monthly meeting, with additional information to be provided to principals and educational leaders via the weekly Administrators' Bulletin. Additionally, hard copies of literature from local foster and adoption agencies will be forwarded to all schools for prominent display and distribution in parent centers. This information will also be placed in the Department of Parent and Student Services and the Parent Information Center and will be made available at all parent outreach or enrollment events such as Our Lights Are On, the Kathleen Price Neuman Parent Forum, the Latino Parent Forum, and all events associated with the school selection process. Social service agencies will be linked with parent events through the PTA, PTSA, and other parent groups in order to share vital information regarding foster care opportunities.

6. The school social workers received information and training regarding foster-parent recruitment needs during their November 18 staff meeting. The MPS Recreation Guide has included advertisements in the past for recruitment of foster parents.

Strategic Plan Compatibility Statement

7. 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 Rule Statement

8. This item is consistent with Administrative Policies and Procedures.

Fiscal Impact Statement

9. This item does not authorize expenditures. The Administration will use existing communication mechanisms to distribute this information to school communities throughout the district.

Implementation and Assessment Plan

10. Upon adoption of this resolution by the Board, the Administration will begin distribution of literature and materials associated with becoming foster or adoptive parents.

Committee's Recommendation

Your Committee recommends that the Board adopt this resolution with the understanding that the Administration will use existing communication mechanisms to share information regarding foster and adoptive parenting.

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

* * * * *

(Item 2) Action on Revisions to Administrative Policies 3.09, Purchasing and Bidding Requirements; 3.10, Historically Underutilized Business Program; and 3.13, Communities In Need Initiative (COIN) — Phase I

Background

1. At its meeting on March 24, 2005, the Board unanimously approved the following Resolution 0405R-021 by Directors Johnson, Blewett, Hardin, and Morales:

WHEREAS, At its meeting on April 15, 2003, the Milwaukee Board of School Directors approved a proposed policy regarding communities in need to apply to construction contract labor for

the Neighborhood Schools Initiative (NSI) for a Phase 1 period of one year, with the Administration to report on the results of the Communities in Need Initiative (COIN), as applied to NSI projects, to the Finance and Personnel Committee during its June 2004 cycle; and

WHEREAS, This policy — Administrative Policy 3.13, Communities In Need Initiative-Phase one: NSI — prescribes that, to be hired, an individual must be able to (1) show he/she maintains a permanent residence in a US census tract where 14.3% or more of the residents live below the poverty level and (2) provide proof that his/her combined family income falls below the poverty level, based upon the size of his/her family, including dependent adults.; and

WHEREAS, Under this policy, the COIN Initiative is limited only to NSI construction projects that were bid out from May 1, 2003, to May 1, 2004; and

WHEREAS, As no new NSI construction projects occurred after May 1, 2003, until the Spring of 2004, resulting in only one actual month (March/April 2004) of COIN activity on which to base the required report, the Administration is planning to present a more complete report, detailing at least six months of COIN reporting, in the November Board cycle; and

WHEREAS, MPS is continually bidding out construction contracts outside of NSI; and

WHEREAS, The same conditions of poverty that existed in Milwaukee before and during the period covered by Administrative Policy 3.13 still exist now; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors direct the Administration to present, no later than the December 2004 Board cycle, its report on the results of the Communities in Need Initiative (COIN), as applied to NSI projects, to the Finance and Personnel Committee, as the Board action of April 15, 2003, had prescribed; and be it

FURTHER RESOLVED, That the Board direct the Administration to draft for the Board's approval revisions to Administrative Policy 3.13, Communities In Need Initiative-Phase one: NSI, to extend indefinitely the same levels of HUB, COIN, and MPS student participation, as well as compliance monitoring and sanctions for non-compliance, as were prescribed for NSI to all future construction contracts let by the Milwaukee Public Schools.

2. This resolution directed the Administration to draft for the Board's approval a plan for indefinitely extending to all future construction contracts let by Milwaukee Public Schools the same levels of HUB, COIN, and MPS student participation, as well as compliance monitoring and sanctions for noncompliance, as was prescribed for the Neighborhood Schools Initiative.

Administration's Analysis

3. After adopting the resolution and plan that was included in the Administration's response to the resolution, the Board directed the Administration to revise Administrative Polices 3.09, 3.10, and 3.13 in order to align them with the approved plan. The Administration is carrying out this directive from the Board at this time.

4. The proposed adjustments align current policy to the plan that was approved by the Board. Additionally, the adjusted language provides for HUB and MPS Student Engagement participation on all other MPS contracts where applicable.

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 Rule Statement

6. This item recommends revisions to Administrative Policies 3.09, Purchasing and Bidding Requirements; 3.10, Historically Underutilized Business Program; and 3.13, Communities in Need Initiative — Phase I.

Implementation and Assessment Plan

7. The proposed changes to Administrative Policies 3.09, 3.10, and 3.13 will be made and implemented upon adoption by the Board.

Fiscal Impact Statement

8. This item does not authorize expenditures.

Committee's Recommendation

Your Committee recommends that the Board adopt the changes to Administrative Policies 3.09, Purchasing and Bidding Requirements; 3.10, Historically Underutilized Business Program; and 3.13, Communities in Need Initiative – Phase I, as follows,

Administrative Policy 3.09
Purchasing and Bidding Requirements

Requirements for the purchase of and bidding for supplies, equipment, services, maintenance, new construction, and remodeling, and the leasing of equipment shall be in accordance with the following for all departments and schools, including instrumentality charter schools, as provided in their individual contracts.

(1) DEFINITIONS

The following are definitions of major terms as described within this Policy 3.09:

(a) Contract Dollar Amount: The projected dollar total spent under the contract in any fiscal year, unless another time period is specifically stated in the contract.

(b) Lease of Materials, Supplies, Equipment, and Computer Systems:

1. Capital Lease (also known as Lease-to-Purchase): A contract agreement in which the District purchases equipment or software by making payments to a financial firm for a defined period of time, usually over multi-budget year periods

2. Operational Lease: A rental contract agreement for a defined period of time

3. Facilities and Land Leases: Refer to the requirements as outlined under Board Governance 4.08, Administrative Procedures 5.01(3), and Administrative Policies 5.01.

(c) Maintenance: Upkeep of property, building, or equipment to keep in an existing state and to preserve from danger or unsafe condition

(d) New Construction: Addition or extension to existing building, or new building or structure

(e) Professional Services: Any service contracted by a school or department with compensation, which may include, but is not limited to, contracts related to training, consulting, performing, public speaking, etc., and as described in the appropriate Milwaukee Board of School Directors Professional Services Contract Form

(f) Purchase of Materials, Supplies, Equipment, and Computer Systems: A contract agreement to buy or obtain outright with a single payment

(g) Reasonable Effort: Contacting by telephone, fax, or e-mail at least three (3) vendors, in an attempt to obtain competitive bids

(h) Remodeling: Alterations to existing construction, property, or conditions

(i) Rental of Materials, Supplies, Equipment, and Computer Systems: A contract agreement to pay for the use of materials, supplies, equipment, or computer systems while supplier continues to maintain ownership. Note: Rental contract agreements do not automatically contain a maintenance contract or agreement.

(j) Request for Proposals, or "RFP": A procurement method that solicits proposals based upon specifications described in written documents, either attached or incorporated by reference. The basis of contract award may be predicated upon considerations other that lowest price and proposer responsibility.

1. A contract may be entered into through the use of an RFP when contracting for professional services or when the procurement manager determines, in writing, that the use of competitive sealed bidding is either not practicable or not advantageous to the District.

2. This policy defines instances when it is either not practicable or not advantageous to the District to procure specified types of goods and services by competitive sealed bidding.

3. Evaluation factors: The RFPs shall state the relative importance of price and other factors and subfactors, if any, to be used in determining contract award.

4. Discussion with Responsible Offerors and Revisions to Proposals: As provided in the RFP and under regulations, discussions with responsible offerors who submit proposals determined to have a reasonable expectation of being selected for award may be conducted for the purpose of clarification to ensure full understanding of, and responsiveness to, the solicitation requirements. Offerors shall be accorded fair and equal treatment with respect to any opportunity for discussion and revision of proposals, and such revisions may be permitted after submissions and prior to award for the purpose of obtaining best and final offers. In conducting discussions, there shall be no disclosure of any information derived from proposals submitted by competing offerors.

5. Award: Award shall be made to the responsible offeror whose proposal conforms to the solicitation and is determined in writing to be the most advantageous to the District, taking into consideration price and the evaluation factors set forth in the Request for Proposals. No other factors or criteria shall be used in the evaluation. The contract file shall contain the basis on which the award is made. Written notice of the award of a contract to the successful offeror shall be promptly given to all offerors.

(k) Sole-Source Request

1. A request to waive the requirement to solicit bids from three vendors. Waivers will be granted only in instances when:

   a. competitive vendors do not exist;

   b. a vendor is completing or modifying a project previously begun by that same vendor; or

   c. a grantor has made the use of a specific vendor a condition of the grant.

2. Waiver requests ~~should be submitted to the District's procurement manager~~ for purchases and contracts valued at $10,000 or more <u>should be submitted (1) to the Manager of the Division of Diversity and Community Engagement to determine whether and to what extent HUB participation is required and (2) then forwarded to the District's Contract Law Specialist for review</u>. Waivers must be granted before the execution of a purchase order or a contract.

(l) Solicitation for bids, or "bid": A procurement method that solicits competitive bids based upon strict adherence to plans and specifications provided in the invitation for Bids.

(m) Responsive Bidder: A person who has submitted a bid that conforms in all material respects to the solicitation for bids.

(n) Award of Bids: The contract shall be awarded with reasonable promptness by written notice to the lowest responsible and responsive bidder whose bid meets the requirements and criteria set forth in the invitation for bids.

(o) Historically Underutilized Business (HUB): Certified HUBs are for-profit businesses 51% or more owned, controlled, and managed by minority, women or small business owners who have been certified as such by an MPS-recognized agency. MPS accepts certification from various state and local agencies who verify businesses as minority (MBE), woman-owned (WBE), small business (SBA-8A), disadvantaged business (DBE), emerging business (EBE), and other verifiable certifications.

(p) HUB Participation Requirement: The requirement that a certain percentage of total contract dollars be allocated for work to be done by firms that are certified Historically Underutilized Businesses (HUBs). Participation must be commercially useful to the contracted good or service. HUB requirements are assigned to contracts over $50,000.

(q) Communities In Need (COIN): COIN certified individuals are skilled and unskilled workers who meet specific requirements including family income and US census tract and federal free/reduced lunch requirements. MPS COIN workers are certified through an independent agency.

(r) Communities In Need (COIN) Requirement: The requirement that targeted unemployed/underemployed individuals who meet Board approved criteria participate in certain Facilities and Maintenance Services contracts. COIN requirements are assigned when applicable.

(s) Student Engagement: Student Engagement is a means of further educating MPS students through work activities, professional experiences, and job opportunities.

(t) Student Engagement Requirement: The requirement that contractors to MPS engage in activities that enhance the education of our youth. Activities may range from adopting a school and onsite visits to the jobsite, to hiring working-age students as interns. On certain MPS contracts student engagement will be a requirement.

(2) GENERAL PROVISIONS

Effective July 1, 2002, the following Board policies shall apply to all contracts for the purchase of materials, supplies, equipment, services, maintenance, new construction, and remodeling, and for all leases of equipment:

(a) Only department heads, or their designees, and school principals may enter into contracts on behalf of Milwaukee Public Schools.

(b) Contracts may not be broken into or issued as smaller segments, projects, or purchases in order to avoid any requirement of this policy. Bid and HUB, COIN, and Student Engagement compliance requirements may be imposed by the Administration when cumulative contract amounts awarded to any individual vendor meet or exceed thresholds for bid or HUB, COIN, and Student Engagement compliance requirements enumerated in this policy.

(c) The Office of Finance and Operations may refuse payment for purchases or contracts made in violation of this policy. Violations must be explained in writing by the school or department responsible. In instances when the Office of Finance and Operations refuses payment from Board funds, the school or department in violation will be directed to make payment from funding sources identified by the superintendent.

(d) Documentation of all contract bids or proposals — including the costs/pricing, names, and phone numbers of all bidders/respondents — shall be submitted to the Division of Procurement or the Department of Finance, as appropriate, along with the proposed contract.

(e) Payment vouchers shall be used only to purchase commodities valued at less than $3,000. They shall not be used to procure personal services. A payment voucher is a request for payment to a vendor based on submission of invoice(s), with no contract.

(3) ANNUAL TOTALS & REQUIREMENTS

(a) BELOW $10,000 — COMPETITIVE BIDS OR RFPS NOT REQUIRED

1. MAINTENANCE, NEW CONSTRUCTION, AND REMODELING CONTRACT

a. All proposed projects must be submitted to the Division of Facilities and Maintenance Services for review.

b. All service orders or contracts for such work are to be issued by the Division of Facilities and Maintenance Services and are to comply with all insurance, wage, and bonding requirements contained within this policy.

c. Professional Service Contracts associated with maintenance, new construction, or remodeling are considered to be included as a part of the total dollar amount of the project.

2. PROFESSIONAL SERVICE CONTRACTS

a. Proposed contract must be submitted to Department of Finance, along with the dollar amount and budget line item against which the contract can be encumbered, prior to the service being performed.

b. All contracts are to be executed on the appropriate District contract form and are to comply with all insurance and wage requirements contained within this policy.

3. PURCHASE, RENTAL OR LEASE OF MATERIALS, SUPPLIES, EQUIPMENT, AND COMPUTER SYSTEMS/SOFTWARE (EXCEPT FOR PURCHASES MADE THROUGH THE DIVISION OF PURCHASING SERVICES)

Lease-to-purchase contracts must be arranged through the Division of Procurement prior to ordering the goods.

(b) $10,000-$24,999

1. MAINTENANCE, NEW CONSTRUCTION, AND REMODELING CONTRACTS

Solicitation of three written bids is required. All proposed projects must be submitted to the Division of Facilities and Maintenance Services for review prior to soliciting any bids. The following requirements must also be met:

a. A written scope of work, including drawings and specifications as required, must be submitted to the Division of Facilities and Maintenance Services. The contractor's scope of work must provide a detailed breakdown of all material cost components, including, but not limited to, applicable labor rates, product costs, travel expenses, licensing fees, third-party costs, and miscellaneous charges, e.g., telephone usage, duplicating, printing, faxing, and express mail. Proposals not in compliance may be considered non-responsive.

b. Performance-and-payment bond equal to 100% of the contract amount must be posted.

c. All service orders or contracts for such work are to be issued by the Division of Facilities and Maintenance Services and are to comply with all insurance, wage, and bonding requirements contained within this policy.

d. Professional service contracts associated with maintenance, new construction, or remodeling are considered to be included as a part of the total dollar amount of the project.

e. Contracts must include HUB, COIN, and Student Engagement participation requirements when determined applicable by the District's ~~HUB coordinator.~~ Division of Diversity and Community Engagement.

2. PROFESSIONAL SERVICE CONTRACTS

The superintendent's signature is required before the contract is issued and services are received. The following requirements also must be met:

a. A written scope of work/services to be performed must be included in the contract. The contractor's scope of work must provide a detailed breakdown of all material cost components, including, but not limited to, applicable labor rates, product costs, travel expenses, licensing fees, third-party costs, and miscellaneous charges, e.g., telephone usage, duplicating, printing, faxing, and express mail. Proposals not in compliance may be considered non-responsive.

b. The proposed contracts must be submitted to the Department of Finance, along with the dollar amount and the budget line item against which the contract can be encumbered.

c. All contracts are to be executed on the appropriate district contract form and are to comply with all insurance and wage requirements contained within this policy. No services are to be provided prior to the execution of the contract.

d. Contracts must include HUB, COIN, and Student Engagement participation requirements when determined applicable by the District's ~~HUB coordinator.~~ Division of Diversity and Community Engagement.

3. PURCHASE, RENTAL OR LEASE OF MATERIALS, SUPPLIES, EQUIPMENT, AND COMPUTER SYSTEMS/SOFTWARE

These purchases require reasonable efforts to obtain bids or requests for proposals if estimated unit cost or combined cost is over $10,000. The following requirements also must be met:

a. All bids or proposals must be confirmed in writing.

b. Purchases must be processed through the Division of Procurement prior to ordering the goods.

c. Lease-to-purchase contracts must be arranged through the Division of Procurement prior to receipt of the goods.

d. Contracts must include HUB, COIN, and Student Engagement participation requirements when determined applicable by the District's ~~HUB coordinator.~~ Division of Diversity and Community Engagement.

4. SOLE-SOURCE REQUESTS

Requests must be approved in writing by the superintendent or the superintendent's designee prior to execution of purchase or contract. The following conditions also apply:

a. Contracts must include HUB, COIN, and Student Engagement participation requirements when determined applicable by the District's ~~HUB coordinator.~~ Division of Diversity and Community Engagement.

b. In the case when a sole source is granted where a vendor is completing or modifying a project previously begun by that same vendor, all HUB, COIN, and Student Engagement requirements must be applied to the additional dollars.

~~b.~~ c. Also refer to Exceptions below.

(c) $25,000-$49,999

1. MAINTENANCE, NEW CONSTRUCTION, AND REMODELING CONTRACTS

Contracts require solicitation of bids, with criteria to be set by Facilities and Maintenance Services. The following requirements also must be met:

a. All proposed projects must be submitted to the Division of Facilities and Maintenance Services for review prior to soliciting any bids.

b. A written scope of work, including drawings and specifications as required, must be included with the submittal to the Division of Facilities and Maintenance Services. The contractor's scope of work must provide a detailed breakdown of all material cost components, including, but not limited to, applicable labor rates, product costs, travel expenses, licensing fees, third-party costs, and miscellaneous charges, e.g., telephone usage, duplicating, printing, faxing, and express mail. Proposals not in compliance may be considered non-responsive.

c. Solicitations must be publicly advertised in the Daily Reporter, on the MPS website, and through other local publications and media deemed appropriate.

d. Performance-and-payment bond equal to 100% of the contract amount must be posted.

e. All service orders or contracts for such work are to be issued by the Division of Facilities and Maintenance Services and are to comply with all insurance, wage, and bonding requirements contained within this policy.

f. Professional service contracts associated with maintenance, new construction, or remodeling are considered to be included as a part of the total dollar amount of the project.

h. Contracts must include HUB, COIN, and Student Engagement participation requirements ~~as~~ when determined applicable by the District's ~~HUB coordinator.~~ Division of Diversity and Community Engagement.

2. PROFESSIONAL SERVICE CONTRACTS (FORMAL BID/CONTRACTS)

These contracts require solicitation of formal bids or requests for proposals. The following requirements also must be met:

a. A written scope of work/services to be performed must be stated in the contract. The contractor's scope of work must provide a detailed breakdown of all material cost components, including, but not limited to, applicable labor rates, product costs, travel expenses, licensing fees, third-party costs, and miscellaneous charges, e.g., telephone usage, duplicating, printing, faxing, and express mail. Proposals not in compliance may be considered non-responsive.

b. Solicitations for bids or proposals must be publicly advertised in the *Daily Reporter*, on the MPS website, and through other local publications and media deemed appropriate.

c. The proposed contract must be submitted to Department of Finance, along with the dollar amount and the budget line item against which the contract can be encumbered.

d. All contracts are to be executed on the appropriate district contract form and are to comply with all insurance and wage requirements contained within this policy.

e. The superintendent's signature must be obtained before the contract is issued and services are received.

f. Contracts must include HUB, COIN, and Student Engagement participation requirements ~~as~~ when determined applicable by the District's ~~HUB coordinator.~~ Division of Diversity and Community Engagement.

3. PURCHASE, RENTAL OR LEASE OF MATERIALS, SUPPLIES, EQUIPMENT, AND COMPUTER SYSTEMS/SOFTWARE (FORMAL BIDS/CONTRACTS)

These purchases require solicitation of formal bids or requests for proposals if estimated unit cost or combined cost is $25,000 or more. The following requirements must also be met:

a. Prior review and approval must be obtained from the Technology Advisory Committee (TAC) for purchases of equipment, as indicated under Administrative Procedure 3.09, Acquisition of Technology.

b. Solicitations must be publicly advertised in the *Daily Reporter*, on the MPS website, and through other local publications and media deemed appropriate.

c. Lease-to-purchase contracts must be arranged through the Division of Procurement prior to receipt of the goods.

d. The superintendent's signature must be obtained before the contract is issued and goods are received.

e. Contracts must include HUB, COIN, and Student Engagement participation requirements ~~as~~ when determined applicable by the District's ~~HUB coordinator.~~ Division of Diversity and Community Engagement.

4. SOLE-SOURCE REQUESTS

a. Sole-source requests must be approved in writing by the superintendent or the superintendent's designee prior to execution of purchase or contract.

b. Contracts must include HUB, COIN, and Student Engagement participation requirements when determined applicable by the District's ~~HUB coordinator.~~ Division of Diversity and Community Engagement.

c. In the case when a sole source is granted where a vendor is completing or modifying a project previously begun by that same vendor, all HUB, COIN, and Student Engagement requirements must be applied to the additional dollars.

~~c.~~ d. Also refer to Exceptions below.

(d) $50,000 AND ABOVE

1. MAINTENANCE, NEW CONSTRUCTION, AND REMODELING CONTRACTS (FORMAL BIDS/CONTRACTS)

These contracts require solicitation of formal bids. The following requirements also must be met:

a. All proposed projects must be submitted to the Division of Facilities and Maintenance Services for review prior to soliciting any bids.

b. A written scope of work, including drawings and specifications as required, must be included with the submittal to the Division of Facilities and Maintenance Services. The contractor's scope of work must provide a detailed breakdown of all material cost components, including, but not limited to, applicable labor rates, product costs, travel expenses, licensing fees, third-party costs, and miscellaneous charges, e.g., telephone usage, duplicating, printing, faxing, and express mail. Proposals not in compliance may be considered non-responsive.

c. Solicitations must be advertised publicly in the Daily Reporter, on the MPS website, and through other local publications and media deemed appropriate.

d. Bid bond equal to 10% of the bid amount must be posted.

e. Performance-and-payment bond equal to 100% of the contract amount must be posted.

f. Proposed contracts must be presented to the Board, with the recommendation of the superintendent, for approval.

g. All contracts for such work are to be issued by the Division of Facilities and Maintenance Services and are to comply with all insurance, wage, and bonding requirements contained within this policy.

h. Professional service contracts associated with maintenance, new construction, or remodeling are to be included as a part of the total dollar amount of the project.

i. Contracts must include HUB, COIN, and Student Engagement participation requirements ~~as~~ when determined applicable by the District's ~~HUB coordinator~~ Division of Diversity and Student Engagement.

2. PROFESSIONAL SERVICE CONTRACTS (FORMAL BIDS/CONTRACTS)

These contracts require the solicitation of formal bids or requests for proposals. The following requirements also must be met:

a. A written scope of work/services to be performed must be stated in the contract. The contractor's scope of work must provide a detailed breakdown of all material cost components, including, but not limited to, applicable labor rates, product costs, travel expenses, licensing fees, third-party costs, and miscellaneous charges, e.g., telephone usage, duplicating, printing, faxing, and express mail. Proposals not in compliance may be considered non-responsive.

b. Solicitations must be publicly advertised in the Daily Reporter, on the MPS website, and through other local publications and media deemed appropriate.

c. Before proposed contracts are submitted to the Board, they must be submitted to Department of Finance, along with dollar amount and budget line item against which contract can be encumbered.

d. Contracts must be presented to the Board for approval.

e. Contracts are not valid until they are approved by the Board.

f. All contracts are to be executed on the appropriate district contract form and are to comply with all insurance and wage requirements contained within this policy.

g. Contracts must include HUB, COIN, and Student Engagement Participation requirements ~~as~~ when determined applicable by the District's ~~HUB coordinator.~~ Manager of the Division of Diversity and Community Engagement.

3. PURCHASE, RENTAL OR LEASE OF MATERIALS, SUPPLIES, EQUIPMENT, AND COMPUTER SYSTEMS/SOFTWARE (FORMAL BIDS/CONTRACTS)

These purchases require solicitation of formal bids or requests for proposals. The following requirements also must be met:

a. Prior review and approval must be obtained from the Technology Advisory Committee (TAC) for purchases of equipment, as indicated under Administrative Procedure 3.09, Acquisition of Technology.

b. Solicitations must be publicly advertised in the Daily Reporter, on the MPS website, and through other local publications and media deemed appropriate.

c. Lease-to-purchase contracts must be arranged through the Division of Procurement prior to receipt of the goods.

d. The proposed contract must be presented to the Board, with the recommendation of the superintendent, for approval.

e. Contracts must include HUB, COIN, and Student Engagement participation requirements ~~as~~ when determined applicable by the District's ~~HUB coordinator.~~ Division of Diversity and Community Engagement.

4. SOLE-SOURCE REQUESTS

a. Sole-source requests must be approved in writing by the superintendent or the superintendent's designee prior to execution of purchase or contract.

b. Sole-source requests must be presented to the Board, accompanied by a recommendation from the superintendent for approval.

c. Sole- source purchase orders and contracts are not valid until approved by the Board.

d. Contracts must include HUB, COIN, and Student Engagement participation requirements when determined applicable by the District's ~~HUB coordinator.~~ Division of Diversity and Community Engagement.

e. In the case when a sole source is granted where a vendor is completing or modifying a project previously begun by that same vendor, all HUB, COIN, and Student Engagement requirements must be applied to the additional dollars.

~~e.~~ f. Also refer to Exceptions below.

(e) *EXCEPTIONS*

The above bidding or RFP requirements do not apply to the following items:

1. BID WAIVERS

a. Emergency Purchase/Contract

(i) An emergency purchase/contract is a purchase or contract made because of a condition that threatens the safety of the public health, structure, or adjoining property; creates a hazardous condition for the occupants; results in a violation of law or labor contract. In all other instances where the Administration determines an emergency procurement is necessary, the Administration must seek a special meeting of the Board to approve the procurement. If a special meeting of the Board cannot be held in a timely manner, the Board President may authorize the procurement. If the Board President is unavailable for consultation, the Superintendent, on his own authority, may direct that the procurement be made.

(ii) All emergency procurements must be reported to the Board for ratification during the next Board cycle.

(iii) Inadequate or poor planning by schools or departments shall not be considered an emergency for the purposes of this policy.

b. Sole-Source Requests. Sole-Source Requests are justified only under one of the following conditions:

(i) It is impossible or impractical to establish specifications satisfactorily to permit competitive bidding. Competitive vendors do not exist.

(ii) A vendor is completing or modifying a project already begun by that same vendor.

(iii) The approval of sole-source requests shall be at the discretion of the superintendent or his/her designated representative.

2. APPROVAL AND REPORTING OF WAIVERS

The following do not require formal approval or reporting to the Board, but documentation must be maintained for a period of seven (7) years following the final payment on the contract. All purchase orders/contracts must reference this policy:

a. Food commodities purchased for the lunch or breakfast programs. Bids for other food over $10,000 and bids for all food-related equipment and supplies over $25,000 are required to be publicly advertised in the *Daily Reporter*, on the MPS website, and through other local publications and media deemed appropriate;

b. Copyrighted curriculum material, library books, and Board-adopted textbooks, provided they are obtained from a single source;

c. Utilities, provided they are available from a single source only;

d. Purchase of supplies and equipment off other governmental contracts;

e. Cooperative purchasing arrangements with other governmental units as hosts.

(4) ~~HUB~~ DIVISION OF DIVERSITY AND COMMUNITY ENGAGEMENT AND BOARD REPORTS

The superintendent shall, subject to Board approval, develop administrative procedures ensuring competitive price quotations and participation by certified Historically Underutilized Businesses (HUBs), COIN certified individuals, and MPS students — refer to Administrative Policy 3.10, HUB Program. The Board shall also be provided with quarterly reports concerning bids, contract awards, sole-source purchases, and contract extensions between $25,000 and $50,000 approved by the superintendent. The director of the Office of Board Governance shall approve bids, contracts, sole-source purchases, and contract extensions between $25,000 and $50,000 for areas under his/her control and shall provide quarterly reports to the Board concerning these matters.

(5) TERMS OF CONTRACTS

(a) After initial approval, no contract may be extended for more than a cumulative total of three (3) years without Board approval.

(b) Professional services contracts shall be for a maximum one-year period; however, there may be an allowance for two annual extensions, for a maximum of three years, provided formal competitive bids or requests for proposals were initially obtained. Multi-year contracts must be re-submitted to the Board each succeeding year, if their initial approval did not include a statement that they were subject to an extension.

(c) Waivers may be granted for longer contract periods in cases where there would be significant start-up costs, to either the District or the vendor, which would need to be amortized over a period of longer than three years; or when it can be determined that the current professional services contract is the most competitive on the market or the most advantageous to the District. All waiver requests are to be submitted to the Board for approval.

(d) HUB participation percentage requirements apply to each contract extension.

(6) CHANGES TO CONTRACTS/SCOPE OF WORK MODIFICATIONS

(1) All changes in scope of work for existing contracts or purchase/service orders must be documented in writing.

(2) Change orders or modifications to existing contracts or to purchase/service orders for maintenance, new construction and remodeling, and purchase, rental or lease of materials, supplies, equipment, and computer systems/software must be reported to the Board if the modifications or change orders collectively exceed $25,000. The report should include a complete description of the original scope of work of the contract/order and all modifications as provided by way of the change orders.

(3) Change orders or modifications to existing contracts or to purchase/service orders for maintenance, new construction and remodeling, and purchase, rental, or lease of materials, supplies, equipment, and computer systems/software require Board approval before they are executed if the change orders or contract modifications are collectively valued at $50,000 or more. If conditions or costs make seeking Board approval in advance of execution prohibitive, the superintendent or his designee must approve the purchase or change order before it is executed. The modification or change order will be reported to the Board at the earliest opportunity.

(4) Contract and purchase/service order additions or extensions that raise the value of the contract to $50,000 or more must be approved by the Board. The Board may order that the addition or extension be put out for competitive bid. The extension may be executed only after it is approved by the Board.

(5) The Division of Diversity and Community Engagement must be informed of all change orders to determine whether the change affects the HUB, COIN, and Student Engagement requirements.

[Remainder of Policy is unchanged]

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Administrative Policy 3.10
Historically Underutilized Business Program

(1) GENERAL PRINCIPLES

(a) In educating the youth of Milwaukee, the Milwaukee Public Schools (MPS) is also a primary employer and purchaser of goods and services in the Milwaukee marketplace; therefore, it is obligated to display, in its own operations, the excellence, diversity, and economic responsibility which is part of the MPS educational mandate. The preservation and expansion of free competition is basic to maintaining and strengthening the overall economy of the metropolitan Milwaukee community.

(b) It is the declared policy of the Board and its administration to aid, assist, and protect, to the extent justified by the evidence, the interests of historically underutilized business (HUB) concerns in order to preserve free competitive enterprise and to ensure that a fair proportion of the total purchases and contracts or subcontracts for goods and services for MPS be placed with HUBs.

(2) DEFINITIONS

The following are definitions of major terms as described within this Policy 3.10:

(a) Historically Underutilized Business (HUB): Certified HUBs are for-profit businesses 51% or more owned, controlled, and managed by minority, women or small business owners who have been certified as such by an MPS recognized agency. MPS accepts certification from various state and local agencies who verify businesses as minority (MBE), woman-owned (WBE), small business (SBA-8A), disadvantaged business (DBE), emerging business (EBE), and other verifiable certifications. HUB Participation Requirement: The requirement that a certain percentage of total contract dollars be allocated for work to be done by firms that are certified Historically Underutilized Businesses (HUBs). Participation must be commercially useful to the contracted good or service. HUB requirements are assigned to contracts over $50,000.

(b) Communities In Need (COIN): COIN certified individuals are skilled and unskilled workers who meet specific requirements including family income and US census tract and federal free/reduced lunch requirements. MPS COIN workers are certified through an independent agency. Communities In Need (COIN) Requirement: The requirement that targeted unemployed/underemployed individuals who meet Board approved criteria participate in certain Facilities and Maintenance Services contracts. COIN requirements are assigned when applicable.

(c) Student Engagement: Student Engagement is a means of further educating MPS students through work activities, professional experiences, and job opportunities. Student Engagement Requirement: The requirement that contractors to MPS engage in activities that enhance the education of our youth. Activities may range from adopting a school and onsite visits to the jobsite, to hiring working-age students as interns. On certain MPS contracts student engagement will be a requirement.

~~(2)~~ (3) GUIDELINES

The HUB program shall operate under the following guidelines:

(a) The efficiency and fairness of general procurement procedures and practices shall be strengthened to increase opportunities for contracting with ~~minority/women owned business enterprises (M/WBEs)~~ certified HUB firms;

(b) MPS shall ~~annually~~ establish goals annually, but shall determine specific levels of ~~M/WBE~~ certified HUB participation requirements on a contract-by-contract basis, taking into consideration contract size and the availability and potential of ~~M/WBEs~~ certified HUBs. Overall goals shall be established annually to the extent justified by the evidence;

(c) Race-neutral programs for bonding, insurance, training, and outreach shall be established or continued that are not prohibitive to ~~M/WBE utilization~~ certified HUB vendor participation;

(d) Insurance requirements shall be established which are not more restrictive than necessary to protect the public's interest and provide appropriate protection;

(e) Administrative procedures regarding the prompt payment by prime contractors to subcontractors shall be established and promulgated;

(f) Uniform contracting methods system-wide shall be developed system-wide, so that decentralization measures do not perpetuate the effects of current and past discrimination by preventing ~~M/WBEs~~ certified HUB firms from learning about public contracting opportunities;

(g) A more comprehensive contract reporting and monitoring system shall be established to provide accurate information for construction, professional services, and procurement contracting;

(h) Field visits shall be included in program monitoring;

(i) Monitoring procedures shall be developed for all decentralized and discretionary purchases, to include systematic reporting to the ~~HUB program office~~ Division of Diversity and Community Engagement;

~~(j) Local preference language for all contracting opportunities shall be included when feasible;~~

~~(k)~~(j) Joint-venture and mentor/protegé relationships shall be encouraged;

~~(l)~~(k) Preference shall be given to vendors who are, at the time of bid submission, conducting Board-approved programs for the training, employment or continuing education of present or former MPS students;

~~(m)~~(l)A statistically based methodology for determining participation levels shall be developed, to be established on an annual basis, using utilization percentage ratios;

~~(n)~~(m) Goals shall be set which address and attempt to reduce the disparity affecting ~~minority and women businesses~~ certified HUB firms in the MPS market area;

~~(o)~~(n)Statistics shall be collected and reviewed annually to determine appropriate percentages and/or the necessity for continuance of program measures;

~~(p) Progress shall be evaluated and reported each year following the close of the fiscal year, to determine the necessity of continuing program measures;~~

~~(q)~~(o) The Board may discontinue all or part of any affirmative contracting actions at any time, upon receiving an annual report indicating that the disparity in a particular area has been eradicated;

~~(r)~~(p) Administrative procedures shall be routinely reviewed for adjustments based upon availability and utilization of certified HUB vendors;

~~(s)~~(q) The ~~HUB office~~ Division of Diversity and Community Engagement shall maintain independent oversight of all MPS procurement, professional service, and construction activities relating to HUBs; facilitate expeditious resolution of issues; strengthen reporting systems; and be responsible for implementing all aspects of the HUB policy.

~~(3)~~ (4) WAIVERS

Requests for waivers of this policy must be submitted in writing to the ~~HUB administrator~~ Manager of the Division of Diversity and Community Engagement and the contracting department. Such requests shall specify measures taken to meet the requirements and/or documented justification for waiver. In the event evidence suggests a need to adjust the percent requirement on a particular contract, an addendum shall be issued prior to bid opening. Contractors must notify the HUB administrator and the contracting department concerning difficulties in meeting the HUB requirement prior to bid opening.

~~(4)~~ (5) CHANGE ORDERS

(a) ~~The participation goals applicable to contracts over $25,000 are also applicable to change orders or contract modifications.~~ The Division of Diversity and Community Engagement must be informed of all change orders to determine whether the change impacts the HUB, COIN, and Student Engagement requirements.

(b) Any change order or contract modification that increases or decreases the contract price by 5% or $50,000, whichever is less, must be approved by the ~~HUB administrator~~ Manager of the Division of Diversity and Community Engagement as to its effect upon ~~M/WBE~~ HUB compliance.

~~(5)~~ (6) SANCTIONS

(a) Every MPS contract award shall contain language indicating that, if any document submitted to MPS by a contractor, subcontractor, bidder, or individual regarding HUBs for the purpose of participating in any MPS contract contains false, misleading, or fraudulent information, the contracting department head, ~~upon conferral~~ receiving direction from ~~with~~ the ~~HUB administrator~~ Manager of the Division of Diversity and Community Engagement and the City Attorney, ~~may~~ will direct the imposition of any of the following sanctions on the offending contractor, subcontractor, bidder, or individual:

(~~a~~1) Withholding of payment

(~~b~~2) Termination, suspension or cancellation of the contract in whole or in part

(~~c~~3) Denial to participate in any further contracts awarded by MPS for specified period of time, not to exceed three years.

(b) Appeal of sanction action(s) must be directed to the Manager of the Division of Diversity and Community Engagement within seven (7) business days of sanction notification. The manager shall conduct an appeals hearing within ten (10) business days of receipt of written appeals request. The hearing panel shall consist of no less than one (1) DFMS representative, one (1) Division of Diversity and Community Engagement representative, one (1) MPS Board member, one (1) community representative, and the MPS Contract Law Specialist.

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Administrative Policy 3.13
Communities In Need Initiative ~~— Phase one: NSI~~

(1) STATEMENT OF PRINCIPLES

(a) MPS believes that children should be given every opportunity to learn. Children who grow up in and around poverty are confronted with greater educational challenges than children who do not face similar circumstances. MPS would like to help neighborhoods that are in need.

(b) The Communities In Need Initiative (COIN) Initiative addresses Board Strategic Goal 1, student success in further education and employment, and Strategic Goal 3, high standards and accountability — to institute high standards and accountability for the Board of School Directors, Superintendent, Central Services staff, and MPS contractors in providing greater family satisfaction within the MPS education marketplace by creating employment opportunities.

(2) DEFINITIONS

The following are definitions of major terms as described within this Policy 3.13:

(a) Historically Underutilized Business (HUB): Certified HUBs are for-profit businesses 51% or more owned, controlled, and managed by minority, women or small business owners who have been certified as such by an MPS recognized agency. MPS accepts certification from various state and local agencies who verify businesses as minority (MBE), woman-owned (WBE), small business (SBA-8A), disadvantaged business (DBE), emerging business (EBE), and other verifiable certifications.

(b) HUB Participation Requirement: The requirement that a certain percentage of total contract dollars be allocated for work to be done by firms that are certified Historically Underutilized Businesses (HUBs). Participation must be commercially useful to the contracted good or service. HUB requirements are assigned to contracts over $50,000.

(c) Communities In Need (COIN): COIN certified individuals are skilled and unskilled workers who meet specific requirements including family income and US census tract and federal free/reduced lunch requirements. MPS COIN workers are certified through an independent agency.

(d) Communities In Need (COIN) Requirement: The requirement that targeted unemployed/underemployed individuals who meet Board approved criteria participate in certain Facilities and Maintenance Services contracts. COIN requirements are assigned when determined applicable.

(e) Student Engagement: Student Engagement is a means of further educating MPS students through work activities, professional experiences, and job opportunities.

(e) Student Engagement Requirement: The requirement that contractors to MPS engage in activities that enhance the education of our youth. Activities may range from adopting a school and onsite visits to the jobsite, to hiring working-age students as interns. On certain MPS contracts student engagement will be a requirement.

~~(2)~~(3) PARTICIPATION REQUIREMENT

(a) The COIN Initiative shall require MPS construction contractors to hire a certain percentage of ~~workers who live in households in neighborhoods with an income 14.3% or more below the U.S. Census Bureau's Poverty threshold for 2000.~~ COIN-certified individuals whose combined family income meets federal requirements for eligibility for free and reduced lunch.

(b) The Milwaukee Board of School Directors establishes that the workforce for MPS ~~Neighborhood Schools Initiative~~ construction projects that are bid out ~~from May 1, 2003, to May 1, 2004,~~ will include a COIN-participation requirement.

(c) The ~~Phase 1~~ COIN-participation goal is 25% of construction labor hours. The Division of Facilities & Maintenance Services (DFMS) and the ~~Historically Underutilized Business (HUB) Office~~ Division of Diversity and Community Engagement shall adjust the participation percentage on individual contracts based on the type of work being performed and the extent of labor engaged in performing the work. Each individual contract percentage shall be a requirement and a matter of bid responsiveness. Non-responsive bids shall not be considered.

(d) Under the provisions of the MPS COIN initiative, the following must be true:

1. The individual must be able to show he/she maintains a permanent residence in a US census tract where 14.3% or more of the residents live below the poverty level; and
2. The individual must be able to provide proof that his/her combined family income ~~falls below the poverty level, based upon the size of his/her family including dependent adults~~ meets federal requirements for eligibility for free and reduced lunch.

(e) Persons who are already certified under the City of Milwaukee's Resident Preference Program are eligible, provided they fit criteria under paragraph (2)(d)~~1~~ of this policy and are within the eligibility period.

~~(3~~)(4) WAIVERS

Requests for waivers from this policy must be submitted in writing to the ~~HUB Program Office~~ Division of Diversity and Community Engagement and DFMS. Such requests shall specify measures taken to meet the requirements and/or documented justification for waiver. In the event evidence suggests a need to adjust the percent requirement on a particular contract, an addendum will be issued prior to bid opening. Contractors must notify the ~~HUB Program Office~~ Division of Diversity and Community Engagement and DFMS concerning difficulties in meeting the COIN requirement *prior* to bid opening. If a Waiver request has not been granted, Contractor will be required to meet the COIN participation levels or one or more of the following sanctions may be assessed.

~~(4)~~ (5) SANCTIONS

(a) Every MPS contract award shall contain language indicating that, if any document submitted to MPS by a contractor, subcontractor, bidder or individual regarding COIN participation for the purpose of participating in any MPS contract contains false, misleading, or fraudulent information, DFMS, upon ~~conferral~~ receiving direction from ~~with~~ the ~~HUB Program Coordinator~~ Manager of the Division of Diversity and Community Engagement and the City Attorney, ~~may~~ will direct the imposition of any of the following sanctions on the offending contractor, subcontractor, bidder or individual:

1. Withholding of payment by the Facilities & Maintenance Services Division and the ~~Historically Underutilized Business Office~~ Division of Diversity and Community Engagement, under the authorization and direction of the Milwaukee Board of School Directors, to prime vendors, subcontractor, bidder, or individual in the amount that would have been paid to COIN individuals until and unless proof of participation is provided and verified. If the contractor fails to meet the identified COIN requirement, MPS shall withhold a dollar amount equal to the dollar amount that would have been appropriated to the respective COIN employee(s);

2. Termination, suspension, or cancellation of the contract in whole or in part;

3. Denial to participate in any further contracts awarded by MPS for specified period of time, not to exceed three years.

(b) Appeal of sanction action(s) must be directed to the ~~director of the Facilities and Maintenance Services Division~~ Manager of the Division of Diversity and Community Engagement within seven (7) business days of sanction notification. The ~~director~~ manager shall conduct an appeals hearing within ten (10) business days of receipt of written appeals request. The hearing panel shall consist of no less than one (1) DFMS representative, one (1) ~~HUB Program Office~~ Division of Diversity and Community Engagement representative, one (1) MPS Board member, ~~and~~ one (1) community representative, and the MPS Contract Law Specialist.

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

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(Item 3) Action on a Technical Amendment to Administrative Policy And Procedure 8.01, Student Nondiscrimination under Section 118.13 and PI9, Wisconsin Administrative Code

Background

1. The Letter of Findings from the Civil Rights Compliance Review (conducted on March 31, 2004; 2005 district documents were reviewed in May 2005 as part of the compliance review) indicated that Milwaukee Public Schools should revise Administrative Policy and Procedure 8.01, Student Discrimination Under Section 118.13 and PI 9, Wisconsin Administrative Code, because Administrative Policy 8.01 was missing "color" in the list of protected groups and also in a citation regarding Title VI.

2. Relative to Administrative Procedure 8.01, it is suggested that the address to which discrimination complaints can be filed with the federal government be updated with the new address.

Administration's Analysis

3. The Administration is bringing these suggested technical amendments to Administrative Policy and Procedure 8.01, as indicated in the Letter of Findings from the Civil Rights compliance Review, to the Milwaukee Board of School Directors for approval. This will enssure alignment of policy and procedure to current state and federal law.

Strategic Plan Compatibility Statement

4. 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

5. The suggested technical amendment of Administrative Policy and Procedure 8.01 provides important updates and brings both into alignment with current state and federal laws.

Fiscal Impact Statement

6. This item does not authorize expenditures. There is no cost associated with making the proposed technical amendments.

Implementation and Assessment Plan

7. School administrators will be notified of the revision through the Administrators' Bulletin, e-mail, and the Principals' Institute.

8. The *Parent/Student Handbook on Rights, Responsibilities and Discipline* will be revised to reflect the change and will be shared with students, staff and parents annually.

Committee's Recommendation

Your Committee recommends that the Board approve the following technical amendments to Administrative Policy and Procedure 8.01, Student Non-discrimination under Section 118.13 and PI9, Wisconsin Administrative Code:

Administrative Policy 8.01
Student Nondiscrimination ~~under~~
~~Section 118.13 and P. 19, Wisconsin Administrative Code~~

(1) GENERAL PRINCIPLES AND POLICY

(a) The Milwaukee Public Schools is committed and dedicated to the task of providing the best education possible for every child in the district for as long as the student can benefit from attendance and the student's conduct is compatible with the welfare of the entire student body.

(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, ~~of the Wisconsin Statutes~~ Wis. Stats., and Chapter PI 9, Wisconsin Administrative Code.

(c) This policy prohibits discrimination in the following areas:

1. admission to any school, class, program, or activity;
2. standards and rules of behavior, including student harassment;
3. disciplinary measures, suspensions, or expulsions;
4. acceptance of gifts, scholarships, aid, benefits, services to students;
5. instructional, library, or media materials;
6. selection, testing, evaluation, and counseling of students, facilities;
7. opportunities for participation in athletic programs or activities, and
8. school-sponsored food-service programs.

(d) This policy also prohibits discrimination as defined by Title IX of the Education Amendments of 1972 (sex), Title VI of the Civil Rights Act of 1964 (race, color, and national origin), and section 504 of the Rehabilitation Act of 1973 (disability).

(e) "Student harassment" refers to a range of inappropriate behaviors directed toward students, including, but not limited to, name-calling, bullying, physical attacks and intimidation. Student harassment means behavior towards students based, in whole or in part, on sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability or handicap, which substantially interferes with the student's school performance or creates an intimidating, hostile or offensive school environment.

(f) The suburban school districts participating in the Chapter 220 settlement agreement are required to establish their own student nondiscrimination policies under section 118.13, Wis. Stats., and PI 9, Wisconsin Administrative Code.

(2) DESIGNATED EMPLOYEE

It shall be the responsibility of the designated employee to examine existing policies and develop new policies, where needed, to ensure that the Milwaukee Public Schools does not engage in discrimination prohibited by federal and state law. The designated employee shall:

(a) receive and record complaints filed under section 118.13, Wis. Stats., and PI 9, Wisconsin Administrative Code;

(b) investigate the complaints and determine whether or not the student nondiscrimination policy has been violated;

(c) ensure that an evaluation of the district's compliance with section 118.13, Wis. Stats., is completed every five years, in accordance with PI 9.06, Wisconsin Administrative Code, and shall submit form PI-1197 to the Department of Public Instruction annually;

(d) obtain copies of suburban district policies adopted under section 118.13 and PI 9 and will be available to act as a liaison in the event a discrimination complaint is filed and requires assistance in its resolution.

(3) COMPLAINT PROCEDURES

(a) The district encourages informal resolution of complaints under this policy. If informal resolution is not achieved, administrative procedures exist to address allegations of violations of the student nondiscrimination policy in the Milwaukee Public Schools.

(b) Discrimination complaints regarding the possible violation, interpretation, or application of the district's student nondiscrimination policy shall be processed in accordance with the procedures set forth in Administrative Procedures 8.01, Student Nondiscrimination. Action will be taken to ensure compliance with the district's policy on student nondiscrimination.

Administrative Procedure 8.01
Student Nondiscrimination

Any complaint regarding the possible violation, interpretation, or application of the district's student nondiscrimination policy shall be processed in accordance with the following procedures:

(1) COMPLAINT PROCEDURES

(a) RECEIVING AND RECORDING THE COMPLAINT

Step 1: If any person believes that Milwaukee Public Schools or any school district official or employee has engaged in discrimination that is prohibited by section 118.13, Wis. Stats., he/she may bring or send a written complaint to the following designated district employee:

Jodi Searl Wnorowski
Milwaukee Public Schools
Central Services Building, Room 272
5225 West Vliet Street
P.O. Box 2181
Milwaukee, WI 53208-2181

Step 2: The designated employee, upon receiving such a written complaint, shall immediately record the receipt of the written complaint. Within 45 days after receiving the written complaint, the designated employee shall provide the complainant with written acknowledgment of the receipt of the written complaint, including the date the complaint was received.

(b) INVESTIGATING AND RESOLVING THE COMPLAINT

Step 3: Upon receipt of a complaint, the designated employee shall convene a committee consisting of the Superintendent, or his/her designee; the Chief of the Office of Pupil Services, or his/her designee; and the Chief of the Office of Academic Excellence, or his/her designee. This committee will be responsible for coordinating an investigation of the allegation and will investigate the circumstances of the alleged discrimination, review with the building principal, or other appropriate persons, the facts surrounding the alleged discrimination, determine whether or not a violation has occurred, determine the action to be taken, if any. The designated employee will report in writing the committee's findings and resolution of the case to the complainant and to the superintendent. The written determination shall be provided to complainant within 90 days of receipt of the written complaint, unless the complainant and designated employee agree otherwise in writing.

(c) APPEAL PROCESS

Step 4: If a complainant wishes to appeal the determination of the committee, he/she has the right to appeal the decision to the State Superintendent within 30 days of the committee's decision. If the school district or its employees have failed to comply with the provisions of PI 9.04(2), the complainant may appeal directly to the State Superintendent. Any appeal should be addressed to:

State Superintendent
Department of Public Instruction
125 South Webster Street
P.O. Box 7841
Madison, WI 53707

The written determination issued by the committee shall include notice of the complainant's right to appeal the determination to the state superintendent and the procedures for making the appeal.

Step 5: Appeals under 20 U.S.C. sec. 1415 and Chapter 115, Wis. Stats., relating to the identification, evaluation, educational placement, or the provision of a free appropriate public education of a child with an exceptional educational need, shall be resolved through the procedures authorized by Chapter 115, subchapter V, Wis. Stats. Complaints under 20 USC 1231e-3 and 34 CFR secs. 76.780-76.782 that the state or a sub-grantee is violating a federal statute or regulation that applies to a program shall be referred directly to the state superintendent.

Step 6: Discrimination complaints on some of the above bases may also be filed with the federal government at the:

~~U.S. Regional Office V~~
~~Office for Civil Rights~~
~~7th Floor~~
~~401 South State Street~~
~~Chicago, IL 60605-1202~~

U.S. Department of Education
111 North Canal Street, Suite 1094
Chicago, IL 60606-7204
Telephone: 312-353-8192
FAX: 312-353-5147

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

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(Item 4) Action on a Technical Amendment to Administrative Policy 1.04, Nondiscrimination

Background

The Letter of Findings from the Civil Rights Compliance Review (conducted on March 31, 2004; 2005 district documents were reviewed in May 2005 as part of the compliance review) indicated that Milwaukee Public Schools should revise Administrative Policy 1.04, Nondiscrimination, because the policy was missing "color" in the list of protected groups, and also in a citation regarding Title VI. The Letter of Findings also indicated that MPS Administrative Policy 1.04 should make reference to section 118.13, Wis. Stats.; Title IX of the Education Amendments of 1972 (sex); Title VI of the Civil Rights Act of 1964 (race and national origin); and section 504 of the Rehabilitation Act of 1973 (disability).

Administration's Analysis

1. The Administration is bringing these technical amendments to Administrative Policy 1.04 as indicated in the Letter of Findings from the Civil Rights Compliance Review forward for approval by the Milwaukee Board of School Directors.

Strategic Plan Compatibility Statement

2. 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

3. The suggested technical amendment of Administrative Policy 1.04 provides important updates and brings it into alignment with current state and federal laws.

Fiscal Impact Statement

4. This item does not authorize expenditures. There is no cost associated with making the proposed technical amendments.

Implementation and Assessment Plan

5. School administrators will be notified of the revision through the Administrators' Bulletin, e-mail, and the Principals' Institute.

6. The *Parent/Student Handbook on Rights, Responsibilities and Discipline* will be revised to reflect the change and will be shared with students, staff and parents annually.

Committee's Recommendation

Your Committee recommends that the Board approve the following technical amendments to Administrative Policy 1.04:

Administrative Policy 1.04
Nondiscrimination

(1) No person may be denied admission to any public school in the Milwaukee Public Schools or participation in, the benefits of, or be discriminated against in any curricular, extracurricular, student services, recreational, or other program or activity because of the 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 of the Wisconsin Statutes~~ section 118.13, Wis. Stats., Title IX of the Education Amendments of 1972 (sex), Title VI of the Civil Rights Act of 1964 (race, color, and national origin), and section 504 of the Rehabilitation Act of 1973 (disability).

(2) Discrimination complaints in educational or employment policies and practices shall be dealt with in an expeditious and forthright manner. The superintendent shall establish procedures to process alleged discrimination complaints to implement Board policy.

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

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NEW BUSINESS

REPORTS OF BOARD DELEGATES

(Item 1) Report of the Board's Delegate to the Milwaukee Partnership Academy

Submitted by: President Johnson
Delegate to: Milwaukee Partnership Academy

Previous month's summary:

- The first in-service for NEA Focus School learning teams was held on October 15. Learning teams were asked to identify what they feel they are doing well and what they need to improve. The second in-service was held on November 12, and the topic was about changing climate and culture in the buildings. School climate surveys were used. There was good turnout, and the sessions were well received. The third in-service will take place on January 21. Schools will look at their educational plans and identify a strategy that they will commit to work on to close a gap they have identified.
- The Herzfeld Foundation has had to reduce its funding this year to each of the nine schools with Herzfeld Learning Team grants from $10,000 to $5,000.
- The National Literacy Day event at MATC on November 1 had a good turnout and was a success. There was also good involvement in other Literacy Day activities that were conducted. Information on the activities is now being requested from around the country.
- Collaboration is taking place with WEAC on support for the NEA Focus Schools. They have agreed to provide KEYS (Keys to Excellence for Your Schools) training for these schools, beginning with the literacy coaches. KEYS is an initiative to help schools develop the capacity to become high-quality schools. The key to that quality is how a school goes about organizing itself for teaching and learning. It centers on 42 indicators clustered within 6 "keys" that research has found predict higher student achievement.

- The Fall 2005 Issue of *Connections*, the MPA/MPS newsletter, was created and distributed.
- A proposal for the Striving Readers Grant was recently submitted to the Department of Education. It focuses on grades 6-9. The MPA Implementation Team will be discussing what could be moved forward with or without this funding.
- Work is being done on a proposal to Brighter Futures for family literacy.
- More than 2,500 students have signed up for supplemental education services (free tutoring from DPI-approved providers). There are 5,019 slots available; enrollment will continue until January 30 or until the slots are filled.
- Another academic tutor training session was conducted on November 17.
- Final steps are being taken to move the tutoring database over to the web site. It should be up and running by mid-December.
- The federal government held a faith-based conference in November. They may fund support for tutoring in Milwaukee.
- The induction handbook and "Characteristics of a High-Performing Urban Classroom" document are nearly complete. There was not much feedback received from the schools on the Characteristics document. The Implementation Team has reviewed, discussed, and offered feedback on it. Additional changes are being discussed and made. Roll-out is also being discussed and is planned for the second semester, beginning in January.
- Mathematica has sent the surveys to both the treatment and control schools participating in the high-itensity induction research project. Teachers who respond will receive a stipend. Individuals from the new teacher center have shared information with participating treatment principals.
- MPS has requested a comprehensive review of reading within the district that will look at organizational structure, programs and their effectiveness, and the whole comprehensive literacy effort — framework, staffing, textbook use, etc. — to be conducted by the Council of Great City Schools. It will include evaluation of literacy specialists and literacy coaches. The structure, format, and plans for this part of the evaluation have been discussed with members of the Value-Added Analysis Center of the Wisconsin Center for Education Research. Their evaluation will consist of an evaluation survey distributed to all schools, focus group meetings with eight schools, and interviews with other people. Documented proof is being sought to show how the strategies work to support continued funding. Efforts will continue to ensure that evaluators look at the whole picture.
- As part of the district's partnership with WCER for value-added research, a survey funded by the Joyce Foundation will be conducted with all school leaders and teachers in December concerning instructional practices. Data will be pulled together from a number of sources to help explain student achievement.
- The Skunkworks Work Group is working on ideas to help bring the student voice forward, perhaps through forums or other meetings with student groups.
- Discussion was held about the possibility of translating learning targets into common language that kids would understand.
- As per the Memorandum of Understanding on Teacher Day/Banking Time (2005-2006), the Implementation Team developed a menu of professional activities for the March 24, 2006, Banking Time Day. Further planning of activities and discussions on distribution of information to the schools are taking place at this time.

- An RFP (Request For Proposal) for instructional coaches has gone out. This will provide approved vendors for principals who desire services in addition to those provided by the literacy coach, literacy specialist, and learning team, which will still be providing professional development.
- The Memorandum of Understanding for literacy specialists is still unsettled.
- The Implementation Team voted to reinstate Ms. Nobie Reed to the Implementation Team as third parent representative.
- The Herzfeld Foundation has agreed to provide additional money to help another 22 teacher candidates for National Board Certification; approximately $15,000 has been received. The MPA will oversee and distribute reimbursements. There is a support system in place, but the broader picture of teacher quality will be discussed by the Teacher & Principal Quality Work Group and others, and it will be folded into the work of the MPA.
- A presentation about the MPA was made to the Board of Directors of Assurant Health Foundation on November 18, 2005.
- The MPA participated in the NEA meeting on Closing the Achievement Gap in Dallas, Texas, from November 10 through 13, 2005.
- At the request of the NEA Foundation, a presentation was made to their Board of Directors on November 27, 200,5 in Washington, DC, about the MPA and the NEA Foundation grant to close the achievement gaps in MPS.
- The MPA participated in a roundtable discussion focused on strengthening teacher preparation and teacher quality in Wisconsin. This discussion was put on by the Consortium for Policy Research in Education (CPRE) and the UW System PK-16 Advisory Council. The purpose was to discuss ways that policymakers and the K- 12 and UW higher education communities in Wisconsin can contribute to efforts within the state to redesign teacher preparation in ways that are consistent with the Wisconsin Quality Educator Initiative (PI 34).

The next meeting to be held on December 16, 2005. Upcoming agenda items will include Characteristics of a High Performing Urban Classroom, and Induction.

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(Item 2) Report of the Board's Delegate to the Head Start Program

Submitted by: President Johnson
Delegate to: Head Start Policy Council

Previous Month's Summary

Major Activities:

1. Arvis Williams has been selected as the Enrollment Specialist for Head Start. She is on special assignment from the Department of Student Services.
2. On Monday, Tuesday, and Wednesday, November 21 through the 23, all MPS Head Start Staff, Head Start Policy Council members, Administration, and School Board members were invited to participate in Head Start Performance Standards and PRISM training facilitated by Mable Jones, Head Start trainer and consultant.
3. All 42 Head Start classrooms have been converted to the online version of the Galileo Child Outcomes Assessment System per federal Head Start mandates. The Child Outcomes System will enable the Head Start Program to collect data three times each year for continuous improvement and also allows Head Start to analyze data for use in the program's self-assessment process.

4. The MPS Head Start Program has adopted the Assessment Technology Galileo Online Child Outcomes Database System. This system allows teachers to collect and enter ongoing observations of children's progress, download progress reports, and develop individual learning goals for all students.

5. All Head Start K4 children were tested using the federally mandated National Reporting System Assessment. This test focuses on children's language and math skills. The test is administered in English and Spanish, with a follow-up test administered in May of 2006. Over the past two years, the Milwaukee Public Schools Head Start Program has consistently scored higher than the national average in both the English and Spanish math and literacy skill areas.

6. The Head Start Program Coordinator's office has been relocated to Room 11 and is now situated with the entire Head Start Staff.

7. The last Health Check Day is scheduled for Wednesday, November 30, at Auer Avenue School for those children missing health exams. The last scheduled Dental Day is scheduled for Friday, December 2, from 8:45 a.m. until 10:15 a.m. at Central Services Room 25.

8. Nutrition workshops were held at Central Services for Head Start Parents and staff on three consecutive Wednesdays — October 26, November 2, and November 9. Workshop presenters also offered to go to homes to share materials presented in the workshop for any parent unable to attend. Certificates were awarded to participants.

The next meeting is to be held on Saturday, December 10, 2005. The meeting is tentatively scheduled to be held at Central Services, Room 206-208 at 12:00 noon.

Upcoming agenda items will include:

1. Head Start Program Update
2. Voting in of new members
3. Nomination of Policy Council community representatives
4. Review of Robert's Rules of Order
5. Adoption of minutes
6. Review of by-laws

Upcoming Issues:

Discussion of orientation of new officers

Revision of by-laws

Training for Policy Council Board members

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RESOLUTIONS

Resolution 0506R-018

by Director Balistreri

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.

Referred to the Committee on Innovation/School Reform.

Resolution 0506R-019

by Director Balistreri

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

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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.

Referred to the Committee on Innovation/School Reform.

Resolution 0506R-020

by Director Blewett

WHEREAS, As the governing body of the Milwaukee Public Schools District, the Board is accountable to taxpayers for operating the District in a fiscally responsible manner; and

WHEREAS, Due to the District's declining enrollment, the Board has agreed with the Administration's recommendation to eliminate excess capacity reflective of the district's enrollment; and

WHEREAS, Due to increased program offerings, the Board has considered and approved administrative recommendations to establish or move educational programs from one MPS facility to another, and

WHEREAS, Whenever MPS facilities are closed, or educational programs are moved, it is the Board's responsibility to evaluate the impact these closing or moves may have on students, sites, and the District; now, therefore be it

RESOLVED, That during this process, before the Administration makes any recommendation to the Board regarding moving, initiating, or terminating any program, or using any MPS facility, the Administration will provide to the Board a comprehensive plan including a feasibility study, evidence of community support for the plan, and all information regarding proposed program placement, and be it;

FURTHER RESOLVED, That the Administration implement the above process before making a recommendation regarding the current Visual Impairment Program at Juneau High School.

Referred to the Committee on Innovation/School Reform.

Resolution 0506R-021

by Director Blewett

WHEREAS, Members of the school community were told that they would have until the end of October 2005 to present material to the Board regarding their schools being closed; and

WHEREAS, There appears to be many discrepancies and questions about information given to constituents during presentations related to the data on school closings; and

WHEREAS, It is unfair to change the timeline given to school communities without notification to the school communities of the change; and

WHEREAS, Having the full Board meeting before transcripts of constituent testimony is ready for review requires Board members to make determinations on these school closings without being able to consider all of the questions and answers as well as requests for clarification; and

WHEREAS, The district spent $70,724 to renovate Juneau's basement for the Problem Solving Center that serves 78 other Milwaukee Public Schools for Data-based Decision Making with 23.5 FTEs in the Center; and

WHEREAS, There was also another $549,212.00 spent for new boilers in the Juneau High School building just 3 years ago (summer of 2002); and

WHEREAS, Juneau has a wait list of students who want the attend the educational program but currently cannot because the school's charter school contract limits its enrollment; and

WHEREAS, According to the information submitted by the district to the Department of Public Instruction (DPI), Juneau's graduation rate is higher than that of the district's average — 69.17 for Juneau, 60.69 for the District; and

WHEREAS, Juneau's post-graduation indicators are:

100% tracking of the 158 graduates —	42% at 2-year colleges or university
	20% at 4-year colleges or university
	35% enter the work force
	3% enter the Military

Juneau has a 100% success rate for their graduates; and

WHEREAS, In determining what schools to close, more weight should be placed on a school's academic programs and academic success than on building capacity; and

WHEREAS, No plans for the relocation of MPS's sole high-school Visual Impairment Program have been proposed to, or considered by, the Board; now, therefore be it

RESOLVED, That the Board instruct the Administration to establish a High School Advisory Committee to include alumni, school staff, students, and community members to participate in strategic planning for the maintenance and preservation of historically significant schools like Juneau; and be it

FURTHER RESOLVED, That the Juneau High School program be restructured before the close of the 2005-06 school year to allow for a future in the current facility; and be it

FURTHER RESOLVED, That this restructuring include plans for the maintenance and continuation of the Visual Impairment Program and the District's Problem Solving Center at the current Juneau facility.

Referred to the Committee on Innovation/School Reform.

Resolution 0506R-022

by Director Blewett

WHEREAS, The Milwaukee Public Schools district will ensure that maximum educational opportunities are provided for all students to reach their highest potential; and

WHEREAS, One of the district's major initiatives is the conversion of large, traditional high schools into multiplexes containing multiple smaller high schools; and

WHEREAS, Many of these large high schools had budgetary deficits before becoming multiplexes; and

WHEREAS, Several of these high schools, including the schools within the Washington High School facility, have been forced to cut alternative educational offerings and personnel, including safety aides, to address these deficits, and

WHEREAS, In an effort to establish a basis of success for the multiplex initiative, the deficits of some of the former schools were not passed on to the schools within the multiplex; now, therefore, be it

RESOLVED, That the practice of absorbing the deficits of schools that close be extended to all multiplex high schools, including, but not limited to, the schools within the Washington High School facility.

Referred to the Committee on Strategic Planning & Budget.

Resolution 0506R-023

by Director Balistreri

WHEREAS, Board members are entitled to in-city round-trip automobile allowances for traveling to and from Board and committee meetings or approved Board-related events; and

WHEREAS, Board and committee meetings account for only a small portion of the travel which Board members do on Board business; and

WHEREAS, The majority of Board travel is to and from schools widely dispersed throughout the district , as well as to and from meetings with other governmental and community organizations across the city; and

WHEREAS, The current reimbursement rate of $3.00 per round trip is a flat rate that does not take into account actual mileage covered, number of destinations involved, or increased gasoline prices; and

WHEREAS, The current reimbursement rate has not changed in over eight years, although fuel prices and the cost of vehicle maintenance are rising; now, therefore, be it

RESOLVED, That the Board direct the Office of Board Governance, in consultation with the Department of Finance, to conduct an evaluation of the current method and rate of reimbursement for in-city travel on Board-related business; and be it

FURTHER RESOLVED, That the said evaluation include an investigation into how to determine a fair and equitable rate of reimbursement based on such factors as, but not limited to, the average mileage traveled by MPS Board members on Board business over a set period of time (e.g., the previous one or two years); and be it

FURTHER RESOLVED, That the Office of Board Governance be instructed to report back to the Board no later than January 2006 with the results of its study and with recommendations for revising the method of reimbursement and/or adjusting the rate of reimbursement for in-city travel on Board-related business.

Referred to the Committee on Legislation, Rules & Policies

The Board adjourned at 8:35 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
DECEMBER 20, 2005

Regular meeting of the Board of School Directors called to order by President Johnson at 6:53 PM.

Present—Directors Balistreri, Blewett (6:55 PM), Dannecker, Goldberg, Hardin, Horton, Morales, Spence, and President Johnson—9.

Absent—None.

In accordance with Board action of October 20, 2005, the Chair requested that the Secretary lead the assembly in the recitation of the Pledge of Allegiance, after which Ms. Angela Jones, a sophomore from Ronald Wilson Reagan College Preparatory High School, gave a presentation regarding 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:

CHO'S MARTIAL ARTS SCHOOL

Over the years, many MPS students have earned black belt status through Cho's Martial Arts School. There are more than 230 students under the age of 18 currently enrolled at Cho's who have achieved or are working toward black belt status. The Cho's staff has supported MPS students in a variety of ways beyond the rigorous physical challenges of this process. This is illustrated through the Student Creed that is taught to each student enrolled at Cho's Martial Arts School:

> I will develop myself in a positive manner and will avoid anything that will reduce my mental growth and my physical health.
>
> I will develop self-discipline in order to bring out the best in myself and others.
>
> I will use what I learn in class constructively and defensively, to help myself and my fellow man and never to be abusive or offensive.
>
> We are a black belt school. We are motivated. We are dedicated. We are on a quest to be our best!

Through the dedicated Cho's staff, the students not only learn the Student Creed, but they are able to incorporate it into all aspects of their lives. Cho's excellence in physical and ethical education provides our students with the tools necessary to achieve personal and academic success.

The Milwaukee Board of School Directors and the entire school community recognize Cho's Martial Arts School for dedication, outstanding leadership, and commitment to excellence on behalf of the students of the Milwaukee Public Schools.

Other awards and Commendations

Schools

The Department of Public Instruction has named the following 14 Milwaukee Public Schools *2005-2006 New Wisconsin Promise Schools of Recognition*:

Alcott Elementary
Barton Elementary
Brown Street
Cooper Elementary
Fernwood Montessori
Garland Elementary
Grant Elementary
Hawthorne Elementary
Kluge Elementary
Milwaukee Spanish Immersion
Morse Middle School
Parkview Elementary
River Trail Elementary
Rufus King High School

The designation is given to schools that meet a number of criteria, including consistent academic progress. Each school received recognition plaques and $1,500 for school use.

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Once again, the students in Milwaukee Public Schools have shown that they will rise to any challenge. The students, staff, and parents at the following schools are to be commended for raising over $12,400 for the American Red Cross relief effort for the recent hurricane fund.

Alcott Elementary School
Barton Elementary School
Bell Middle School
Bruce Elementary School
Burdick Elementary School
Carson Academy
Carver Elementary School
Congress Elementary School
Cooper Elementary School
Elm Creative Arts School
Fairview Elementary School
Franklin Elementary School
Frederick Douglass Elementary School
Golda Meir Elementary School
Goodrich Elementary School
Grantosa Elementary School
Green Bay Avenue Elementary School
Hartford University School
Hawley Elementary School
Humboldt Park Elementary School
Juneau High School
Lincoln Avenue Elementary School
Lincoln Center of the Arts
Lloyd Street Elementary School
Lowell Elementary School
Manitoba Elementary School
Maple Tree Elementary School
Maryland Avenue Elementary School
MEC
Morgandale Elementary School
Neeskara Elementary School
Riley Elementary School
Roosevelt Middle School
68th Street Elementary School
Story Elementary School
Tippecanoe Elementary School
21st Street Elementary School
Vieau Elementary School
Wisconsin Conservatory of Life Long Learning

• • • • •

Staff

Wanda Bussey, a teacher at Rufus King High School, has been named a finalist for the *Presidential Awards for Excellence in Mathematics and Science Teaching*

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APPROVAL OF MINUTES

The minutes of the regular and special Board meetings of November 10, 17, and 28, 2005, were approved as printed.

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 35 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 28, 29, 30, 2005, and December 1, 2, 5, 6, 7, 8, 9, 12, 13, 14, 15, 16, 2005.

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

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

Noes—None.

* * * * *

REPORTS OF STANDING COMMITTEES

Separate consideration was requested of the following items:

Innovation/School Reform Committee, Item 1, a resolution to explore the possibility of developing a program for Milwaukee Public Schools students to promote bicycling to school;

Innovation/School Reform Committee, Item 2, a resolution regarding an early start date for Marshall Montessori International Baccalaureate High School, Ronald Wilson Reagan College Preparatory High School, and Rufus King High School for the College Bound;

Innovation/School Reform Committee, Item 4, a request to approve a grade change from K-5 to K-8 at Green Bay Avenue Elementary School;

Innovation/School Reform Committee, Item 9, a resolution regarding the processes associated with the conversions of large schools into multiplexes;

Innovation/School Reform Committee, Item 10, a resolution regarding the school-closing process;

Innovation/School Reform Committee, Item 11, a resolution regarding historically significant buildings; and

Innovation/School Reform Committee, Item 12, transmittal of the Annual District Report Card.

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

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

Noes—None.

COMMITTEE ON SPECIAL EDUCATION

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

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Special Education presents the following report:

(Item 1) Monthly Report on Special Education Compliance

Administration's Report

1. Service Information

*Data collected annually reflects activities that began on July 1, 2005.

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

	11/05	12/05
Population Served	16,444	16,543

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.

	11/05	12/05
Initial Evaluations (Completed since 7/05)	550	1,065
Percentage Identified Special Education	58%	60%
Active Initial Referrals	1,115	1,215
Re-evaluations (Completed since 7/05)	479	1,344
Percentage Continued in Special Education	86%	85%
Active Re-evaluations	1,262	1,154

2. Data Management Services — Special Services Information Management System (SSIMS) Project Status Report as of November 30, 2005

a. SSIMS/Encore Applications

- MPS/Encore testing was completed, and the servers were upgraded to version 6.6.75 Service Pack 2.

- SSIMS/Encore on-line forms are being used for all new IEP activities.

b. SSIMS Training/Support

- Conducted drop-in daytime and after-school HELP sessions for special education teachers and staff;
- Continued to offer trainings for new special education staff;
- Provided limited on-site support for a variety of software- and hardware-related issues based upon request;
- Provided phone support for over 1,200 calls via the SSIMS/Encore Help Desk;
- Established an Encounter Tracker user group with the purpose of providing user feedback and support regarding the application's implementation.

c. 504 and Intervention Modules

- Planning is in process for the pilot for the 504 Module.
- Planning is in process for the testing phase of the Intervention module.

d. Interfaces

- Interfaces continue to run as follows:

(1) Inbound daily interface processing (eSIS to Encore) — three times daily

(2) Outbound daily interface (Encore to eSIS) — nightly

(3) The Provider daily interface — nightly

(4) The school calendar and school entities are updated manually.

e. Reports

- Continued to use customized reports created by MPS staff using the Crystal application for purposes of district compliance and monitoring
- Used Crystal reports related to December 1 Child Count responsibilities.

f. Network Access

- Continued to work with the Department of Technology to ensure that schools are networked for teacher use and for IEP staff meeting rooms
- Continued to work with the Department of Technology to distribute PCs for special education teachers.

3. Continuous-improvement-focused Monitoring System — Monthly and Quarterly Reporting

a. The Special Education Oversight Action Plan (SOAP) requires that the District align special education staff to increase accountability and support, to develop a system to assist parents who have concerns or need information to navigate the MPS system, and to develop a continuous-improvement-focused monitoring system (CIFM) that would improve service delivery, provide information regarding needed professional development, and contribute to staff accountability for high-level outcomes for students with disabilities.

b. The CIFM process has included two major monitoring oversight strategies.

(1) Training support and monitoring of individual teachers and IEPs (Individualized Education Programs): 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.

c. An additional, building-level monthly and quarterly compliance strategy was added in Fall 2005 in order to assist in the ongoing oversight, prevention, and early intervention aspects of additional areas of compliance though early detection of issues and immediate response. Previously, building staff were accountable for these compliance items. This system provides a more systematic approach to ensure the best outcomes for students. This new strategy requires special education supervisors and building administrators to review compliance issues and, in cases where challenges exist, to develop plans to appropriately address the compliance issues within the building. Though these monthly and quarterly activities, a school can maintain compliance throughout the year, and, in situations in which additional staff support or training may be needed, more timely response can be provided.

d. Items reviewed on a monthly basis include the following:

(1) 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;

(2) Discipline, including monitoring of suspensions over 10 days with appropriate required interventions;

(3) Attendance, including the identification of situations of non-attendance that require social work intervention, truancy intervention procedures, and proper documentation of “drop procedures” if the student has left the district;

(4) Monitoring of completion of CIFM checklist procedures and activities;

(5) Plans to respond to and resolve IDEA complaints, due-process hearing requests, and parental dispute resolution system complaints (if any) that are filed with the state.

e. Items reviewed on quarterly basis include:

(1) Caseload/assignments for special education teachers, related services providers, speech/language pathologists, educational assistants, and handicapped children’s assistants;

(2) IEP implementation, including the participation of regular education teachers in the implementation of appropriate programs for students with disabilities;

(3) Proper reporting of progress using appropriate IEP progress reports;

(4) Assurance of participation by school-based personnel in appropriate district-wide professional development activities;

(5) Accurate reporting of discipline events in eSIS, SSIMS, and management of paper record documents in cumulative records.

f. Special Education Supervisors prepare data reports from SSIMS and eSIS to support monthly and quarterly compliance reports. Attachments # 1 and #2 to this item (attached to the minutes of your Committee’s meeting) are samples of the monthly and quarterly reports that are submitted.

(1) Principals, SSAs, and supervisors confer with building-based staff to identify ongoing compliance concerns and to develop plans to resolve any presenting issues. The "plan of improvement" aspect of this monitoring strategy is the most important outcome.

(2) Each month, special education supervisors and building-based administrators jointly prepare and submit reports to the special education leadership liaisons (SELLs). The SELLs review the documents and confer with appropriate staff if additions are needed. A summery of the results of each monthly and quarterly repot is submitted to the appropriate leadership accountability specialist to be included as part of the principal accountability system.

4. Annual Emergency Nursing Services Report

a. Wis. Stat 121.02(1)(g) and Wis. Admin. Code PI8.01, commonly referred to as Standard G, requires each school district to provide emergency nursing service and to report that service for Board's review and evaluation annually.

b. Under the direction of Dr. Audrey Potter, Coordinator of Allied Health Services, the Milwaukee Public Schools' Nursing Services are implemented by Nursing Supervisors Bunny Hagen, Kathy Linzmeyer, and Ann Riojas, in coordination with Kathleen Murphy, Health Services Coordinator for MPS. There are 33 school nurse associates (licensed practical nurses) and 10 school nurses (registered nurses) under the direction of the 4 nursing supervisors.

c. This school year, the MPS District Nursing Program provided nursing care in 48 buildings. The following report is submitted to address all school nursing services provided through the Milwaukee Public Schools' District Nursing Service, Office of Related Services. This report reflects the combined efforts of the MPS nurses in improving the safety, attendance, and wellbeing of the children in the 48 schools.

d. Major Nursing Service Coordination Initiatives include:

(1) Spear-heading the school district's AED (Automated External Defibrillator) Program. This involved identifying champions in the high schools and assisting with training and follow-up with staff, students, and parents. There are now AED units on the walls at Washington, Bradley Tech, King, Madison, Hamilton, and Custer. The following schools are in the process of receiving their AEDs in September 2005: Bay View, Marshall, Pulaski, South Division, North Division, Edison, Milwaukee School of Languages, Ronald Reagan, and Riverside. The program will expand next year to the middle and K-8 schools;

(2) Implementation of Encounter Tracker for Medicaid billing at several test schools with roll-out planned for fall 2005;

(3) Continued partnership with the Visiting Nurse Association to provide daily professional nursing care for students with diabetes at schools without a school nurse;

(4) Facilitation of the Superintendent's health initiative to bring expanded nursing service to additional schools and coordination with additional agencies, Children's' Hospital of Wisconsin, and UWM School of Nursing.

	2001-02	2002-03	2003-04	2004-05
Ill/injured students seen	12,986	22,719	23,348	27,928
Students with daily medication	124	132	124	167
Doses administered by nurses	18,107	15,109	15,270	18,751
Emergency care plans completed	588	1,229	1,327	1,685
Supervised blood sugar tests	3,897	5,382	5,867	5,482

	2001-02	2002-03	2003-04	2004-05
Supervised insulin injections	1,545	4,189	4,494	5,260
G-tube feedings	14,014	11,922	13,980	12,017
J-tube feedings			1,659	1,536
Catheterizations completed	3,958	3,220	3,215	4,317
Nebulizer treatments completed	918	740	1,303	1,387
Suctionings	5	129	588	33
Metered dose inhaler uses	1,544	1,715	2,172	1,302
Classrooms screened for head lice	62	31	46	54
Students screened for vision	1,809	2,402	2,031	1,999
Students referred for vision care	581	668	651	632
Blood-borne pathogen In-services	5	16	18	16
School staff CPR-certified	80	77	105	237
IEP completed by all RNs	419	405	488	540
Parent-teacher-nurse conferences	40	59	39	20
504 consultations			219	323
Health classes/In-services			25	128

Schools receiving “Purchased Nursing Service” only:

Bradley Technology High School ..... 1 RN, 8 hours per day
Morse Middle School ..... 1 LPN, 6 hours per day
Wisconsin Avenue School ..... 1 LPN, 6 hours per day
Grand Avenue Middle School ..... 1 LPN, 6 hours per day
Longfellow School ..... 1 LPN, 3 hours per day
Neeskara School ..... 1 LPN, 3 hours
Victory School ..... 1 LPN, 3 hours
Washington High School ..... 1 RN, 8 hours per day

Schools Receiving Combined “Purchased Nursing Services and Special Education Nursing Services:

Zablocki School ..... 1 LPN, 4 hours per day
Honey Creek School ..... 1 LPN, 3 hours per day
AAL ..... 1 LPN, 2 hour per day
Bell Middle School ..... 1 LPN, 6 hours per day
Muir Middle School ..... 1 LPN, 6 hours per day
53rd. Street School ..... 1 LPN, 6 hours per day
Lincoln Middle School ..... 1 LPN, 3 hours per day
Scott Middle School ..... 1 LPN, 5 hours per day
Audubon Middle School ..... 1 LPN, 3 hours per day

Schools Receiving Nursing Service Through SIFI Grant Funds:

Malcolm X MS ..... 1 RN, 4 hours per day (Service began 5/2005)
Garfield School ..... 1 RN, 4 hours per day (Service began 5/2005)
MEC ..... 1 LPN 5 hours per day (Service began 4/2005)
Kosciuszko MS ..... 1 RN, 8 hours per day (Service began 4/2005)

Special Education Nursing IEP-Mandated Student-Specific Service Only*

Allen-Field	Hamilton	Ninety-fifth Street
Bay View	Humboldt Park	Pulaski
Brown Street	Kluge	Riverside
Clement Avenue	Lowell	Silver Spring
Emerson	Manitoba	School of Languages
Fairview	Marshall	Thirty-fifth Street
Fifty-third Street	MGIS	Thoreau
Fritsche	MSIS	Vincent
Gaenslen	Milw. Sign Language	Webster
Grantosa	Morgandale	

*Please note that IEP-mandated nursing service follows the student, so these schools may not have nursing service in 2005-06.

* * * * *

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-013 by Director Spence to Explore the Possibility of Developing a Program for Milwaukee Public Schools Students to Promote Bicycling to School

Background

At its meeting on September 29, 2005, the Board referred Resolution 0506R-013 by Director Spence to the Committee on Instruction and School Reform:

WHEREAS, We know that children learn and achieve more when they are cared for, when they are safe, and when they enjoy a healthy well-being; and

WHEREAS, With youth participating in fewer physical activities both inside and outside of school, the rate of obesity in children is rapidly on the rise; and

WHEREAS, The Centers for Disease Control and Prevention (CDC) estimates that the obesity rate for children and adolescents has more than doubled in the last 30 years; and

WHEREAS, To aid parents in combating obesity in adolescents, many school districts have developed programs that encourage students to ride bicycles to school; and

WHEREAS, Learning how to ride a bicycle can be one of the first exciting steps toward independence in a young child's life; and

WHEREAS, Once a child has learned to ride, the bicycle becomes a source of fun and exercise around the neighborhood and a mode of transportation to the park or to the home of a friend; and

WHEREAS, For those students who choose to ride to and from school each day, there are many benefits, including:

- reduction in carpool trips to take the child to and from school;
- decreased automobile use, which both helps the environment and reduces traffic and the resulting congestion around school grounds;
- improved fitness and self-confidence in children; and
- greater alertness in school; and

WHEREAS, Some school districts with bicycling programs work with parent groups and local authorities to ensure that safe cycle routes to schools are provided or to make existing routes safer; and

WHEREAS, Establishment of a bicycling program to aid in reduction of adolescent obesity promotes fitness and wellness and provides cost savings to parents who would otherwise drive their children to school; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors direct the Administration to explore the possibility of a program promoting cycling to school for Milwaukee Public Schools children; and be it

FURTHER RESOLVED, That the analysis of the program be brought back to the Board by the December Board cycle.

Administration's Analysis

1. The Milwaukee Public Schools received a $50,000 Safe Routes to Schools grant from the state's Office of Justice Assistance in October 2004.

2. The Office of Neighborhood Schools provided $30,000 for the Bicycling Safe Routes program for FY05, and the Office of Academic Excellence continued funding at that level for FY06.

3. The district already was participating in a Safe Routes pedestrian program funded by the City of Milwaukee Police Department with a $75,000 grant from the National Highway Transportation Safety Administration (NHTSA). The grant was awarded in August 2003.

a. Partners in the NHTSA program are the Milwaukee Police Department, the Milwaukee Health Department, the University of Wisconsin-Milwaukee, the State Department of Health and Family Services, the Wisconsin Walks organization, and the Milwaukee Department of Public Works.

b. The pedestrian program was launched as a pilot program at six MPS schools: Browning, Forest Home, Hopkins, West Side Academy II, Doerfler, and Sherman Elementary. All the schools selected are Neighborhood Schools Initiative facilities, and each is in a different police district.

4. When MPS received the Safe Routes grant for bicycling from the Office of Justice Assistance, MPD and district representatives agreed it made sense for the bicycle program to be piloted at the same six schools as was the pedestrian program.

5. When Doerfler opted not to participate in the bicycle component of the program, the staff and principal at Cooper school indicated a strong interest in participating, and so were selected to replace Doerfler in the bicycle component of the Safe Routes program.

6. The Division of Recreation and Community Services contracted with the Bicycle Federation of Wisconsin (BFW) for $25,000 to provide the instruction and materials. The BFW — a statewide, nonprofit, bicycle advocacy organization with more than 2,500 members — focuses on education and teaches a 10-hour bicycle safety curriculum to 5th-graders. The curriculum includes mapping exercises, reading, writing, and spelling and vocabulary, as well as physical fitness.

7. Younger students in grades K5 through 3 receive pedestrian training. The BFW staff organizes encouragement events, installs bike racks, establishes lock libraries, hosts bike repair days, and takes program participants on a neighborhood bike ride. Staff also creates a Safe Routes Map that depicts all the crosswalks, crossing guards, stop signs, traffic lights, and bicycle and pedestrian crashes so that parents can help determine a safe route for their children.

8. The program's effectiveness is evaluated through pre-program and post-program testing of participants' knowledge of bicycle safety rules. The test contains 44 questions. Average pre-test and post-test scores and percentage change for each school are reported below.

School	Avg. % of Correct Answers		% Point Change
	Pre-program	Post-program	
Browning	64	78	14
Sherman	60	88	28
West Side Academy	65	82	17
Forest Home	59	81	22
Hopkins	NA	NA	NA
Cooper	72	87	15

9. The district also contracted with the Milwaukee Police Department for $26,500 to pay for overtime to allow for targeted traffic enforcement around the six pilot schools.

10. The targeted enforcement took effect during the spring semester of the 2004-05 school year and the fall semester of the 2005-06 school year. In most instances, targeted enforcement was rotated to each school, so that on any given day, only one school zone received targeted enforcement services. One or two officers were deployed to each school for either one hour in the morning or one hour in the afternoon or both.

11. Significantly more resources were devoted to enforcement efforts around Browning and Sherman Elementary Schools during November because of the large number of traffic problems in those areas. Sherman received 16 hours of targeted enforcement on Nov. 7 and again on Nov. 9. It received eight hours of targeted enforcement efforts on Nov. 11. Browning received 16 hours of enforcement on Nov. 7, 25.6 hours of enforcement on Nov. 9 and 18 hours of enforcement on Nov. 11.

12. A total of 1,589 citations were issued as the result of the targeted enforcement effort. Of those, 529 were issued near Browning; 417 near Sherman; 203 near West Side Academy; 196 near Forest Home; 157 near Hopkins Elementary; and 87 near Doerfler (see attachment to the minutes of your Committee's meeting).

Strategic Plan Compatibility Statement

13. 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

14. Adoption of this item does not authorize expenditures. The Administration will pursue further funding to continue the Safe Routes to School bicycle and pedestrian education programs for schools that choose to participate. Decisions about further district funding of the program will be made during FY07 budget preparation.

Committee's Recommendation

Your Committee recommends that the Board adopt the resolution, endorse the Safe Routes to School Program, and authorize the Administration to pursue further funding for it.

Director Hardin moved to approve the Committee's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Balistreri, Blewett, Goldberg, Hardin, Horton, Spence and President Johnson—7.

Noes—None.

Temporarily absent—Directors Dannecker and Morales—2.

* * * * * *

(Item 2) Action on Resolution 0506R-016 by Director Johnson Regarding an Early Start Date for Marshall Montessori International Baccalaureate High School, Ronald Wilson Reagan College Preparatory High School, and Rufus King High School for the College Bound

Background

At its meeting on October 20, 2005, the Board referred Resolution 0405R-020 by Director Johnson to the Committee on Innovation and School Reform:

WHEREAS, Rufus King High School for College Bound, Marshall Montessori International Baccalaureate High School, and Madison University High School have offered recognized International Baccalaureate (IB) Programs; and

WHEREAS, Ronald Wilson Reagan College Preparatory High School; pending an April 2006 approval by the International Baccalaureate Organization (IBO), will offer a recognized International Baccalaureate (IB) Program during the 2006-2007 school year; 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 2006-2007 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, Madison University High School, and potentially at Ronald Wilson Reagan College Preparatory High School; and

WHEREAS, Rufus King High School for College Bound, Marshall Montessori International Baccalaureate High School, Madison University 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. §..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, Madison University 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, Madison University High School, and Ronald Wilson Reagan College Preparatory High School to facilitate the early 2006-2007 school start date, negotiate any necessary MOU 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 0506R-016, the Milwaukee Board of School Directors will move to submit individual requests to the Department of Public Instruction requesting an early start date for the 2006-07 school year for Marshall Montessori International Baccalaureate High School, Madison University High School, Ronald Wilson Reagan College Preparatory High School, and Rufus King High School for the College Bound. Each of these schools has requested an early start date for the 2006-07 school year. (Madison University High School, however, has withdrawn its request for an early start date for the 2006-07 school year.) The individual requests will cite the fact that the post-September 1, 2005, start date conflicts with the curriculum requirements of the International Baccalaureate (IB) program.

3. John Marshall High School began its International Baccalaureate affiliation in September 2000. Since then, John Marshall has had students sit for the International Baccalaureate examinations each year in early May. In September 2005, the Milwaukee Board of School Directors approved John Marshall Montessori International Baccalaureate High School (MMIB) as part of the district's High School Redesign Initiative. As a new small high school, MMIB is prepared to continue the academic rigor for the full IB Diploma/Certificate program and also implement the Montessori curriculum beginning with the 2006-07 school year. As a successor school to John Marshall High School, MMIB will maintain the latter's current IB affiliation. Marshall Montessori International Baccalaureate High School will have students enrolled in grades 9, 11, and 12 for the 2006-07 school year. 100% of these students will participate in the IB program.

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 all indications point to full IB affiliation as of April 2006, when the International Baccalaureate Organization in Cardiff, Wales, will make the official announcement. Once affiliated, the school is prepared to immediately implement the curriculum for the full IB Diploma/Certificate program for the 2006-07 school year. Ronald Wilson Reagan College Preparatory High School will have 150 students enrolled in grades 11 and 12 for the 2006-07 school year. 100% of these students will participate in the IB program.

5. At Rufus King High School for the College Bound, the IB program has been in place since 1979. Approximately 88% (585) of Rufus King's 667 students in grades 11 and 12 participate in the IB program and must meet standards set by the International Baccalaureate Organization. The Milwaukee Board of School Directors has approved this request for an early start date on behalf of Rufus King in prior years, as has the Department of Public Instruction.

Statute, Administrative Policy, or Board Rules Implication 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 School for the College Bound agree to pay any additional costs incurred as a result of this unique school year.

Committee's Recommendation

Your Committee recommends that the Board:

1. adopt Resolution 0506R-016 by Director Johnson, with the first resolved amended as indicated below to reflect Madison University High School's withdrawal of its request for an early start date:

   RESOLVED, In accordance with WI. §..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, ~~Madison University High School,~~ and Ronald Wilson Reagan College Preparatory High School, citing the extraordinary reasons and special programs listed above…

   and

2. direct the Administration to:

   a. submit a request to the Department of Public Instruction prior to the January 1, 2006, deadline, for an early start date for the 2006-07 school year for Marshall Montessori International Baccalaureate High School;

   b. submit a request to the Department of Public Instruction prior to the January 1, 2006 deadline, for an early start date for the 2006-07 school year for Ronald Wilson Reagan College Preparatory High School. The early start date will be contingent upon Ronald Wilson Reagan College Preparatory High School's receiving IB affiliation as of April 2006; and

   c. submit a request to the Department of Public Instruction prior to the January 1, 2006 deadline, for an early start date for the 2006-07 school year for Rufus King High School for the College Bound.

Director Dannecker moved to approve the Committee's recommendation.

The motion prevailed, the vote being as follows:

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

Noes—None.

* * * * *

(Item 3) Action on a Request to Approve a Grade Change from K-5 to K-8 at Jeremiah Curtin Leadership Academy

Background

The Neighborhood Schools Plan has 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 21 K-8 schools by separate Board action. Currently in 2005-06 there are 48 K-8 schools, 13 in transition to become full K-8 schools, and 1 that will begin the K-8 transition in Fall 2006.

Administration's Analysis

1. The September 2005 enrollment count for Jeremiah Curtin Leadership Academy was 299 (121 attendance area and 178 non-attendance area). The school currently serves students in four-year-old kindergarten through grade five. The school is located in Region Seven and provides transportation within the region. The school will continue to recruit neighborhood children. No additional transportation services will be provided.

2. The Curtin School Governance Council has endorsed the expansion of the school to become a K-8 school. An informational meeting was held on May 10, 2005. Meetings were also held with the staff, PTA, and Curtin's School Governance Council. Ninety-two percent of the staff voted in favor of the change, and eighty-three percent of the parents who responded to the survey (representing 101 students) favored the change.

3. The school enrollment would be increased by adding 30 grade-six students in 2006-07, 27 grade-seven students in 2007-08, and 27 grade-eight students in 2008-09. Curtin will use existing space to address the grade expansions.

   a. It will be necessary for S.A.G.E. classes to share rooms (30:2 student/teacher ratio, instead of the current 15:1 ratio). Each year, the school would combine two 15:1 classes.

   b. Students with special education needs will continue to be served as the K-8 transition develops.

4. The school community believes they will be able to accommodate all students whose parents do not want them to transition to a middle school. If the number of students desiring to continue at Curtin in the fifth-to-sixth-grade transition exceeds the Curtin middle-grades capacity, however, a random selection will be held with guidance from Student Services.

5. The Curtin staff believe they can offer a high-quality middle-grades educational program.

   a. 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)

   b. Grade-five Terra Nova r.esults have also consistently shown percentages of students performing proficient or above in reading, language arts, and mathematics well above district averages (see the grade-5 Terra Nova chart attached to the minutes of your Committee's meeting).

   c. The MPS Writing Performance Assessment results for grade 5 are also significantly above district averages (see the MPS Writing Performance Assessment chart attached to the minutes of your Committee's meeting).

   d. Curtin has consistently been a high-value-added, high-attainment school in mathematics in 2001-02 through 2004-05. Curtin has been a high-value-added, high-attainment school in reading in 2001-02, 2002-03, and 2004-05.

6. Funding to support staffing, educational materials, supplies, safety measures, and any limited capital improvements will be provided through the Curtin K-8 School operating budget. The facility can accommodate the proposed expansion.

Strategic Plan Compatibility Statement

7. 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 Implication Statement

8. The recommendation is consistent with state statutes and MPS policies and procedures.

Fiscal Impact Statement

9. Adoption of this item does not authorize expenditures. Curtin Leadership Academy will be limited to the same pattern of adjustment to its per-pupil allocations as are the schools becoming K-8 under the Neighborhood Schools Plan. Curtin 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 2008-09 school year.

10. 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, facility leasing, safety measures, or other operations will be available for schools not included in the Neighborhood Schools Plan.

11. In accordance with the criteria established, Curtin 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

12. The implementation timeline is:

Grade 6 2006-07
Grade 7 2007-08
Grade 8 2008-09

13. Assessments will follow the district's assessment program.

Committee's Recommendation

Your Committee recommends that the Board approve the grade change at Jeremiah Curtin Leadership Academy from K-5 to K-8.

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

* * * * *

(Item 4) Action on a Request to Approve a Grade Change from K-5 to K-8 at Green Bay Avenue Elementary School

Background

The Neighborhood Schools Plan has 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 21 K-8 schools by separate Board action.

Currently in 2005-06 there are 48 K-8 schools, 13 in transition to become full K-8 schools, and 1 that will begin the K-8 transition in Fall 2006.

Administration's Analysis

1. The September 2005 enrollment count for Green Bay Avenue Elementary School was 394 (132 attendance area and 262 non-attendance area). The school currently serves students in three-year-old Head Start through grade five. The school is located in Region Four and provides transportation within the region. The school will continue to recruit neighborhood children. No additional transportation services will be provided.

2. The Green Bay Avenue School Governance Council has endorsed the expansion of the school to become a K-8 school. A May 2005 K-8 expansion survey of Green Bay Avenue parents resulted in 110 returned surveys, with 80.9% (89 votes) in favor and 19.1% (21 votes) opposed. A K-8 expansion survey of Green Bay Avenue staff resulted in 39 returned surveys, with 84.6% (33 votes) in favor and 15.4% (6 votes) opposed.

3. The school enrollment would be increased by adding 27 grade-six students in 2006-07, 27 grade-seven students in 2007-08, and 27 grade-eight students in 2008-09. Green Bay Avenue School has three classrooms available for these students.

   a. Students with special education needs will continue to be served as the K-8 transition develops.

   b. Green Bay Avenue School expects to accommodate all of the fifth-grade students who chose to stay for sixth grade. If the number of students desiring to continue at Green Bay Avenue School exceeds the middle-grades capacity, however, a random selection will be held with guidance from Student Services.

   c. In May 2005, the Board approved the assignment of the Green Bay attendance area to Dr. Martin Luther King, Jr., K-8 School for grades 6-8. Upon approval of this item, that assignment will be replaced by Green Bay Avenue School as the middle grades are added.

4. Funding to support staffing, educational materials, supplies, safety measures, and any limited capital improvements will be provided through the Green Bay Avenue K-8 School's operating budget. The facility can accommodate the proposed expansion.

5. The Green Bay Avenue staff believe they can offer a high-quality middle-grades educational program. The school curriculum's focus is on basic education. The school has recently worked to implement a consistent curriculum across the grade levels which the school believes will improve student achievement. (See the grade-four WKCE, grades-three and -five Terra Nova, and grades-three and -five MPS Writing Performance Assessment graphs attached to the minutes of your Committee's meeting.) Green Bay currently is a high-value-added, low-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 Implication 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. Green Bay Avenue School will be limited to the same pattern of adjustment to its per-pupil allocations as are the schools becoming K-8 under the Neighborhood Schools Plan. Green Bay Avenue School 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 will not receive the full effect of the school allocation formula until the 2008-09 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, 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, Green Bay Avenue School 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

11. The implementation timeline is:

Grade 6 2006--07
Grade 7 2007-08
Grade 8 2008-09

12. Assessments will follow the district's assessment program.

Committee's Recommendation

Your Committee recommends that the Board approve the grade change at Green Bay Avenue School from K-5 to K-8 and return the attendance area for grades six through eight to the Green Bay attendance area as the expansion grades are added.

Director Hardin moved to approve the Committee's recommendation.

The motion prevailed, the vote being as follows:

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

Noes—None.

* * * * *

(Item 5) Action on a Request to Approve 2006-07 Implementation of a 180-Day Year-Round School Calendar at Silver Spring Elementary School

Background

1. Year-round education is a reorganization of the school calendar into several instructional blocks, interspersed with shorter and more frequent vacation breaks than found in the traditional calendar. Advocates of year-round education believe it fosters continuous learning and is a desirable option for many families. 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.

2. The Board has previously approved 180-day year-round status for 11 schools (Sixty-eighth St. Early Childhood Center; Granville, Hawthorne, and Wheatley Elementary Schools; Metcalfe, River Trail, Urban Waldorf, and Starms Centers K-8 Schools; Milwaukee Education Center; Alliance High School; and Northern Star Secondary School). Congress K-8 School offers an extended year-round program.

Administration's Analysis

3. Beginning with the 2006-07 school year, Silver Spring Elementary School proposes to implement a 180-day year-round school calendar and program. Staff and parents have been involved in the development of this proposal. Surveys have been conducted to document support. The School Governance Council has endorsed the plan. Parents were invited to attend all Council and PTA meetings to ask questions and to express concerns or received additional information. Articles, a sample year-round calendar, and website information were sent to parents. A survey resulted in 81% of the parents who responded (representing 123 students), 85% of the teachers, and 90% of the staff (i.e., teacher, assistants, school nutrition, and building service helpers) endorsing year-round status.

4. The calendar for Silver Spring School will coincide with the schedule of all schools on the 180-day year-round calendar. The number and the length of the school days will be consistent with those of schools using the traditional calendar; however, the 180 days will be more evenly distributed throughout the year. Three intersessions will be scheduled, during which extended-year remedial and enrichment programs can be offered. (See the grade-4 WKCE, grades-3 and -5 Terra Nova, and grades-3 and -5 MPS Writing Performance Assessment graphs attached to the minutes of your Committee's meeting.) Silver Spring currently is a high-value-added, low-attainment school in reading and a low-value-added, low-attainment school in mathematics.

5. 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.

6. A proposed 2006-07 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.

7. No supplemental operating funds will be provided. No capital improvements are necessary. Funding to support the instructional program will be provided through the Silver Spring School's operating budget. Planning meetings will be held with district representatives regarding database record keeping, transportation, school nutrition service, facilities, finance, human resources, labor relations, and special services.

Strategic Plan Compatibility Statement

8. 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 Implication Statement

9. The recommendation is consistent with state statutes and MPS policies and procedures.

Fiscal Impact Statement

10. Adoption of this item does not authorize expenditures. Any additional costs associated with the year-round calendar must be absorbed within the school's allocations. Silver Spring School will use local school funding to support any costs associated with the intersessions. Some nominal additional costs in the area of school nutrition services and transportation may occur.

Implementation and Assessment Plan

11. Implementation is scheduled for August 2006. 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 Silver Spring Elementary School beginning in August 2006.

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

* * * * *

(Item 6) Approval of Areas to Be Opened for Textbook Study for the 2006-07 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, difficult and costly to replace.

High School

English 11-12 (approximately 12,627 student editions)

Family/Consumer Education — Parent & Children (approximately 720 student editions)

Technology Education — Media (approximately 540 student editions)

Elementary

Math — K-8 (approximately 59,702 student editions)

4. The Superintendent is recommending opening these subject areas for adoption study during the 2006-07 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.

Statute, Administrative Policy, or Board Rules Implication Statement

6. This item is in accordance with Administrative Policy 7.26, Textbook Adoption, and Administrative Policy 7.27, Maintenance and Control of Instructional Materials, Textbook Adoption.

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. Textbook evaluation committee members 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. Purchasing, Office of Academic Excellence, and curriculum specialists review the proposals submitted by the textbook publishers.

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. Recommendations from the textbook evaluation committees are reviewed by the Director of Office of Academic Excellence, and 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. Schools are to make an informed decision regarding the textbooks chosen to educate their student population. Schools are to select one adoption series for the K-5 or K-8 math curriculum. This will better ensure instructional consistency and learning within the school's professional learning community.

8. Based upon the proposed timeline, textbook evaluation committees would be appointed in early January 2006. They will conduct the study during the months of January and February 2006 and submit a recommendation to the Superintendent by early to mid-March 2006. The Superintendent will submit recommendations to the Board of School Directors in April 2006.

9. Upon adoption, the schools will begin the purchasing process based upon the information communicated to school by the Office of Academic Excellence. Newly adopted texts through this review cycle are expected to be in the schools during the first semester of 2006-07. The new texts would be implemented in the 2006-07 school year.

Fiscal Impact Statement

10. This item does not authorize expenditures for the purchase of textbooks. The Superintendent will submit recommendations for textbook adoption in the areas approved for review in April 2006. Approximately $6,832,837 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 FY07 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 Board approve that the subject areas listed below be opened for textbook evaluation:

High School

English 11-12 (approximately 12,627 student editions)

Family/Consumer Education — Parent & Children (approximately 720 student editions)

Technology Education — Media (approximately 540 student editions)

Elementary

Math — K-8 (approximately 59,702 student editions)

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

* * * * *

(Item 7) Action on Resolution 0506R-006 by Director Blewett Regarding a District-Wide Earth Day Celebration

Background

At its meeting on July 28, 2005, the Milwaukee Board of School Directors referred Resolution 0506R-006 by Director Blewett to the Committee on Innovation/School Reform:

WHEREAS, In 1948, Gaylord Nelson was elected to the Wisconsin State Senate; in 1958, was elected as the 35th Governor of Wisconsin; and in 1962, was elected to the United States Senate, where he served until 1981; and

WHEREAS, In 1969, as a United States Senator from Wisconsin, Gaylord Nelson came up with one of the most powerful ideas of his time — Earth Day; and

WHEREAS, First held on April 22, 1970, Earth Day has become an annual national event to learn about ecology and what we can do to reduce environmental harm; and

WHEREAS, According to the American Heritage Magazine, "Earth Day is one of the most remarkable happenings in the history of democracy"; and

WHEREAS, In 1995, Senator Nelson was awarded the Medal of Freedom in recognition of a lifetime of public service; and

WHEREAS, Gaylord Nelson after serving a total of 18 years in the US Senate, died on July 3, 2005, of cardiovascular failure at age 89; and

WHEREAS, His contributions to the US State Senate and to the State of Wisconsin deserve to be recognized; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors hereby expresses its admiration for the work of Gaylord Nelson; and be it

FURTHER RESOLVED, That the Board expresses its sincere sympathy in the passing of Gaylord Nelson, a true friend of education; and be it

FURTHER RESOLVED, That the Board direct the Administration to develop a district-wide Earth Day competition for MPS students in honor of deceased U.S. Senator Gaylord Nelson.

Administration's Analysis

1. Earth Day, which first was held on April 22, 1970, was established to support environmental education and to make people aware of what they can do to improve environmental quality. The first Earth Day was a huge success, having drawn 20 million participants and thousands of schools and local communities.

2. Gaylord Nelson is regarded as the founder of Earth Day. Born on June 4, 1916, in Clear Lake, Wisconsin, a small community in the northwest corner of the state, he was elected to the Wisconsin Senate in 1948, where he served ten years before being elected Governor in 1958. In 1962, he was elected to U.S. Senate, in which he served 18 years. In September 1995, Gaylord Nelson received the Presidential Medal of Freedom Award, this country's highest civilian honor, in recognition of a lifetime of public service and his lifelong work on behalf of the environment. He also founded the Earth Day Network's Earth Day 2000 Clean Energy Now! campaign. Gaylord Nelson died on July 3, 2005, at the age of 89.

3. In support of Earth Day and the tireless work of Gaylord Nelson in the field of environmental education, the Division of Teaching and Learning-Science will encourage schools to participate in a district-wide Earth Day Celebration as part of their current Earth Day events, science fair projects, and classroom activities focusing on the environment. Schools will be encouraged to compete or collaborate with their peers or students from other grades, classes, or schools to demonstrate their interest in the environment through various education activities and community events.

4. These activities can include projects, environmental science investigations and experiments, field studies, science fairs, research on the contributions of Gaylord Nelson to science, exploration of related careers, learning experiences and visits to environmental science centers, discussions and presentations of solutions to environmental issues, and participation in established Earth Day community events. The Life/Environmental Science and Science in Social and Personal Perspectives Learning Targets and the MPS Comprehensive Literacy and Mathematics Frameworks may be addressed through Earth Day activities.

5. The Division of Teaching and Learning-Science will post Earth Day classroom activities, local community events, and professional development opportunities for teachers on the MPS Portal for schools to access in preparation of their Earth Day activities. Science lead teachers will be asked to disseminate information regarding Earth Day and coordinate Earth Day-related activities at their schools. Schools will be asked to post these activities on the MPS Portal to share with other MPS schools and the public at large. Earth Day, April 22, will be added to the Key Dates calendar annually in recognition of Earth Day and Gaylord Nelson's extensive work in environmental education.

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.

Statutes, Administrative Policy, or Board Rules Implication Statement

7. The recommendation is consistent with administrative policy and procedure.

Fiscal Impact Statement

8. This item does not authorize expenditures. Any costs associated with implementing the resolution will be assumed at the school level.

Implementation and Assessment plan

9. Upon approval by the Board, the Administration will begin communicating with schools relative to Earth Day celebration opportunities.

Committee's Recommendation

Your Committee recommends that the Board adopt Resolution 0506R-006 within the scope of a district-wide Earth Day celebration.

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

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(Item 8) Action on Resolution 0506R-014 by Director Spence Regarding Single-Sex Schools

Background

At its meeting on September 29, 2005, the Board referred Resolution 0506R-014 by Director Spence to the Committee on Innovation and School Reform:

WHEREAS, Milwaukee Public Schools prides itself on the ability to offer variety in educational programming; and

WHEREAS, Milwaukee Public Schools has received several charter school proposals requesting the establishment of single-sex school; and

WHEREAS, To determine the legal ramifications of the establishment of a single-sex public school, the Administration has requested an opinion from the City Attorney's Office; and

WHEREAS, The City Attorney's Office produced an opinion regarding whether MPS can legally establish a single-sex school that states, in part, that "MPS should be prepared to prove that the single-sex school does not violate either the Equal Protection Clause of the Fourteenth amendment to the United States Constitution or Title IX and its implementing regulations"; and

WHEREAS, Research shows that single-gender schools remove the distractions that are abundant in coeducational environments; and

WHEREAS, Single-gender schools also offer an environment where stereotypes about "girl" subjects and "boy" subjects disappear; and

WHEREAS, According to the National Association for Single Sex Public Education, girls in single-sex schools are more likely to study such subjects as advanced mathematics, computer science, and physics, while boys in a single-sex schools are twice as likely to study such subjects as foreign languages, art, music, and drama; and

WHEREAS, Single-sex schools must be explored as an educational option to make Milwaukee Public Schools a viable educational choice for parents who want this for their children; now, therefore, be it

RESOLVED, That the Board direct the Administration to investigate and develop a report regarding the feasibility of establishing single-sex public schools; and be it

FURTHER RESOLVED, That this report be brought back to the Board no later than the December 2005 Board cycle.

Administration's Analysis

1. According to the website of the National Association for Single Sex Public Education (www.singlesexschools.org/schools-schools.htm), "Eight years ago, only four public schools in the United States offered single-sex educational opportunities. For the 2005-2006 school year, at least 193 public schools in the United States are offering gender-separate educational opportunities. Most of those are co-educational schools offering single-sex classrooms. However, 42 of those 193 schools are completely single-sex."

2. The Wisconsin Assembly recently approved a bill (2005 Assembly Bill 114) that would permit public schools and charter schools to enroll only one sex in a school or course as long as the excluded sex had access to comparable courses or schools. The vote on the measure was 73-21. It has now moved to the Senate for consideration.

3. There are currently two single-sex schools under the umbrella of Milwaukee Public Schools — Spectrum High School and Lady Pitts School Age Parent Center, a program housed in Custer High School.

4. Providing parents and guardians with opportunities to decide which public schools best meets the needs of their children is key to Milwaukee Public Schools' (MPS) effort to increase customer satisfaction and parental involvement, to provide different learning environments, and to encourage schools to be unique and academically successful.

5. The Milwaukee Board of Directors has encouraged schools to design and implement site-specific programs that better meet the needs of students.

6. In a letter dated April 19, 2005, the Administration requested an opinion from the City Attorney regarding the legality of establishing single-sex schools.

Strategic Plan Compatibility Statement

7. The recommendations support MPS Strategic Plan, Goal 1, to improve Student achievement; Goal 2, improve student success in further education and employment; Goal 3, improve family satisfaction, as measured by their choices in the education market place.

Statute, Administrative Policy, or Board Rules Implication Statement

8. Administrative Policy 8.01, Student Nondiscrimination under Section 118.13 and P.19, Wisconsin Administrative Code, paragraph (1)(b), states:

> 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 [emphasis added], race, national origin, ancestry, creed, religion, pregnancy, marital or parental status, sexual orientation, or physical , mental, emotion, or learning disability or handicap, as required by section 118.13 of the Wisconsin Statutes and Chapter PI9, Wisconsin Administrative Code.

9. Administrative Policy 8.01, Student Nondiscrimination under section 118.13 and P.19, Wisconsin Administrative Code, paragraph (1)(d), states:

> This policy also prohibits discrimination as defined by Title IX of the Education Amendments of 1972 (**sex),** *[emphasis added]* Title VI of the Civil Rights Act of 1964 (race and national origin), and section 504 of the Rehabilitation Act of 1973 (disability).

Fiscal Impact Statement

10. This item does not authorize expenditures. The cost of staff time associated with completing the requested report will be absorbed in existing allocations.

Implementation and Assessment Plan

11. Upon adoption of this resolution by the Board, the Administration will begin to investigate and develop a report regarding the feasibility of establishing single-sex public schools within Milwaukee Public Schools. Once completed, the Administration will bring the report back to the Board for consideration and further direction.

Committee's Recommendation

Your Committee recommends that the Board adopt Resolution 0506R-014 by Director Spence and direct the Administration to develop a report regarding the feasibility of establishing single-sex public schools within Milwaukee Public Schools.

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

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(Item 9) Action on Resolution 0405R-042 by Director Balistreri Regarding the Processes Associated with the Conversions of Large Schools into Multiplexes

BACKGROUND

At its meeting on November 23, 2004, the Board referred Resolution 0405R-042 by Director Balistreri to the Innovation and School Reform Committee:

WHEREAS, Board Governance Policy BG 1.01(c) states, "In all matters of planning, governance, and accountability, the Board shall recognize its responsibility to the citizens of the City of Milwaukee and the State of Wisconsin to use all funds for the greatest possible effect in fulfilling Board goals of student achievement and equity"; and

WHEREAS, Board Governance Policy BG 2.03(d) states, "The Board evaluates the effects of its policies and the manner of their execution, as well as the routine operation of the schools, by such means as observation, special studies, audits, and periodic reports by its administrative officers"; and

WHEREAS, One of the district's major initiatives is the conversion of large, traditional high schools into multiplexes comprising multiple smaller high schools; and

WHEREAS, Many of these large high schools currently have either budgetary deficits or surpluses; and

WHEREAS, The Administration has so far failed to explain to the Board how it will deal with these deficits or surpluses when a large school is divided into smaller schools; now, therefore, be it

RESOLVED, That the Board direct the Administration to provide to the Board, by the next Board cycle following the adoption of this resolution, a detailed written report laying out the Administration's plans and processes for the conversion of large schools into multiplexes of smaller schools, said report to address, but not be limited to, the following issues:

1. Exactly what schools will be affected?

2. What will happen to the large school's assets? If they are to be divided or redistributed, how will this be done?

3. If the large school has a budgetary deficit or surplus, how will the deficit or surplus be handled when the school is converted into a multiplex?

a. Will the deficit be erased? If so, where will the money come from?

b. If not, who will assume the deficit or surplus? What is the rationale?

c. If the deficit or surplus is to be divided among several entities, what formula or criteria will be used to determine how it will be divided (e.g., per pupil)?

Administration's Analysis

1. This resolution directs the Administration to provide to the Board a detailed written report regarding the Administration's plans and processes for the conversion of large schools into multiplexes of smaller schools, which is to include the following:

- schools to be affected;
- distribution of the large schools' assets;
- management of the large schools' budget surpluses or deficits.

2. The identification of large high schools to be converted into facilities of small high schools sharing the building is referenced on pages 19-23 of the "Blueprint for Milwaukee's New Vision High Schools." Planned and projected sites and the implementation timeline for each are included on pages 30-33 of that same document. Additionally, the criteria that will be used to identify future conversion sites is discussed on page 21 of the "Milwaukee High School Redesign 2003-2005 —Two-Year Report to the Milwaukee Board of School Directors," which was presented to and accepted by the Board in November of 2005.

3. This resolution also directs the Administration to articulate the plan by which a large high school's assets will be distributed in the conversion to a facility of small high schools sharing the facility. The current fixed assets of a large high school converting to a campus of small high schools are distributed as follows:

a. A mapping process facilitated by the MPS Department of Facilities and Maintenance, including current and future school representatives, determines where the new schools will be located within the facility and how the physical phase-out and phase-in will take place.

b. The existing school leadership conducts an extensive inventory of all existing school assets, supplies, and texts.

c. Furniture, equipment, and materials included in classrooms will become assets of the school identified to use these classrooms as the conversion proceeds. These assets will be transferred from the existing school's fixed assets report to the new school's fixed assets report, as the conversion dictates.

d. The building council, which includes representatives of each of the new small high schools and the existing large high school, receive and review the inventory of equipment not included in classrooms.

e. The building council discusses each school's needs and determines through consensus what assets will be identified for each of the incoming schools.

f. Assets that are included in shared space (auditorium, athletic facilities, etc.) will be included in the fixed assets of the school that manages the facility and site-allocation budgets.

4. This resolution also directs the Administration to articulate the plan by which a large high school's budget surplus or deficit will be managed. A discussion of the management of the budget surplus or deficit of a school in conversion to a campus of small high schools is discussed on page 21 of the "Milwaukee High School Redesign 2003-2005 — Two-Year Report to the Milwaukee Board of School Directors," which was presented to and accepted by the Board in November of 2005.

Strategic Plan Compatibility Statement

5. This item is consistent with 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 Implication Statement

6. This item is consistent with "The Blueprint for Milwaukee's High School Redesign," which was approved by the Board in April 2003, and is consistent with the "Milwaukee High School Redesign 2003-2005 — Two-Year Report to the Milwaukee Board of School Directors," which was presented to and accepted by the Board in November of 2005.

Fiscal Impact Statement

7. This item does not authorize expenditures.

Committee's Recommendation

Your Committee recommends that the Board accept the "Milwaukee High School Redesign 2003-2005 — Two-Year Report to the Milwaukee Board of School Directors" as meeting the requirements of Resolution 0405R-042.

Director Goldberg moved to approve the Committee's recommendation.

The motion prevailed, the vote being as follows:

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

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

* * * * *

(Item 10) Action on Resolution 0506R-020 by Director Blewett Regarding the School-Closing Process

Background

At its November 28, 2005 meeting, the Milwaukee Board of School Directors referred Resolution 0506R-020 by Director Blewett to the Committee on Innovation and School Reform:

WHEREAS, As the governing body of the Milwaukee Public Schools District, the Board is accountable to taxpayers for operating the District in a fiscally responsible manner; and

WHEREAS, Due to the District's declining enrollment, the Board has agreed with the Administration's recommendation to eliminate excess capacity reflective of the district's enrollment; and

WHEREAS, Due to increased program offerings, the Board has considered and approved administrative recommendations to establish or move educational programs from one MPS facility to another, and

WHEREAS, Whenever MPS facilities are closed, or educational programs are moved, it is the Board's responsibility to evaluate the impact these closing or moves may have on students, sites, and the District; now, therefore be it

RESOLVED, That during this process, before the Administration makes any recommendation to the Board regarding moving, initiating, or terminating any program, or using any MPS facility, the Administration will provide to the Board a comprehensive plan including a feasibility study, evidence of community support for the plan, and all information regarding proposed program placement, and be it;

FURTHER RESOLVED, That the Administration implement the above process before making a recommendation regarding the current Visual Impairment Program at Juneau High School.

Administration's Analysis

1. Based on a facilities-planning report provided to the Board in October 2004, which indicated that the district's excess capacity is expected to be 20,848 by 2014, the Administration forwarded to the Board in February 2005 a recommendation that four schools should be considered for closure following the 2004-05 school year.

2. The Board rejected the proposal and directed the Administration to engage the community to determine what criteria should be used to identify the 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.

3. The Administration issued an RFP and, after evaluating responses, contracted with Hayes Large Architects LLC to develop and implement a process to determine the criteria which the community supports to identify schools to be considered for closing.

4. Several methods were used to gather input from the community, including three phases of 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 of 26 members gave input throughout this part of the process.

5. The consultants incorporated the results of the outreach effort into a decision tool to assist the district in identifying the school sites most suited for closing.

6. In September 2005, the Board adopted the decision tool which the consultants developed to guide the school-closing process.

7. In November 2005, the Milwaukee Board of School Directors voted to close the four schools determined for closing through the described process.

8. The Administration does not see the need to implement an additional process that focuses on specific programs within a school identified for closure.

9. The Board approved expenditures of up to $350,000 to retain a consultant and to develop and implement a process for closing schools. Further analysis and development of new processes for issues related to school closings would require further expenditures of an undetermined amount.

10. At this time the Administration is working closely with families to find the best possible placement for all students — including those with special needs — affected by the school closings. Every effort and consideration is being made to support the families affected by the school closings.

Strategic Plan Compatibility Statement

11. 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 Implication Statement

12. This item is consistent with administrative policy and procedure.

Fiscal Impact Statement

13. This item does not authorize expenditures.

Committee's Recommendation

Your Committee recommends that, in lieu of Resolution 0506R-020, the Board allow the Administration to follow the Board-approved process that has fulfilled its function.

Director Blewett moved to refer the resolution back to Committee.

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

Ayes—Directors Balistreri, Blewett, Hardin, Morales—4.

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

Director Blewett moved to approve the original resolution with its Resolved sections.

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

The substitute motion prevailed, the vote being as follows:

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

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

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(Item 11) Action on Resolution 0506R-021 by Director Blewett Regarding Historically Significant Buildings

Background

At its meeting on November 28, 2005, the Milwaukee Board of School Directors referred Resolution 0506R-021 by Director Blewett to the Committee on Innovation and School Reform:

WHEREAS, Members of the school community were told that they would have until the end of October 2005 to present material to the Board regarding their schools being closed; and

WHEREAS, There appears to be many discrepancies and questions about information given to constituents during presentations related to the data on school closings; and

WHEREAS, It is unfair to change the timeline given to school communities without notification to the school communities of the change; and

WHEREAS, Having the full Board meeting before transcripts of constituent testimony is ready for review requires Board members to make determinations on these school closings without being able to consider all of the questions and answers as well as requests for clarification; and

WHEREAS, The district spent $70,724 to renovate Juneau's basement for the Problem Solving Center that serves 78 other Milwaukee Public Schools for Data-based Decision Making with 23.5 FTEs in the Center; and

WHEREAS, There was also another $549,212.00 spent for new boilers in the Juneau High School building just 3 years ago (summer of 2002); and

WHEREAS, Juneau has a wait list of students who want the attend the educational program but currently cannot because the school's charter school contract limits its enrollment; and

WHEREAS, According to the information submitted by the district to the Department of Public Instruction (DPI), Juneau's graduation rate is higher than that of the district's average — 69.17 for Juneau, 60.69 for the District; and

WHEREAS, Juneau's post-graduation indicators are:

100% tracking of the 158 graduates — 42% at 2-year colleges or university
20% at 4-year colleges or university
35% enter the work force
3% enter the Military

Juneau has a 100% success rate for their graduates; and

WHEREAS, In determining what schools to close, more weight should be placed on a school's academic programs and academic success than on building capacity; and

WHEREAS, No plans for the relocation of MPS's sole high-school Visual Impairment Program have been proposed to, or considered by, the Board; now, therefore be it

RESOLVED, That the Board instruct the Administration to establish a High School Advisory Committee to include alumni, school staff, students, and community members to participate in strategic planning for the maintenance and preservation of historically significant schools like Juneau; and be it

FURTHER RESOLVED, That the Juneau High School program be restructured before the close of the 2005-06 school year to allow for a future in the current facility; and be it

FURTHER RESOLVED, That this restructuring include plans for the maintenance and continuation of the Visual Impairment Program and the District's Problem Solving Center at the current Juneau facility.

Administration's Analysis

1. Based on a facilities-planning report provided to the Board in October 2004, which indicated that the district's excess capacity is expected to be 20,848 by 2014, the Administration forwarded to the Board in February 2005 a recommendation that four schools should be considered for closure following the 2004-05 school year.

2. The Board rejected the proposal and directed the Administration to engage the community to determine what criteria should be used to identify the 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.

3. The Administration issued an RFP and, after evaluating responses, contracted with Hayes Large Architects LLC to develop and implement a process to determine the criteria which the community supports to identify schools to be considered for closing.

4. Several methods were used to gather input from the community, including three phases of 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 of 26 members gave input throughout this pat of the process.

5. The consultants incorporated the results of the outreach effort into a decision tool to assist the district in identifying the school sites most suited for closing.

6. In September 2005, the Board adopted the decision tool which the consultants developed to guide the school closing process.

7. In November 2005, the Milwaukee Board of School Directors voted to close the four schools determined for closing through the described process.

8. The Administration does not see the need to implement an additional process that focuses on specific programs within a school identified for closure.

9. The Board approved expenditures of up to $350,000 to retain a consultant and to develop and implement a process for closing schools. Further analysis and development of new processes for issues related to school closings would require further expenditures of an undetermined amount.

10. At this time the Administration is working closely with families to find the best possible placement for all students — including those with special needs — affected by the school closings. Every effort and consideration is being made to support the families affected by the school closings.

11. The Director of Special Services is working diligently to determine the best possible placement of the Visual Impairment Program for the 2006-07 school year. The Administration will inform the Board of the outcome of that search.

12. As the district is faced with school closings, the Administration has a process in place to preserve and protect tangible items (yearbooks, trophies, records, artifacts, etc.) of historical significance specific to particular schools.

Strategic Plan Compatibility Statement

13. 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 Implication Statement

14. This item is consistent with administrative policy and procedure.

Fiscal Impact Statement

15. This item does not authorize expenditures.

Committee's Recommendation

Your Committee recommends that, in lieu of Resolution 0506R-021, the Board allow the Administration to follow the Board-approved process that has fulfilled its function.

Director Blewett moved to refer the resolution back to Committee.

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

Ayes—Directors Balistreri, Blewett, Hardin, Morales—4.

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

Director Blewett moved to approve the original resolution with its original Resolved and Further Resolved sections.

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

The substitute motion prevailed, the vote being as follows:

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

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

* * * * *

(Item 12) Transmittal of the Annual District Report Card

Administration's Report

1. In accordance with MPS Administrative Policy 2.16, District Accountability System, the Administration presents to the Board and the community its annual Report Card for the 2004-05 school year. School-by-school reports are presented along with a district overview.

2. The Elementary and Secondary Education Act (ESEA) stipulates that school districts report two-year performance trends of students on statewide assessments in reading and mathematics, disaggregated by ethnicity, gender, socioeconomic status, migrant status, disability status, and English-proficiency status. According to ESEA, the graduation rate must be reported for high schools, and another indicator (attendance) must be reported for elementary and middle schools. Additionally, each school's performance is to be compared with the state's adequate yearly progress (AYP) target, and professional qualifications of teachers must be reported.

3. In this Report Card, three-year trends in performance are reported for statewide 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. To the extent practicable, results are reported in terms of all students enrolled and for all schools serving MPS students.

4. The Report Card also presents three years 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 Department of Public Instruction's annual reports to provide this information to the community.

6. Administrators (school-based and Central Services) will use information in the 2004-2005 Report Card to inform instructional planning and program evaluation and to define future research and policy needs.

Director Goldberg moved to accept the report.

The motion prevailed, the vote being as follows:

Ayes—Directors Goldberg, Horton, Spence and President Johnson—4.

Noes—Director Balistreri—1.

Temporarily absent—Directors Blewett, Dannecker, Hardin and Morales—4.

* * * * *

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

Contracts

For your review, below is a contract award recommendation for the December 2005 Finance and Personnel Board Meeting. Adequate funding is available in the accounts as noted below.

LINTEL REPLACEMENT

Hampton School

Prime Contractor
Custom Restoration, Inc.
P.O. Box 339
Pewaukee, WI 53072

Low Bidder, Base Bid of.....$107,110.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10% MBE	10% MBE	5	0	1	Corporation	1

Funds are budgeted for the Hampton School project from FY04 Major Maintenance Construction Fund, contracted services for windows, account code FAR00980HP ECNCWND4 (W.O. 2-596368). Project, which is to begin on January 9, 2006, is scheduled for completion on May 26, 2006.

ELECTRICAL SERVICE REVISIONS

Madison University High School

Prime Contractor
Mared Mechanical Contractors
4230 West Douglas Avenue
Milwaukee, WI 53209

Low Bidder, Base Bid of.....$498,300.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	15% MBE	15% MBE	110	6	8	Corporation	1

Funds are budgeted for the Madison University High School project from FY04 Code Compliance Construction Fund, account code FAR00OSMMA ECNC and FY04 Technology Construction Fund, account code FAR00TCLDW ECNC4, Contracted Services (W.O. 2-581595). Project, which is to begin on January 9, 2006, is scheduled for completion on August 18, 2006.

Construction Contracts

Total construction contract dollars awarded.....$605,410.00
Total dollars HUB participation.....$85,456.00
% of MBE participation.....14.12
% of WBE participation.....0.00
% Minority employees within company.....4.49
% Women employees within company.....9.52

ENERGY-MANAGEMENT SYSTEM REPLACEMENT

The following purchases of energy-management equipment are being reported as sole-source purchases in accordance with Board action of June 1996.

Sholes Complex

Prime Contractor
Siemens Building Technologies, Inc.
6737 West Washington Street, Suite 2110
Milwaukee, WI 53214

For a cost of.....$104,697.00

Funds are budgeted from FY06 Major Maintenance Construction Fund, heating and ventilating, account code FAR00MM2SH ECNCHVA6 (W.O. 2-674567). Project, which is to begin on January 9, 2006, is scheduled for completion on February 17, 2006.

Milwaukee French Immersion School at Steuben Complex

Prime Contractor
Siemens Building Technologies, Inc.
6737 West Washington Street, Suite 2110
Milwaukee, WI 53214

For a cost of.....$38,815.00

Funds are budgeted from FY06 Major Maintenance Construction Fund, heating and ventilating, account code FAR00MM2SB ECNCHVA6 (W.O. 2-674568). Project, which is to begin on January 9, 2006, is scheduled for completion on February 17, 2006.

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 Classroom Cabinets to House Telecommunications Switches

The Administration is requesting authorization to purchase 634 patented classroom cabinets from Munger, Inc., to complete the district-wide installation of classroom switches. This project entails the installation of 100MB switches in each of the district's 4,400+ classrooms to match the speed of new PCs and video equipment. All the cabinets used to date are from Munger, Inc., which meets the MPS standard.

The cost of these cabinets will not exceed $140,748. The budget code to be charged is EQM00TECTC-EMTC (Technical Services — Maintenance 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	$140,748	NA	NA	NA	NA	NA	NA	NA	NA

Authorization to Enter into a Contract Extension for Software Support

The Administration is requesting an extension to the original $4,800,000 contract with 4GL Solutions for the purchase and implementation of the Special Services system SIMMS. The original contract expired on October 31, 2005.

The requested extension is for additional professional support from 4GL Solutions' HUB partner to assist the district with testing and implementation of a newer release. The cost of this extension is $161,004, with 100% of the engagement being performed by Kc Management Group of Chicago. This firm is certified as a MBE/WBE.

The budget code to be charged is TSV00SEMDE-ESWM (Special Ed — Software Maintenance).

HUB-Certified Prime?	Prime Price Quote	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION				
		Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
NO	$161,004	NA	NA	NA	? % on orig. contract	100%	$161,004 M/WBE	Prof. Service	Prof. Service

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 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.

The Bethune Academy After-School Program represents a collaboration among the School, the Harley-Davidson Company, the Boys and Girls Clubs of Greater Milwaukee, the MPS Office of Neighborhood Schools, and the MPS Recreation Division. 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 collaborative agreement between the Office of Neighborhood Schools and the Harley-Davidson Company.

The contract would be in effect from January 1, 2006, through June 30, 2006. 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 Boy's and Girls Clubs of Greater Milwaukee directly.

The budget code to be charged is FAR00NSS37-EOTH (Neighborhood Schools Initiative — Other 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 $50,000*	NA	NA	NA	NA	NA	NA	NA	NA

*MPS portion of contract dollars

Authorization to Enter into Advertising Contracts with Media Outlets

The Administration is requesting authorization to enter into contracts with WISN-TV and WITI-TV to purchase air time for the marketing of Milwaukee Public Schools. Over the course of fiscal year 2006, the Administration anticipates contracts will exceed $50,000 for both of these media outlets. The projected totals are $87,474 for WISN-TV and $80,951 for WITI-TV.

Although MPS contracts with other television stations as well, the contract amounts are expected to be under $50,000 for the current fiscal year.

The budget code to be charged is INF00MEDIC-EADV (Internal Communication — Advertising).

HUB-Certified Prime?	Prime Price Quote	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION				
		Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
NO	$168,425	NA	NA	NA	NA	NA	NA	NA	NA

Authorization to Enter into a Contract to Support the FAST Program

The Administration is requesting authorization to enter into a contract with Family Bridges Inc. to manage the MPS component of the Families and Schools Together (FAST) Program.

The FAST manager will be responsible for program planning, implementation, and evaluation at the 21 designated MPS FAST schools. Management oversight includes FAST training, the creation of partnerships with community-based organizations, site supervision, and support of FAST teams by trainers assigned to deliver services to students and their families.

Family Bridges was selected through the RFP process. The contract is not to exceed $65,000. The budget to be charged is SDI00ZK6CI-ECTS (Alcohol and Other Drug Abuse (AODA) State Program Grant — 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
YES (MPS M/WBE)	NTE $65,000	1	1	1	NA	100%	NTE $65,000	Educational	Educational

Purchasing Request Summary — December 2005

Total contract dollars to be awarded.....$585,177
Total dollars eligible for HUB participation.....$226,004
Total HUB dollars $226,004
% of MBE participation.....39
% of WBE participation 39
Total HUB Participation.....39

Report on Administrative and School Fund Transfers

This report for November 2005 is attached to the minutes of your Committee's meeting. This is an informational report, and not action is required.

Report of School Bus Accidents

Below is a report on school bus accidents for the month of November 2005. This is an informational report, and no action is required.

Date	Time	School	Reportable	Injuries	Company
11/1/05	8:07	Vincent H.S.	No	No	Lakeside
11/1/05	3:11	Hawley	Yes	No	Laidlaw-W
11/4/05	3:16	Cass Street	No	No	Laidlaw
11/7/05	2:25	Forest Home	No	No	Laidlaw-N
11/8/05	8:20	Vincent H.S.	No	No	Lakeside
11/8/05	2:55	Cass Street	No	No	Laidlaw-N
11/10/05	7:05	Parkview	No	No	Lakeside
11/10/05	2:30	Hawley	No	No	Lamers-N
11/10/05	4:01	Forest Park M.S.	No	No	Bee Bus
11/11/05	8:35	Marshall H.S.	Yes	No	Laidlaw
11/11/05	3:45	Burroughs M.S.	No	No	Lamers-N
11/11/05	3:50	King H.S.	No	No	Atlas
11/14/05	9:05	Work site	No	No	Laidlaw
11/15/05	7:37	Granville	Yes	Yes	Lakeside
11/15/05	8:30	Riverside H.S.	No	No	Dairyland
11/15/05	3:00	Riley	Yes	No	Lamers
11/15/05	3:55	Burroughs M.S.	Yes	Yes	Lakeside
11/15/05	3:56	Roosevelt M.S.	Yes	Yes	Laidlaw-N
11/15/05	4:15	Craig	No	No	Joy Farm
11/16/05	8:21	Muir M.S.	No	No	Bee Bus
11/16/05	3:14	Cass Street	No	No	Laidlaw
11/16/05	3:35	Milw Spanish	No	No	Laidlaw
11/16/05	3:36	Gaenslen	No	No	Laidlaw
11/17/05	7:40	Stuart	No	No	Lakeside
11/17/05	7:42	Cudahy Ms/Hs	No	No	Dairyland
11/17/05	2:18	New School	No	No	Lakeside
11/18/05	8:06	Fritsche M.S.	No	No	Laidlaw
11/18/05	8:20	Grand Ave M.S.	No	No	Laidlaw
11/23/05	7:34	Rivertrail	No	No	Lamers
11/23/05	7:38	Mitchll/Prkvw	No	No	Dairyland
11/28/05	7:45	Atwatr/Lk Blff	No	No	Dairyland
11/28/05	8:15	Muir M.S.	No	No	Lamers
11/28/05	4:09	Marshall H.S.	Yes	No	Laidlaw-W.A.
11/30/05	8:27	Tonwnda/Dixon	No	No	Lakeside
11/30/05	2:35	Cass Street	No	No	Laidlaw

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

This report for November 2005, which has been provided under separate cover, is for informational purposes and does not require action.

Acceptance of Donations

School	Donor	Amount	Gift or Purpose
Allen-Field	P.P.G. Industries	$300	Thanksgiving baskets for Allen-Field School families
Allen-Field	Milwaukee Bucks Organization	$8,750	School supplies for 875 children: a pen, a pencil, a binder, a folder, loose-leaf paper, and a spiral notebook for each student
Alliance	Greater Milwaukee Foundation — Johnson and Pabst LGBT Humanity Fund (other funds)	$500	Sustaining support
Burbank	Marketing Technology Concepts (MTC)	$300	Student field trips
Curtin	Foremost Farms	$63.05	Kids Caps and Cash Program
Curtin	Kemps	$93.35	Give Em Five Program
Curtin	Target	$55.20	Take Charge of Education
Curtin	Pick N' Save	$54.79	Pick N' Save We Care Program
Custer	National Survey and Engineering	$2,552	Survey and site engineering — athletic field concession stand
Custer	Zimmerman Design Group	$7,570	Architectural design — athletic field concession stand
Custer	Pieper Electric	$4,309	Electrical — athletic field concession stand
Custer	Grunau Company	$1,100	Hvac — athletic field concession stand
Custer	J.M. Brennan	$2,200	Plumbing — athletic field concession stand
Custer	Hess Sweitzer	$2,075	Painting — athletic field concession stand
Custer	Lippert Tile	$500	Vinyl wall base — athletic field concession stand
Custer	Olympic Wall Systems	$3,400	Drywall ceilings — athletic field concession stand
Custer	LaForce	$3,480	Doors, frame, hardware, toilet partitions — athletic field concession stand
Custer	Hallmark Building Supplies	$1,400	Solid-surface countertops — athletic field concession stand
Custer	AJ Pietsch	$715	Casework — athletic field concession stand
Custer	Inland Companies	$10,500	Wood trusses, gutters, project management — athletic field concession stand
Custer	Schneider Excavating	$250	Earthwork — athletic field concession stand
Custer	Hunzinger Construction	$25,635	General conditions: concrete, masonry, carpentry, roofing, cost management — Athletic Field Concession Stand
Custer	M&I Bank	$146,770.41	Construction activities — Athletic Field Concession Stand

School	Donor	Amount	Gift or Purpose
Fernwood	Kemps Nickels for Schools	$100	Monetary donation to school
Fernwood	Access Computer Products	$41.50	Monetary donation to school
Fernwood	Foremost Farms (Kemps Milk Caps)	$115.70	Monetary donation to school
Forest Home	Police Officer Defense Fund, Inc.	$259	Christmas gifts for students in K3-K5
Fratney	Teresa Mercado	$2,821	Educational field trips
Hawley	Frank/LeAnn Kleczka Advance Landscaping Corp.	$1,000	General school use
Humboldt Park	Premier Landscape and Design	$8,000	Landscape Improvements (beautification of school grounds)
IDEAL	Mary Ann Padol	$1,000	Books and Supplies
Meir	Anonymous	$1,000	Principal's discretion
Meir	Suzanne Szydlowski	$100	Principal's discretion
MPS Students	America's Second Harvest of Wisconsin	$12,500	500 backpacks with supplies
Milw Spanish Imm	Alan and Kathy Petrofsky	$20	Donation in memory of Grandpa Bob
Milw Spanish Imm	Fred and Betty Abendroth	$30	Donation in memory of Grandpa Bob
Milw Spanish Imm	Bob and Christine Batey	$320	Donation in memory of Grandpa Bob
Milw Spanish Imm	Curtis and Suzanne Sweet	$25	Donation in memory of Grandpa Bob
Milw Spanish Imm	John and M.D. Donahue	$25	Donation in memory of Grandpa Bob
Milw Spanish Imm	James and Kay Tremel	$10	Donation in memory of Grandpa Bob
Milw Spanish Imm	Robert and Nancy Sharp	$10	Donation in memory of Grandpa Bob
Milw Spanish Imm	John and Cathy Roach	$30	Donation in memory of Grandpa Bob
Milw Spanish Imm	James Gutowski	$10	Donation in memory of Grandpa Bob
Milw Spanish Imm	Billy and Sondra Sweet	$20	Donation in memory of Grandpa Bob
Milw Spanish Imm	Don and Joyce Wagner	$30	Donation in memory of Grandpa Bob
Milw Spanish Imm	Mark and Margaret Tritschler	$50	Donation in memory of Grandpa Bob
Milw Spanish Imm	Blue Horse Inc.	$200	School incentives
Mitchell	American Legion	$500	Books for students
Riley	Melissa Casanta-Floryance	$50	For use where needed
South	Hispanic Professionals of Greater Milwaukee	$750	3 ladies' suits, 2 men's suits (student use during interviews)
Trowbridge	Quad Graphics	$5,000	Gifts and schools needs (to upgrade tot lot)

Committee 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; Reappointment of Probationary Personnel; Deletion of Names from the List of Appointed Teachers, Approval of Leaves of Absence; Report on Resignations; and Affirmative Action Reports

Classified Personnel Transactions

Name and Assignment	Position and Salary	Date
	APPOINTMENTS	
Patricia Hron WCLL	School Secretary I $20,376.89/yr.	11-21-05
	PROMOTIONS	
Curtis Hardiman Mitchell	School Engineer II $44,384.08/yr.	11-21-05
Ronald Heberlein Hamilton	Building Service Helper II $28,157.74/yr.	11-20-05
Thompson Love Clarke	School Engineer II $45,968.78/yr.	11-21-05
	CHANGES IN STATUS	
Mary F. Anderson Kluge	Handicapped Children's Asst. $15,276.08/yr.	11-14-05
Randall Cole Philipp	Handicapped Children's Asst. $15,276.08/yr.	11-23-05
Tracy Hubbard Alcott	Handicapped Children's Asst. $15,276.08/yr.	11-28-05
Tajuanna Mack Milw. School of Languages	Handicapped Children's Asst. $15,276.08/yr.	11-01-05

Certificated Appointments

Code	Teachers	Division	Salary	Yrs. Exp. Credit	Start Date
r	Raul F. Aliaga Rossel Bilingual Education/Chemistry/Physics	B	$32,439.00	1	10/31/2005
r	Ruth N. Allen Cross-categorical	B	$32,439.00	1	11/07/2005
nr	Mary Anders Deaf and Hard of Hearing	B	$32,439.00	1	11/29/2005

r	Kerry L. Goggins Upper Elementary	B	$32,439.00	1	11/14/2005
r	Tasha D. Henderson Elementary Education	C	$39,619.00	3	11/21/2005
r	Charmion Herron Cross-categorical	B	$32,439.00	1	11/14/2005
r,a	Frank James IV Cross-categorical	B	$32,439.00	1	11/14/2005
r,a	Barbara A. Johnson PK-3	B	$32,439.00	1	11/07/2005
nr	Rebecca L. Longdin Art	B	$32,439.00	1	11/10/2005
nr	Priscilla Marquez Bilingual Grade 2	B	$32,439.00	1	11/28/2005
r,a	Diana G. Mehail K4	B	$36,756.00	4	11/07/2005
nr	Kimberly K. Nerone K4	B	$32,439.00	1	11/07/2005
nr,a	Ben G. Oberdorf Language Arts Grades 6-8	B	$32,439.00	1	10/31/2005
r,a	Lindsay M. Pawluk Elementary Education	B	$32,439.00	1	11/07/2005
nr	Dana A. Rutz PK-3	B	$32,439.00	1	11/14/2005
nr	Corey Schoonover Cross-categorical	B	$32,439.00	1	01/03/2006
r	Ximena Soza Bilingual Education	B	$32,439.00	1	11/28/2005
r	Lisa L. Thompson Mathematics	B	$32,439.00	1	11/7/2005
r,a	Susan M. Uszler Grade 5	B	$32,439.00	1	12/5/2005

CODES

(a) Reappointment without tenure
(nr) Non-Resident who must become a resident
(r) Resident who must remain a resident

Reappointment of Probationary Personnel

TEACHERS AND TEACHER LIBRARIANS
(Completing One Semester)

Accola, Dana
Addison, Maxie
Aldrich, Peter
Allen, Colette
Alvarado, Carmela
Ambos, Paula
Anderson, Tammy
Anick, Diana
Avery, Melissa
Bankhead, Dexxie
Barder, Barbara
Barnett, Yolanda
Bauernfeind, Charles
Bays, Tonya
Beehler, Judith
Behmke, Jodi
Berg, Kathryn
Bingenheimer, Marilyn
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
Christensen, Dennis
Christou, Phaedra
Ciatti, Roxanne
Ciezki, Kristin
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
Duea, Tiffany
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
Millard, Ethan
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
Oakley, Dustin
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
Rosploch, Julie
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
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 Two Semesters)

Arenson, Jane C.
Bachhuber, Leslie A.
Busch, Daniel L.
Cotton, Zuwena
Cumbajin, Heidi M.
Czerwonka, Kayla
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
Jones, Alisha
Kerkhoff, Molly M.
Koch, Rebecca
Kramer, Carly L.
Kraner, Joshua J.
Kusmirek, Sharon J.
Lauson, Erika A.
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.
Wilson, Ryan J.
Zielinski, Kaela A.

TEACHERS AND TEACHER LIBRARIANS
(Completing Three Semester)

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, Jazmin
Bayley, Monica
Bearss, Daniel

Behm, Kristen
Bell, Jada
Bensman, Laura
Bentilla, Amber
Benzaquen, Eitan
Berger, Derek
Berndt, Sarah
Berry McDowell, Diana
Blaedow, Erin
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
Burns, Robert
Butters, Matthew
Capozzi, Allegra
Carrington, Keith
Castillo Raclam, Angela
Cerar, Sarah
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
Dovhanyuk, Marynz
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, Karen
Green, Latricia
Gross, Sarah
Grudzina, Matthew
Gulbronson, Whitney
Hampton, Sandra
Hansen, Tiffany
Hansen Thiel, Inge
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
Jimenez, Richard
Johnikin, Kevin
Johns, Kevin
Jordan, Jason
Jossie, Michael
Kania, Michael
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
Nielson, Patricia
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
Scharfenberger, Monica

Schell, Valerie
Schiebout, Sara
Schwartz, Christopher
Shapiro, Aaron
Siker, Jody
Sims, 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 Four Semester)

Abraham, Stacy M.
Baker, Aaliyah A.
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
Dickinson Siefert,Margaret
Durrant, Tiffanie M.
English, Tranace
Foley, Nelson
Foster, Dena M.
Fritz, Mark A.
Graves, Holly
Gray, Jerry D.
Grice, Anna M.
Haeuser, Sarah E.
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.
Montoto, Elia P.
Morgan, Jennifer N.
Olson, Karen M.
Potash, Robin L.
Priaulx, Cassandra M.
Prophet, Renee
Rach, David G.
Ralston, Jennifer L.
Snyder Chase, Kelly J.
Tinus, Jeanna C.
VanLanen, Linda M.
Wehr, James P.
Zajichek, Paul T.

TEACHERS AND TEACHER LIBRARIANS
(Completing Five Semester)

Aagaard, Annie M.
Adams, Nekechia C.
Alpert-Frolkis, Debra A.
Alexopoulos, Bessie
Anderson, Mikaely T.
Aranda, Angela K.
Artis, Michelle M.
Aschauer, Janet L.
Aschauer-Follmer, Molly M.
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.
Bly, Rodney
Boland, Diane M.
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.
Brukman, Emily E.
Brzinski, Christopher
Buck, Gregory O.
Buntrock, Joy L.
Burgos, Jannette
Buswell, Jane A.
Cannon, Kelly J.
Capcik, Leigh A.
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, Shamar
Cotton, Vanessa
Cruz, Sandra L.
Davis, Kristin C.
Davis, Laura A.
Davis, Ritchie A.
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, Carrie J.
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.
Holmes, Tamara D.
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, Marti D.
Kachelmeyer, Jaclyn R.
Kaiser, Karis Y.
Kaiser, Katheryn A.
Kalawa, Jody L.
Kapp, Andrea A.
Karolewski, Stephanie A.
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.
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.
Miles, Dennis W.
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.
Norby, Nichole M.
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.
Reynolds, Myesha L.
Riveros, Jennifer B.
Roberts, Marjorie A.
Rodriguez, Maricarmen
Roecklein, Sarah L.
Rogge, Robyn A.
Rognsvoog, Aimie M.
Rosario-Maldonado, Christina.
Salpeter, Maxine T.
Samper, Lisa D.
Ramos, Maribel
Rand, Carlotta D.
Rasavong, Ean Houel
Razaa, Aziza S.
Reitzenstein, Heidemarie
Rex, Jennifer L.
Ricciardi, Joseph C.
Riggenbach, James H.
Ruiz Lezama, Marcia C.
Sanchez DeSegura, Sandra
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.
Steele, Paige L.
Steffes, Holly
Steinke, Anna M
Stewart, Gregory D.
Sullivan, Elaina M.
Suminski, Kathryn L.
Taylor, Lisa M.
Temke, Brian
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
Wilson, Abigail H.
Witczak, Marcy A.
Wojtysiak, Heather
Wolter, Susan
Womock, Nataly
Wondra, Jessica
Zimmermann, David
Ziolkowski, Sara B.

TEACHERS AND TEACHER LIBRARIANS
(Completing Six Semester)

Adetiba, Oluwaseur T.
Al Bassam, Spring D.
Alvarado Patten, Marisol
Anderson, Mark D. Jr.
Aranda, Awilda
Bahr, Jeannette
Bay, Stephanie E.
Bobber, Jill
Brown, Sara L.
Burkett, Carrie A.
Castellini, Katherine A.
Davis, Amandy A.
Fitzgerald, Mary A.
Fraaza, Heather M.
Froelich, Martin H.
Garcia, Elizabeth
Garrison, Willie E.
Girouard, John R.
Good, Hope E.
Green, Eric A.
Haase, Amy E.
Harris, Alida S.
Ibarra, Veronica E.
Junge, Noelle A.
Kaisler, Gina M.
Kern, Amy L.
Knight, Jefton A.
Koehn, Patricia A.
Koscielak, Patti A.
Laufenberg, Christina M.
Martens, Cheryl L.
Mendoza, Dulce I.
Morrell, Nola E.
Morris, Celeste M.
Mueller, Michael
Palkowski, Donna M.
Perine, Ray S.
Piper, Christopher J.
Puccini, Jennifer L.
Pyles, Dorothy M.
Raymond, Tara L.
Revels, Tracy S.
Ryan, Carole P.
Salas, Glorie A.
Schroeder, Jonathan W.
Shokatz, Jospeh M.
Schultz, Lisa
Tomich, Jane K.

Vele, Shawn A.
Vitrano, Andrew J.
Wachowiak, Elise A.
Waldheim, David C.
Wiazowski, Jaroslaw
Wolf, Steven L.
Wood, Christiane L.

PRINCIPALS

Completing One Semester

Pamela K. Bell
Daryl R. Coppins
Julia M. D'Amato
Tami J. Doss
Willie J. Hickman
Suzanne M. Kirby
James E. Lindsey
Thomas E. Matthews
Shannon E. Murray
Eugene Pitchford III
Jesse J. Rodriguez
Sarika S. Simpson
Donald E. Wojczulis

Completing Two Semesters

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

Completing Three 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

Completing Four Semesters

Winifred A. Tidmore

Completing Five 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

Completing Six Semesters

Patricia L. Cifax
Richard A. Cohn
Katrice M. Cotton
Cynthia R. Eastern
Janel L. Hawkins
Christine A. Kadow
Robin A. Kitzrow
Dawn Rice
Charles R. Siebert Jr.
April M. Swick
Floyd E. Williams, Jr.

ASSISTANT PRINCIPALS

Completing One Semester

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

Completing Three Semesters

Sherlyn Brown
Janet B. Miller

Completing Four Semesters

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

Completing Five 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

Completing Six Semesters

Phyllis A. Anderson
Andrea R. Carroll
David C. Freimark
Rebecca A. Kassulke
Michelle D. Morris
Jeffery A. Taylor
Nellie J. Welker
James A. Wisniewski

SUPPORT STAFF
Completing Three Semesters

Olivia Buenrostro Soto
Nicole Crass
Mary C. Martin

Completing Four Semesters

Kymm Mutch

Completing Six Semesters

Lauren Baker
Brian Litzsey

Approval of Leaves of Absence

	Present Assignment	Effective From
Illness Leave, to January 27, 2006:		
Shirley Draper	Day-to-Day	November 22, 2005
Sandra Hyden	Tippecanoe	November 22, 2005
Avis Mosby II	Thurston Woods	November 22, 2005
Illness Leave, to June 15, 2006:		
Sondra Hanson	Siefert	November 28, 2005
Carol Hines	Day-to-Day	November 22, 2005
Kimberly Price	Philipp	November 21, 2005
Maternity Leave, to January 27, 2006:		
Dawn Gilles Perkovich	Milwaukee Spanish Immersion	November 28, 2005
Maternity Leave, to June 15, 2006:		
Laura Hinds	Humboldt Park	November 22, 2005
Elisabeth Kaschak	WCLL	November 22, 2005
Alica Lenoach	37th Street	November 22, 2005
Aziza Razaa	Day-to-Day	November 24, 2005

Personal Leave, to June 15, 2006:

Ronda Davis	LaFollette	December 5, 2005
Keith Omdahl	37th Street	November 22, 2005

Sabbatical Leave, to June 22, 2006:

Mary Kohl	Pulaski	January 30, 2006

Report on Resignations

Name	Position	Effective Date
Michael Bakula	Teacher	06/15/06
Robert Beaumier	Teacher	10/31/05
Shannon Brock	Teacher	10/31/05
Lucille Buchholz	Teacher	11/23/05
Maria Buehrer	Teacher	01/27/06
Linda Cram	Teacher	11/23/05
Rose Galvan	Teacher	11/09/05
Mary Harrington	Teacher	10/31/05
Kathleen Horn	APl	11/23/05
Michelle Maas	Teacher	12/28/05
Jamie Schwaba	Teacher	11/11/05
Lakesha Simmons	Teacher	11/09/05
Lyndon Singer	Teacher	11/10/05
Sharon Stephan	Teacher	12/31/05
Alys Trautman	Teacher	11/18/05
Jennifer Wilson	Teacher	11/11/05
Kathleen Zaug	Teacher	11/02/05

Deletion of Names from the List of Appointed Teachers

On April 20, 2005, letters were sent to the following teachers stating that they should respond by July 1, 2005, as to whether or not they would be returning for the 2005-06 school year, or their name 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:

Margaret Elliott
Susan Karchunas Smith
Angie LoDuca
Mary Savage
Amber Tanty

Affirmative Action Report

The Affirmative Action Report for November 2005 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 as listed; and
2. the re-appointments of probationary teachers, teacher-librarians, principals, assistant principals, and members of the support staff, 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 to the classifications indicated, effective upon assignment following approval by the Board:

5(r)	Dena Radtke	Coordinator, School Social Work School-to-Work Transition and Community Services Department of Special Services	Schedule III, Range 12A $92,934.60
4(r)	Roberto Surita	Manager, Application Development (Infastructure) Division of Technology	Schedule III, Range 11A $88,576.40
4(r)	Lourdes Ocampo Lewis	Special Education Leadership Liaison Department of Special Services	Schedule III, Range 10A $81,426.82
5(r)	Lisa Chatman	District School Library Media Specialist** Division of Teaching and Learning	Schedule III, Range 7A $60,200.47

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:

4 Hispanic
5 White
r Resident who must remain resident

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

* * * * *

(Item 4) Authorization to Enter into an Intergovernmental Cooperation Agreement with the City of Milwaukee on Behalf of the Milwaukee Police Department to Install a Communications Tower at River Trail Elementary School

Background

On May 2, 2005, the Administration received a communication from Nannette H. Hegerty, Chief of Police, requesting permission to erect a 40-foot communications tower on the roof of River Trail Elementary School. The tower is part of a new digital trunked radio system that will be the primary communications system for all City of Milwaukee departments, including Police, Fire, Health, Water, and Public Works. This does not include MPS, which currently uses existing district radio frequencies for its radio network. The River Trail location, which will provide for coverage in northwest Milwaukee County, will enable high-quality public safety services to be provided at district sites such as River Trial Elementary School and Vincent High School. On November 8, 1978, the Board granted permission to the Milwaukee Fire Department to erect and operate a similar radio tower, antennae, and associated equipment on the roof of Garden Homes School at no cost.

Administration's Analysis

1. This item requests authorization to enter into an intergovernmental cooperation agreement with the City of Milwaukee on behalf of the Milwaukee Police Department for the installation of a communications tower at River Trail Elementary School. All costs associated with the installation, maintenance, and operation of the tower will be borne by the Milwaukee Police Department.

2. To minimize the number of roof penetrations and to preserve the integrity of the roof, the existing tower holding the school's instructional television fixed-service (ITFS) antenna will be removed, and the ITFS antenna will be remounted on the proposed communications tower. The removal of the existing tower and the remounting of the antenna will be done by the contractor hired by the Milwaukee Police Department.

3. The request has been reviewed by the Division of Facilities and Maintenance Services (DFMS), which is satisfied that the installation will not have any adverse impact on the operations or facilities at River Trail Elementary School. Plans for the installation of the new tower will be reviewed and approved by DFMS prior to construction. The Milwaukee Police Department will be responsible for obtaining all necessary approvals.

4. The tower space is being offered to the City of Milwaukee at no cost because the latter is another City of Milwaukee taxing entity, and the installation of the digital trunked radio system will be of benefit to the greater Milwaukee area.

Strategic Plan Compatibility Statement

5. 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 Implication Statement

6. The Board is authorized to enter into intergovernmental cooperation agreements under Wisconsin Statutes 66.0301. These agreements are limited to 50 years in length, unless extended by mutual agreements.

Fiscal Impact Statement

7. This item does not authorize expenditure of district funds. All costs associated with the installation, maintenance, and operation of the tower will be borne by the Milwaukee Police Department.

Implementation and Assessment Plan

8. Upon the Board's approval, the agreement, as attached to the minutes of your Committee's minutes, will be executed by the appropriate City and Board officials.

Committee's Recommendation

Your Committee recommends that the Board:

1. grant permission to the Milwaukee Police Department to erect and operate a radio tower, antennae, and associated equipment on the roof of River Trail Elementary School;

2. approve the Intergovernmental Cooperation Agreement with the City of Milwaukee, as attached to the minutes of your Committee's meeting, on behalf of the Milwaukee Police Department that includes the following provisions:

   a. all costs for installation, operation, and maintenance of the tower shall be borne by the Milwaukee Police Department;

   b. the term shall be for 50 years, with additional extensions by mutual agreement;

   c. all plans and specifications will be reviewed and approved by the Division of Facilities and Maintenance Services prior to construction;

   d. the Milwaukee Police Department is responsible for obtaining all approvals and permits from the appropriate agencies;

   e. the removal of the existing MPS tower, the patching of the roof, and the relocation of the existing ITFS antenna is the responsibility of the Milwaukee Police Department; and

3. direct the Superintendent and the Board President to send a written communication to the Police Chief indicating that the Board has waived its $4,000 per week charge for the location of the tower.

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

* * * * *

(Item 5) Action on a Request for Authorization to Enter into Lease and Escrow Agreements for Borrowing under the Qualified Zone Academy Bond (QZAB) Program

Background

1. The Qualified Zone Academy Bond (QZAB) program, which is 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 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 $2,021,000 million of QZAB authority to MPS in 2003 for projects.

4. On November 28, 2005, the Milwaukee Board of School Directors 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 $2,021,000 of QZAB authority.

Administration's Analysis

5. This item requests the Board's approval of a resolution authorizing the sale of $2,021,000 of Qualified Zone Academy Bonds.

6. The legal documents which are attached to this item identify the following qualifying projects and project amounts, which were previously approved by the Board:

- Craig Montessori School ($110,000): Proceeds of the QZAB Bonds will be used to pay for fixtures, furniture and equipment associated with the new addition, which has allowed the school to expand grade offerings to students aged 10-12 (7th and 8th grade) and to take in an additional 40 students from its waiting list. Furnishings, fixtures, and equipment associated with the new addition to be funded with QZAB include a new HVAC system and kitchen and classroom furnishings such as desks, computers, science equipment, and laboratory furnishings.
- Irving Seher Elementary School ($600,000): QZAB funding will be used to purchase furniture, fixtures, and equipment for the new school, including an HVAC system and classroom and office furniture and equipment.
- Ronald Reagan College Preparatory High School and the Professional Learning Institute (PLI) at the Sholes Education Complex ($683,346): Proceeds of the QZAB Bonds will be used to pay for renovations and remodeling at the Sholes building to facilitate the operation of individual schools within the complex. Among the building modifications are the addition of two science rooms, creation of separate offices for each school, and provision for separate entrances. An energy-conservation project will reduce overall building operations costs. Also included are fixtures, furniture, and equipment for the new offices and classroom spaces.
- Advanced Language & Academic Studies (ALAS) at the Kosciuszko School Complex ($526,604): Proceeds of the QZAB Bonds will be used to pay for renovations and remodeling at the existing building to accommodate ALAS. Improvements include separate entrances for the schools that share the building and improvements made to support high-school education, including the construction of new restrooms, upgrade of two science rooms, addition of a science lab, replacement of the existing computer lab with a new lab, and modification of two existing rooms for use as classrooms.

7. For purposes of securing this borrowing, the following entities have entered into academic and fiscal partnerships with MPS schools:

a. The QZAB match is provided through a gift of $150,000 from the Halbert and Alice Kadish Foundation which was used to build a greenhouse within the new addition. Educational partnership is provided through the Technical and Leadership Center (TALC), which is assisting Montessori faculty and staff in planning for a new, Montessori-based high school.

b. The Milwaukee Boys and Girls Club is the fiscal and educational partner for the Seher project. MPS has previously recognized the donation of land and services by the Milwaukee BGC as having an estimated value of $2 million over a 20-year period.

c. Project match for the Sholes Complex project is provided through small-school implementation grants of $150,000 each awarded to Ronald Reagan High School and to PLI from the Bill & Melinda Gates Foundation. 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 both schools on the topics of managing and teaching in the small-schools model.

d. Project match for the Kosciuszko Complex project is provided through two grants awarded to ALAS by the Bill & Melinda Gates Foundation — a Small School Training grant in the amount of $50,000 awarded in 2003, and a Small School Implementation Grant in the amount of $150,000 awarded in 2004. 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 both schools on the topics of managing and teaching in the small schools model.

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 Implication Statement

9. The recommendation is consistent with Administrative Policy 3.0, Fiscal Management.

Fiscal Impact Statement

10. The Board's adoption of the resolution will authorize the Administration to borrow $2,021,000 for the purposes stated in this item. The projects are substantially complete, and the borrowing will allow the district to be reimbursed for its expenditures. Costs associated with issuance will be included in the cost of the bond.

11. MPS will repay this amount over a period not to exceed 15 years. 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 $2,021,000, which will be paid to the QZAB holder.

Expenditure Accounts: FAR-00-QZA-NL -ECNCHSD4 ($1,221,000) (Construction Fund, QZAB) and FAR-00-QZASX ECNCADD4 ($800,000) (Construction Fund, QZAB, Seher addition). QZAB debt service amounts are budgeted in account DS8-00-DBT-DW –EPRN.

Revenue Accounts: FAR-00-NPD-NL-EQZB ($2,021,000) (Construction Fund Borrowing, QZAB)

Implementation and Assessment Plan

12. Following the Board's approval, the Administration will award the issuance of $2,021,000 of QZAB authority and enter into all necessary agreements to execute this borrowing.

Committee's Recommendation

Your Committee recommends:

1. that letters of appreciation be extended to the following business donors, whose assistance to MPS schools has made this borrowing possible:

   - The Halbert and Alice Kadish Foundation for a cash donation of $150,000 for a greenhouse addition to the Craig Montessori addition;
   - The Milwaukee Boys and Girls Club for the services rendered to MPS through the BGC's partnership in the Neighborhood Schools Project;
   - The Bill and Melinda Gates Foundation for funding provided to Ronald Regan, PLI, and ALAS high schools under the High School Redesign program; and
   - The Technical Assistance and Leadership Center for teacher and staff training and other assistance provided to MPS school communities in planning and implementing the small-school design; and

2. that the Board adopt the following resolution authorizing the Administration to enter into agreements, as attached, necessary for the placement of $2,021,000 QZAB:

RESOLUTION AUTHORIZING THE LEASE-PURCHASE
OF EQUIPMENT AND THE ACQUISITION OF IMPROVEMENTS
AT CERTAIN MILWAUKEE PUBLIC SCHOOLS AND
APPROVING THE EXECUTION OF RELATED DOCUMENTS

WHEREAS, the Board of School Directors of the Milwaukee Public Schools (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"); and

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) Lease and Deferred Payment Agreement (the "QZAB Agreement") to be entered into between this Board and the financial institution (the "Investor") whose proposal (the "Winning Proposal") is determined by Placement Agent and the financing team to have the most advantageous financing plan for the district, pursuant to which this Board will lease and purchase the Leased Equipment from the Investor and cause the Improvements to be made;

(b Escrow Agreement (the "Escrow Agreement") among this Board, the Investor and an escrow agent (the "Escrow Agent") to be selected that is satisfactory to the Investor, 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; and

WHEREAS, pursuant to a resolution adopted by this Board on November 28, 2005, the Placement Agent has solicited proposals to act as Investor for such financing; 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 qualify as a qualified zone academy bond.

NOW, THEREFORE, be it resolved as follows:

1. The financing and acquisition of the Leased Equipment and Improvements as provided in the QZAB Agreement and the Escrow Agreement is hereby approved. The staff of the District is authorized to negotiate final terms of such agreements with the Investor that provides the Winning Proposal. Notwithstanding the above, the payments shall not exceed $2,021,000.

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 officials executing such contracts may approve. The President of this Board and the Superintendent are hereby 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 1397E 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

MILWAUKEE PUBLIC SCHOOLS DECEMBER 2005 QZAB BORROWING
Summary Project Budgets

Craig

Grade-Level Expansion Addition

Equipmen	$ 59,357
Renovation	50,643
Total	$ 110,000

Financial Partner(s) for Purposes of Borrowing:

Halbert & Alice Kadish Foundation	$ 150,000	Green House

Educational Partner(s) for Purposes of Borrowing:

Technical and Leadership Center of Milwaukee		Teacher Training

Sholes Multiplex (Ronald Reagan & PLI High Schools)

Remodel for multiple high schools

Equipmen	$ 10,277
Renovation	$ 673,069
Total:	$ 683,346

Financial Partner(s) for Purposes of Borrowing:

2003 Bill & Melinda Gates Foundation Grant		
Reagan	$ 150,000	Small school implementation — Classroom supplies, equipment, teacher support
PLI	$ 150,000	Small-school implementation — Classroom supplies, equipment, teacher support

Educational Partner(s) for Purposes of Borrowing:

Technical Assistance & Leadership Center of Milwaukee		Small-school implementation — Classroom supplies, equipment, teacher support

Seher

School Addition to Boys and Girls Club

Equipmen	$ 550,000
Renovation	$ 50,000
Total:	$ 600,000

Financial Partner(s) for Purposes of Borrowing:

Milwaukee Boys and Girls Clubs	$2,000,000	In-kind Services of land, use of club space for educational programming, health services

Educational Partner(s) for Purposes of Borrowing:

Milwaukee Boys and Girls Club		Student tutoring and after-school programming

Kosciuszko

Remodel for ALAS High School

Equipmen	$ 0
Renovation	$ 526,604
Total:	$ 526,604

Financial Partner(s) for Purposes of Borrowing:

2003 Bill & Melinda Gates Foundation Grant

ALAS	$ 50,000	Small-school planning — Stipends for school planning time.
ALAS	$ 150,000	Small-school implementation — Classroom supplies, equipment, teacher support

Educational Partner(s) for Purposes of Borrowing:

Technical Assistance & Leadership Center of Milwaukee	Small School Training

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

* * * * *

NEW BUSINESS

REPORTS OF BOARD DELEGATES

(Item 1) Report of the Board's Delegate to the Milwaukee Partnership Academy

Submitted by: President Kenneth Johnson
Delegate to: Milwaukee Partnership Academy

Previous month's summary:

- A presentation was made to the Wallace Foundation at its Leadership Issue Group on *Assessing Leadership Behavior to Improve Results* on December 8-9, 2005, in Alexandria, Virginia, which was attended by eight states that have Wallace Fellows (principal leaders). The people in attendance found Milwaukee's discussion about leadership in a broader scope (training for parent leaders, learning team leaders, lead teachers, as well as teachers who want to become administrators) to be fascinating, and they also became very interested in the MPA's work on the Characteristics of a High Performing Urban Classroom. As a result, there may be several visits to Milwaukee to view the partnership and learn about how the Characteristics of a High Performing Urban Classroom and The Wallace Fellows concept were developed. DPI is interested in expanding the Wallace Fellows to the state-wide level so that the state has a clear understanding of leadership that drills all the way down into the classroom. This is a new concept in the U.S.
- Mary Diez from Alverno College is heading up Project Call, a means of teaching learning teams what data analysis should look like and how to analyze data. This project may become one of multiple support plan choices for the NEA Focus Schools. The idea of coordinating a university support system for these schools will be presented to the deans of higher education. What the community wrap-around within the partnership would look like at these schools will be addressed in the future. There are eight schools in the project at this time.
- NEA Family Involvement mini-grant applications were received from classroom teachers at Garland, 21st Street, 53rd Street, Lloyd, Maple Tree, Hampton, Fratney, Hi-Mount, Wisconsin Conservatory of Lifelong Learning, and Fritsche. All ten have been scored and are being recommended for awards.

- Harriet Sanford, the new NEA Foundation President and CEO, visited Milwaukee on November 28 & 30. She met with the Superintendent and Dr. Jackson from MPS, V. Frazier and K. Williams from the Implementation Team, and representatives of WEAC, the MTEA, and MMABSE. She attended the Education Strategy Series, spoke with MPA Partners and Executive Partners, and visited Manitoba School. She was impressed and asked what additional funds are needed and what would be done with them if received. The Implementation Team has begun thinking about this.
- Several MPA Executive Partners, along with the MPA's Executive Director, participated in a panel presentation titled *From Consternation to Collaboration: How the Milwaukee Partnership Academy Has Impacted the Economic Health of Milwaukee* for the November 30 UWM Education Strategy Series, which had approximately 100 people in attendance. There was a good question-and-answer session and good feedback received on the event.
- Planning is progressing on the *Embrace the Challenge: Closing the Achievement Gaps through Partnerships and Leadership National Conference* for June 2006. UWM's Closing the Gap Institute in latter June and the MMABSE Closing the Achievement Gap Summit in April are being aligned and promoted together with the national conference as building upon each other. UWM's Institute will be advertised as the pre-conference sessions for the national conference.
- The NEA Grant Steering Team approved ACT prep classes to be conducted by the Private Industry Council (PIC) through the NEA grant for up to 500 MPS students who are eligible for free or reduced lunch. PIC will also assist students with signing up for the tests, which will be conducted at approved test sites. Coverage of ACT test fees will also be provided for these students through the grant.
- The MPA is co-sponsoring a literacy conference at UWM. Approximately 200 students will attend UWM for various activities. The Milwaukee Bucks are also participating in this event.
- The Brighter Futures grant proposal did not receive an award.
- Approximately 3,300 students are now signed up for the Supplemental Education Services (free tutoring from DPI-approved providers). There is space for a total of 5,018 students. Sign-up will continue through January.
- The Family Literacy & Tutoring Work Group and the GMC have met several times to promote discussion in the community on the value of education. A multi-faceted approach to reach the different audiences is now being looked at.
- The tutoring database is ready, but is not currently compatible with the web site. For now, it will remain on Dr. Clark's server at UWM and be linked to the web site.
- The Teacher & Principal Quality Work Group is in the final revision stages of both the induction booklet and the *Characteristics of a High Performing Urban Classroom* document. A rollout committee for the characteristics was formed and will meet in early January. The committee will strive to develop a rollout plan that shows this as another step forward and something to be embraced. Rollout of the characteristics document is planned near the end of January for second semester. 2,500 copies of the induction booklet are to be distributed. The goal is to have it ready for the January Principals' Meeting. Help is needed with printing costs.
- Monthly new teacher orientations continue to be well received. In November there were 12 new teachers hired who attended.
- The Research & Evaluation Work Group has completed the research agenda in a modified format for greater clarity. The agenda is currently being distributed to local colleges and universities in an effort to acquire the desired research.
- Two members of the Skunkworks Work Group attended a meeting at the House of Peace, where students discussed problems with racism, and then adults discussed how they may be able to help things to improve. Skunkworks hopes to take discussion one step beyond and work on solutions.

- Work continues on preparation of information and activities for the March 24, 2006, MPS Banking Time Professional Activity Day.
- Discussions are taking place with GE Healthcare and its foundation regarding the possibility of $100 million to support science, technology, engineering, and mathematics education over a period of four years.
- The Milwaukee Mathematics Partnership (MMP) has been very busy this year. Please see the document under separate cover discussing MMP Fall 2005 Accomplishments. Also provided under separate cover are the monthly flyers for August through November sent to principals following each Math Teacher Leader Meeting to keep things fresh about what is going on and increase collaboration.
- Over 100 people attended each day of the learning team training offered on five days in December. Funds were available to pay for up to 500 substitute teachers.
- Work is being done to reduce the number of students who need remedial math courses when they get to post-secondary institutions. Data shows that most students who take three years of math do significantly better in placement testing than do students who take only two years of math.
- Several MPA partners attended the Teacher Quality Enhancement Project Directors Meeting in Washington, DC, at the end of November. The MPA gave a presentation on the challenges of sustaining a K-16 partnership.
- The next meeting to be held on March 17, 2006. Upcoming agenda items will include characteristics

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(Item 2) Report of the Board's Delegate to the Head Start Program

Submitted by: President Kenneth Johnson
Delegate to: Milwaukee Partnership Academy

Previous Month's Summary:

- The MPS Head Start Program has been notified that the Federal Review Team will visit our program within the next quarter. A specific date has not been set at this time.
- Medical Update: The deadline for health compliance has passed. We have 41 physicals and 42 dentals left to do. The Family Partnership Associates have been working tirelessly to get the few remaining parents to take care of this responsibility. We are also contacting parents whose children need follow-up attention. There are approximately 300 dentals and 100 physical follow-ups to be completed.
- Nutrition Update: The Nutrition Specialist is completing approximately 50 Hematocrit/Hemoglobin follow-ups.
- Enrollment has fallen to 989 students. This is due to finally dropping students who have not been in attendance. We also have a viable wait list which we are using to enroll students in our program.
- Three-Choice Program: The Head Start Enrollment Specialist had the opportunity to speak to principals during the Three-Choice meetings held in the auditorium on Thursday, December 15, 2005. The Head Start Program will enroll all Head Start students beginning with the Three-Choice process to ensure that all relevant Head Start requirements are met (New).
- MPS Head Start Program is planning a Recruitment Fair which will correlate with the District's "Our Lights Are On" to be held on Wednesday, January 11, 2005, from 3:00 p.m. to 8:00 p.m.

- The Education Managers conducted an all-day training session for Head Start teachers on Friday, December 9, 2005. Teachers were provided with information on a math and literacy program which is driven by Head Start Performance Standards. Each participant received three math books in English and Spanish.
- The new Policy Council chairperson is Kenneth Lando, parent of a child attending Lee School.

The next meeting is to be held on Saturday, January 14, 2006. The meeting will be held at Central Services, Room 206-208. Upcoming agenda items will include:

- 2005 Head Start Grant Application
- Review of Head Start Mission
- Revision of By-Laws
- Federal Review of MPS Head Start Program

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COMMUNICATIONS AND PETITIONS

The Director, Office of Board Governance/Board Clerk, presented the following communication:

(Item A) Communication 0506C-004 from the Hunger Task Force Requesting a Hearing on Its Provision 2 Evaluation Project

Referred to the Committee on Innovation/School Reform.

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The Board recessed from 8:48 to 9:00 PM.

Director Morales left at 8:45 PM.

Director Blewett left at 9:45 PM.

Director Dannecker left at 9:50 PM.

Director Hardin left at 9:55 PM.

The Board adjourned at 10:04 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
JANUARY 12, 2006

Special meeting of the Board of School Directors called to order by President Johnson at 8:29 PM.

Present—Directors Balistreri, Blewett, Dannecker, Goldberg, Spence, and President Johnson—6.

Absent and excused—Directors Hardin, Horton and Morales—3.

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

January 11, 2006

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Kenneth Johnson, a special meeting of the Board of School Directors will be held at 7:30 P.M. (or immediately upon adjournment of the Committee on Special Education, which is scheduled to begin at 6:30 p.m.) on Thursday, January 12, 2006, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of receiving, considering, and taking action on various reports of the Independent Hearing Panel of the Board of School Directors (student expulsion reports).

Pursuant to Wisconsin Statutes, Section 19.85(1)(f), the Board may retire to executive session for the purpose of considering disciplinary data of specific persons and may reconvene in open session to take action on matters considered in executive session.

LYNNE A. SOBCZAK
Board Clerk

REPORTS OF SPECIAL COMMITTEES

Action on Reports of the Independent Hearing Panel of the Milwaukee Board of School Directors

The Director, Office of Board Governance/Board Clerk, presented six expulsion orders from the Independent Hearing Panel of the Milwaukee Board of School Directors.

Director Balistreri moved to accept the reports of the Independent Hearing Panel of December 19, 20 and 21, 2005.

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

Ayes—Directors Balistreri, Blewett, Dannecker, Goldberg, Spence, and President Johnson—6.

Noes—None.

The Board adjourned at 8:31 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
JANUARY 23, 2006

Special meeting of the Board of School Directors called to order by President Johnson at 6:15 PM.

Present—Directors Balistreri (6:19 PM), Blewett (6:17 PM), Dannecker, Goldberg, Hardin (6:17 PM), Horton, Spence, and President Johnson—8.

Absent and excused—Director Morales—1.

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

January 20, 2006

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Kenneth L. Johnson, a special meeting of the Board of School Directors will be held at 6:00 p.m. on Monday, January 23, 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 and legal consultation on potential legal claims.

Pursuant to Wisconsin Statutes, Section 19.85(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.

LYNNE A. SOBCZAK
Board Clerk

Director Goldberg moved that the Board retire to executive session, pursuant to Wisconsin Statutes, Section 19.85(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, Blewett, Dannecker, Goldberg, Hardin, Horton, Spence and President Johnson—8.

Noes—None.

The Board retired to executive session at 6:19 PM.

The Board reconvened in open session at 6:45 PM.

Director Dannecker moved that the Board hereby direct the City Attorney to finalize settlement of pending disputes with Shannon's Fine Arts, based on information presented and pursuant to the terms discussed in executive session.

The motion prevailed, the vote being as follows:

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

Noes—None.

The Board adjourned at 6:47 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
JANUARY 26, 2006

Special meeting of the Board of School Directors called to order by President Johnson at 5:50 PM.

Present—Directors Balistreri (5:59 PM), Blewett (5:53 PM), Dannecker, Goldberg, (6:29 PM) Hardin (6:13 PM), Horton, Morales (6:04 PM), Spence, and President Johnson—9.

Absent—None.

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

January 20, 2006

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Kenneth Johnson, a special meeting of the Board of School Directors will be held at 5:30 P.M. on Thursday, January 26, 2006, in the Auditorium of the Central Services Building at 5225 W. Vliet Street, Milwaukee, WI, to receive an update with respect to litigation brought against the Board and the Department of Public Instruction by the Wisconsin Coalition for Advocacy (the Litigation).

The Board, pursuant to Wisconsin Statutes, Section 19.85(1)(g), may retire to executive session to confer with its legal counsel who is rendering legal advice concerning litigation in which the Board is involved. The Board may reconvene in open session to take action on matters discussed in executive session.

LYNNE A. SOBCZAK
Board Clerk

Director Spence moved that the Board retire to executive session, pursuant to Wisconsin Statutes, Section 19.85(1)(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 Blewett, Dannecker, Horton, Spence and President Johnson—5.

Noes—None.

The Board retired to executive session at 5:54 PM.

Director Blewett left at 6:38 PM.

Director Balistreri left at 6:45 PM.

The Board adjourned from executive session at 6:50 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
JANUARY 26, 2006

Regular meeting of the Board of School Directors called to order by President Johnson at 7:10 PM.

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

Absent—None.

Joseph Frederickson made a presentation, on which he and Dominic Ramirez, both juniors at Bay View High School, collaborated regarding the purpose, history, and current relevance of the 4th Amendment of the U.S. Constitution.

AWARDS AND COMMENDATIONS

Special Recognition:
National Board for Professional Teaching Standards Certification

More MPS teachers are attempting, and receiving, certification from the National Board for Professional Teaching Standards (NBPTS). The number of Milwaukee teachers certified recently grew from 11 to 15, with an additional 28 candidates currently in the process. MPS is working collaboratively with the NBPTS, the MTEA (Milwaukee Teachers Education Association), and WEAC (Wisconsin Education Association Council) to increase the number of urban teachers seeking certification. The NBPTS is providing funds to help recruit candidates, offset the $2,500 application fee, and provide mentoring support to candidates during the process.

To become certified, candidates examine every aspect of their teaching practices. Throughout the process, teachers document their knowledge of the subjects they teach, provide evidence that they know how to teach effectively, and demonstrate their ability to manage and measure student learning. Teachers create and submit a portfolio that includes videotapes, student work samples, and written documentation that describes, analyzes, and reflects on their practices. In addition to the portfolio, teachers must also demonstrate content knowledge by taking six standardized assessments in the areas in which they are licensed. Teachers report that this process is the best professional development they have experienced, making them more focused on each child's learning and development so all students have the opportunity to achieve to the very best of their ability.

Teachers earning national certification can become licensed as Master Educators under Wisconsin's new certification rules under PI-34. They are considered highly qualified under NCLB (No Child Left Behind).

The following MPS teachers have been newly certified by the National Board:

Teacher	School
Edith Chiappetti	Allen-Field
Carrie Felde	Grant
Gale Niemczynski	Grant
Nicol Peters-Freeman	Kilbourn

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APPROVAL OF MINUTES

The minutes of the regular Board meeting of December 20, 2005, were approved as printed.

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COMMUNICATIONS FROM THE SUPERINTENDENT

(Item A) Action on a Request for Authorization to Contract for Undesignated Special Education Seats and Unallotted Behavioral Reassignment Seats

Office of the
Superintendent

To the Milwaukee Board of School Directors:

On June 23, 2005, the Board authorized the district to continue contracting with St. Charles for 135 seats, to include 40 elementary seats (grades 3-5) and 95 seats (grades 6-12), based on Milwaukee Public Schools' need for programs serving students with special education needs who are experiencing significant difficulty with their behavior.

Within the same item, 23 undesignated seats were approved to allow for flexibility in matching students with special education needs with a larger variety of placements. The Board also authorized and allocated an additional 107 behavioral reassignment seats on a to-be-assigned basis in an effort to accommodate expelled students who are assigned to partnership schools. This brought the total of unassigned seats to 130.

In order to match current district needs with those agencies that can best meet them, the Administration is requesting the authority to use all 130 seats to contract services as needed for our students. Contracts for special education seats may be with the following agencies: Willowglen Academy (Phoenix Care Systems), St. Aemilian Lakeside, Kradwell and St. Rose. The expanded contracts for behavioral reassignment seats will be with partnership schools already serving behavioral reassigned students, such as, but not limited to, Assata and CYD. This will allow the Administration the necessary flexibility in assigning special education and behavioral reassignment seats to best meet the needs of our students.

The Administration recommends that the Board approve these identified additional placements for programs serving students with special education needs and approve the increase in seats for behavioral reassignment students within partnership schools that were previously approved by the Board on June 23, 2005, but not implemented.

Pursuant to Board Rule 1.09(2), the Board will have 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 receive and to take action on the report of the Committee of the Whole.

Respectfully submitted,

William G. Andrekopoulos
Superintendent of Schools

Director Blewett moved that the Board resolve itself into a Committee of the Whole for the purpose of taking public testimony on this item.

The motion prevailed, the vote being as follows:

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

Noes—None.

The Board having risen from the Committee of the Whole, President Johnson, who chaired the Committee of the Whole, reported that the Board had taken public testimony on this item.

Director Blewett moved to approve the administration's recommendation.

The motion prevailed, the vote being as follows:

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

Noes—None.

* * * * *

(Item B) Action on a Request for Authorization to Enter into a Contract to Provide Consulting Services for the District's Health and Productivity Management (H&PM) Program

Office of the
Superintendent

To the Milwaukee Board of School Directors:

The Administration requests authorization to enter into a contract with Mercer Health & Benefits to provide consulting services for the district's health and productivity management (H&PM) program, to commence in February 2006. The H&PM program is a new initiative to improve the health of MPS employees and retirees and to use appropriately the healthcare system to contain and manage benefit costs. The components of the program are:

1. annual health-risk assessments;
2. medical self-care;
3. injury prevention;

4. preventive medical benefits;
5. voluntary condition/disease management;
6. benefit communications;
7. consumer health education;
8. advanced directives;
9. voluntary targeted at-risk interventions; and
10. wellness incentives.

A joint labor management committee comprising nine members, as well as representatives from all of the district's unions, has been established to define, develop, plan, implement and oversee this program with the assistance of a consultant retained by the district.

The consulting services are organized into three phases.

- Phase I includes working with the H&PM committee to educate members and representatives and to design and develop the H&PM program.
- Phase II includes the development of the requests for proposals for the purchase of the condition/disease-management, health-risk-appraisal and health coach, and health screenings components of the program, including evaluation of vendor(s). This shall also include services in support of vendor negotiations, service contract requirements and performance guarantees, and measurement of program effectiveness and net savings and return on investment.
- Phase III includes the implementation and ongoing management of the H&PM program, with emphasis on pre-launch audit of vendor(s) and evaluation of performance.

Commencement of consulting services in February 2006 is essential for implementation of certain components that are to commence in the fall of 2006.

The contract period shall commence on February 1, 2006, in an amount not to exceed $175,000. The budget code to be charged is DWC-0-0-EMB-DW-EMDI (Hospital and Surgical Insurance). The contract shall end upon satisfactory completion of the deliverables.

The Superintendent recommends that the Board authorize the Administration to enter into a contract, in an amount not to exceed $175,000, with Mercer Health & Benefits to provide the consulting services specified in this item for the district's health and productivity management (H&PM) program, to commence in February 2006 and to end upon satisfactory completion of the deliverables.

Pursuant to Board Rule 1.09(2), the Board will have 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 receive and to take action on the report of the Committee of the Whole.

Respectfully submitted,

William G. Andrekopoulos
Superintendent of Schools

Director Goldberg moved that the Board resolve itself into a Committee of the Whole for the purpose of taking public testimony on this item.

Director Blewett moved to refer the item to a standing Committee.

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

Ayes—Directors Balistreri, Blewett and Morales—3.

Noes—Directors Dannecker, Goldberg, Hardin, Horton, Spence and President Johnson—6.

The question being on the original motion to resolve into a Committee of the Whole, the motion prevailed, the vote being as follows:

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

Noes—None.

The Board having risen from the Committee of the Whole, President Johnson, who chaired the Committee of the Whole, reported that the Board had taken public testimony on this item.

Director Spence moved to approve the administration's recommendation.

The motion prevailed, the vote being as follows:

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

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

* * * * *

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 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 3, 4, 5, 6, 9, 10, 11, 12, 13, 17, 18, 19, 20, 23, and 24, 2006.

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

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

Noes—None.

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REPORTS OF STANDING COMMITTEES

Separate consideration was requested of the following items:

Report of the Strategic Planning and Budget Committee, Item 2, a report on the revenue forecast for FY07 and parameters to be used in preparing the FY07 proposed budget;

Report of the Finance/Personnel Committee, Item 5, receipt of the Fiscal Year-End 2005 Audit Reports; and

Report of the Finance/Personnel Committee, Item 11, a request for authorization to enter into agreements for underwriter, bond counsel, and financial advisor services for the purpose of reviewing opportunities to lower the costs of debt service for the Neighborhood Schools Initiative.

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

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

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) Informational Report and Presentation by the Metropolitan Milwaukee Alliance of Black School Educators (MMABSE) on Closing the Achievement Gap

Your Committee reports having received the following informational report from the Administration. No action is required.

Informational Report

1. The Metropolitan Milwaukee Alliance of Black School Educators (MMABSE) held its first "Closing the Gap" Summit on February 24, 2004. The meeting resulted in the document attached to the minutes of your Committee's meeting, which captures both the discussions that took place at the summit and the recommendations that emerged. It includes reports developed by MMABSE's four commissions and a report developed by the MMABSE Committee on Parent/Community Involvement. The objective of the report is to serve as a guide for meaningful action relative to closing the achievement gap.

2. The commission, committee, and corresponding reports are the following:

- MMABSE commission of Local School District
- MMABSE Commission on Program Development, Research, and Evaluation

- MMABSE Commission on Higher Education
- MMABSE Commission on Public Policy
- Committee on Parent/Community Involvement

3. Each of the reports includes recommendations concerning academic achievement, student behavior, and attendance/truancy. In addition, a summary section highlighting key discussion points and recommendations is included for each commission or committee report.

4. Though this document was previously sent to the Milwaukee Board of School Directors for its review, one of the identified next steps of MMABSE in its plan for closing the achievement gap was to make a presentation to the Board.

5. MMABSE will continue discussions with the Chief of Academic Excellence about closing the achievement gap. Based on these discussions, a future item may come before the Board indicating those recommendations from the attached report that the district is already implementing, as well as any plans for implementing others included in the report.

* * * * *

(Item 2) Action on a Request to Amend the Non-Instrumentality Charter School Contract with Seeds of Health, Inc., Veritas High School to Increase the Number of Seats

Background

1. On May 30, 2000, the Milwaukee Board of School Directors approved a five-year charter school contract with Seeds of Health, Inc., establishing Veritas High School as a non-instrumentality charter school, to begin with the 2000-01 school year and to end with the last regularly scheduled school day of the 2004-05 school year. Veritas High School opened in the 2001-02 school year with 120 students.

2. Seeds of Health's partnership with the Milwaukee Public Schools over the past 19 years has nurtured the development of several programs, including Veritas High School, which is located at 3025 W. Oklahoma Ave. The mission of Veritas High School is to provide students with a coordinated classical academic program so that they can make connections between ideas; develop character; examine core values relating to truth, beauty, justice, liberty, goodness, and equality; and find meaning in their lives and future. A special intercession program offers students an innovative approach to gaining elective opportunities for enrichment and for remediation.

3. Veritas High School has developed a reputation for achievement and offers parents and students the hope of a high-quality education through a positive record of achievement and responsiveness to student needs. Parents and students have expressed extremely high satisfaction at Veritas as reflected in systematic and consistent input through telephone interviews and surveys administered regularly each year.

4. During the course of the contract term, the school has requested that the Board increase its enrollment to better accommodate its school community. The Board approved contract modifications to increase the number of seats at Veritas High School as indicated in the following chart:

Date of Board Approval	Requested number of seats	Increase in FTE pupils
August 2, 2001	30	From 120 to 150
February 28, 2002	10	From 150 to 160
March 27, 2003	10	From 160 to 170

5. On June 23, 2005, the Board approved the Administration's recommendation to renew the charter contract with Seeds of Health, Inc., Veritas High School for a five-year contract term, to begin with the 2005-06 school year and to end on the last regularly scheduled school day of the 2009-10 school year. In addition, the Board approved an increase of 2 more seats at Veritas High School, changing the maximum number of contracted seats from 170 to 172 FTE pupils in grades 9 through 12.

Administration's Analysis

6. The Executive Director of Seeds of Health, Inc., has submitted a request to the Division of Diversified Community Schools for an additional 18 FTEs, increasing the enrollment from 172 to 190 FTE pupils, effective the first day of the 2005-06 school year. Veritas High School has reported an enrollment of 177 FTE students for the 2005 Third Friday State Aid Report. Seeds of Health, Inc., Veritas High School welcomes students of all abilities and backgrounds. The school anticipates working with all students and will make every effort to ensure that the school diversity is reflective of the community it serves, including special education populations.

7. As Section II.B. of the school's charter contract currently provides for a maximum of 172 FTE pupils in grades 9 through 12, the school's request to increase its enrollment maximum requires a contract amendment. The contract amendment to section II. B. shall include the following modifications:

B. Payment

As a condition of funding, Charter School shall maintain and report accurate enrollment and attendance data on an approved MPS format, and pupil enrollment counts shall be monitored monthly by MPS. The MPS Division of Diversified Community Schools may adjust payments made under this paragraph II.B. based upon the audited Official Counts for each semester, for a maximum of ~~172~~ 190 FTE pupils in grades 9 through 12 for the 2005-2006, 2006-2007, 2007-2008, 2008-2009, and 2009-2010 school years of this contract.

MPS shall make payment to Charter School only for pupils placed in the Charter School Program in accordance with this Contract, and for costs specifically authorized herein. MPS reserves the right to disallow any payment for any unauthorized or unappropriated payments, costs, or expenses and to recover any payments made for unauthorized or unappropriated payments, costs or expenses. MPS also reserves the right to withhold or disallow payment in the event MPS determines that Charter School is in violation of any provision of this Contract or laws or regulations governing it, until such time as Charter School remedies said violations to the satisfaction of MPS. MPS may also elect to terminate the contract in accordance with paragraph III.

Payment by MPS to Charter School shall be made under the following terms and conditions:

1. Per pupil allocation

The per pupil Full Time Equivalent (FTE) rate for Charter School shall be equal to the amount the state determines annually for charter schools operated by the Milwaukee Area Technical College (MATC), the University of Wisconsin at Milwaukee (UWM) and the City of Milwaukee. The total costs of the Contract shall be based on the Charter School FTE count for up to a maximum of ~~172~~ 190 FTE pupils in grades 9 through 12 for the 2005-2006, 2006-2007, 2007-2008, 2008-2009, and 2009-2010 school years of this contract, plus any categorical aids that Charter School is entitled to receive.

Charter School shall provide MPS with an official enrollment and FTE count by the Third Friday in September of each year during the term of this contract. MPS shall make payment to Charter School not to exceed categorical aids plus the per pupil FTE rate allocation multiplied by a maximum of ~~172~~ 190 FTE pupils in grades 9 through 12 for the 2005-2006, 2006-2007, 2007-2008, 2008-2009, and 2009-2010 school years of this contract, in accordance with the following payment schedule:

a. 50% of the total annual payment less 50% of the MPS administrative fee and MPS chargeback costs to Charter School shall be made by MPS upon annual receipt of 1) proof of a valid occupancy permit for public school use, 2) proof of completion of an Asbestos Management Plan, 3) Charter School Annual Budget as set forth in Appendix D, 4) Charter School Calendar as set forth in Appendix I, and 5) all bonds and certificates of insurance required in paragraph I.N. In no event shall

MPS be obligated to make this payment before July 20th in the second through fifth years of this Contract. This payment shall be adjusted based upon the official enrollment count.

b. 40% of the total annual payment less 40% of the MPS administrative fee and MPS chargeback costs to Charter School shall be made by February 15th upon receipt and approval by MPS of the Charter School January enrollment counts and mid-year unaudited balance sheet as required under paragraph I.K, and all other items required for Contract compliance.

c. 10% of the total annual payment less 10% of the MPS administrative fee and MPS chargeback costs to Charter School shall be made by May 15th, upon receipt and approval of all items required for Contract compliance.

Any payments which may be due to Charter School for the operation of the Charter School Program are the responsibility of MPS. MPS shall make payment directly to Charter School each year Charter School participates in the Charter School Program under this Contract. MPS shall calculate additional payments for any categorical funds Charter School has applied for and may be eligible to receive, based on categorical guidelines and/or FTE pupil counts.

2. Adjustments to per pupil allocation

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.

3. Categorical aids

If Charter School is eligible to receive categorical aids, such as Title I funds, such aids shall flow to Charter School through MPS in accordance with MPS guidelines and any attendant regulations. Such aids shall not reduce the per pupil revenue to be received by Charter School from MPS.

4. Grants

Charter School is authorized to apply for grants. Charter School may not apply for or receive any grant that, in the judgment of MPS, compromises the ability of MPS to apply for or to receive said grant. Charter School shall contact the MPS-Grant Office for information regarding possible grant conflicts. Charter School shall expend any grant monies it may receive in a manner consistent with the terms of this Contract as well as the Grant. Any grant money received by Charter School shall not reduce the per pupil revenue to be received by Charter School from MPS.

5. Deficit and carry-over funds

Charter School shall be responsible for all deficits. If Charter School incurs a deficit, Charter School's subsequent year's revenue allocation shall be reduced to cover that deficit.

Charter School may carry over Board funds from one school year to the next in accordance with MPS' carryover policies.

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. The funds for this amendment will be secured from other non-instrumentality allocations determined after the official state aid count in January 2006.

Implementation and Assessment Plan

12. The amendment to the Seeds of Health, Inc., Veritas High School's charter contract, as attached to the minutes of your Committee's meeting, will become effective upon the Board's approval, beginning with the 2005-06 school year.

Committee's Recommendation

Your Committee recommends that the Board approve the non-instrumentality contract amendment, as attached to the minutes of your Committee's meeting, for Seeds of Health, Inc., Veritas High School to modify section II.B. to increase its number of students from 172 to 190 FTE pupils in grades 9-12 for the 2005-06, 2006-07, 2007-08, 2008-09, and 2009-10 school years under this contract term.

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

* * * * *

(Item 3) Informational Report on 2005 Summer School and Preliminary Plans for the 2006 Summer School Program

Your Committee reports having received the following informational report from the Administration. No action is required.

Administration's Report

Following is a summary of the highlights of the 2005 Summer School program. Information for this report comes from a review of student grades, attendance reports, and curriculum-based measurement results.

1. Eighty-three (83) schools provided educational and recreational activities for approximately 8939 students.

2. Approximately 893 students with special education needs were served in the extended-school-year program as required by their individual educational plans (IEPs) from July 1 to July 29, 2005.

3. The 2005 Summer School high-school program was held from July 1 to July 29, 2005. At the high-school level, 13 schools offered local programs for their students in English and math. Citywide programs were held only for the subjects of science, social studies, bilingual, and English as a second language (ESL). As a result of coursework completed in summer school, 189 students graduated from high school. Under the Division of Diversified Community Schools, over 45 students from the adjudicated youth program were served.

4. The eighth-grade Summer Literacy program was a six-week program from June 27 to August 5, 2005. It used the Olympics as the theme for student achievement and curriculum. 91% of the 331 students who enrolled in this program successfully completed the program and were promoted to high school.

5. Students in the eighth-grade Summer Literacy program were able to participate in learning activities beyond the traditional academic classroom. All students participated in the Ropes and Challenges curriculum, with some students going to Potters Forest to experience the high elements. The eighth-grade students engaged in a service-learning project by reading books to early childhood students from the recreation program. At the end of summer, the eighth-grade students conducted a Kinder Olympics event for their early childhood reading buddies. The older students also attended an AODA and wellness workshop after school.

6. Considerable support to boost student attendance came from the staff of the Truancy Abatement & Burglary Suppression Program (TABS). The TABS case managers contacted each student prior to the start of the literacy program. They discussed with the student and his/her parent the program's expectations, the calendar, and transportation route to the summer school. During the summer, the TABS staff consistently informed students and their families of the strict attendance policy.

7. Seventy (70) elementary, K8, and middle-grade summer school programs served 5,248 students. These programs hired two local teachers to work with small groups of students attending the recreation or Community Learning Center (CLC) programs. Students received from one to four hours of reading and math instruction daily.

8. The elementary, K8, and middle-grade summer-school students were assessed at 58 schools with the support of the Problem Solving staff. The DIBELS oral reading measure and a curriculum-based math measurement (CBM) were used as pre- and post-test benchmark indicators of growth across the intervention period of six weeks of summer school. The current aggregate data indicate summer-school students demonstrated growth or maintained their reading and math skills at every grade level. These results suggest that summer-school instruction was beneficial to the students who attended.

9. In reading, overall students in the early grades made the smallest gains; however, these students averaged skills at and above the proficiency levels. Students enrolled in grades 2 through 8 showed an increase in skills, with the largest gap noted in grades 3 and 4 between performance and proficiency. The students in second grade and the middle-school grades (6-8) showed gains (6% and 12%, respectively) during the six-week summer program, as well as progress towards reaching proficiency.

Figure 1

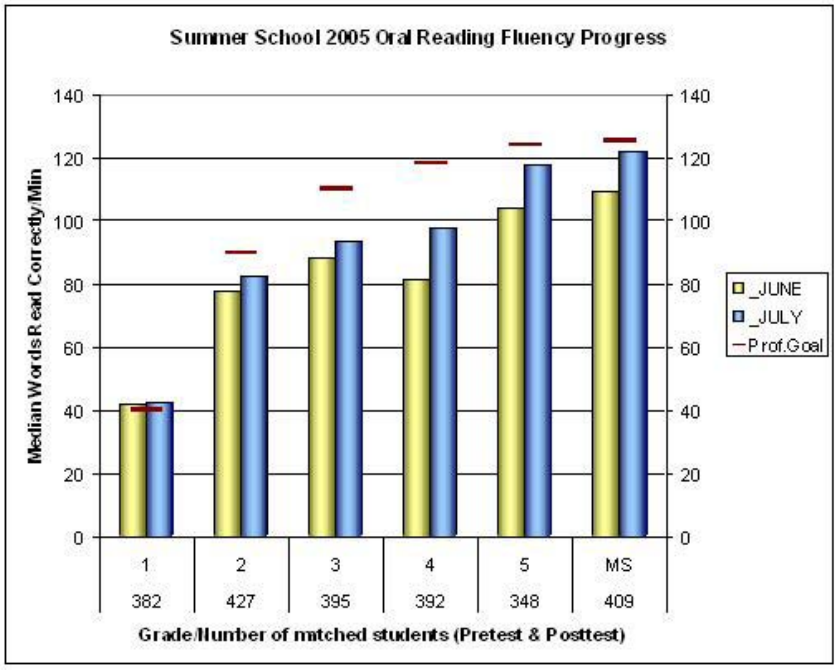


Table 1:
Summer School 2005 Oral Reading Fluency
Pre-Test & Post-Test Data

GRADE	N	JUNE	JULY	GROWTH%
1	382	41.83	42.21	0.92%
2	427	77.55	82.25	6.06%
3	395	88.13	93.64	6.25%
4	392	81.53	97.67	19.79%
5	348	103.75	117.70	13.45%
MS	409	108.86	121.88	11.96%
Grand Total	2,353	83.51	92.36	10.60%

10. In mathematics, only students who were available for both pre- and post-testing are represented in the analysis. While there are no district proficiency levels for math, the pre- and post-measures show an increase in skills at all grade levels.

Figure 2

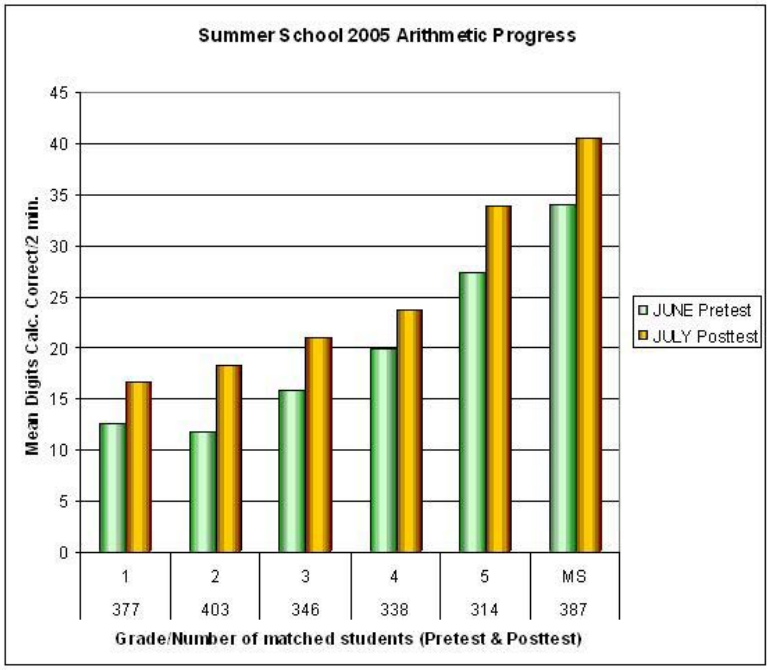


Table 2:
Summer School 2005 Curriculum-Based Measures
in Math Pre-Test & Post-Test Data

GRADE	N	JUNE	JULY	GROWTH%
1	377	12.51	16.70	33.55%
2	403	11.81	18.34	55.31%
3	346	15.82	21.09	33.30%
4	338	19.92	23.73	19.10%
5	314	27.44	33.85	23.37%
MS	387	33.97	40.61	19.55%
Grand Total	2,165	20.07	25.57	27.41%

11. Through a partnership which began in 2004 and continued in 2005, the Milwaukee Public Schools' School Nutrition Services, Recreation Division, the Harley Davidson Foundation, the Hunger Task Force, the Social Development Commission, IMPACT, and the Salvation Army established the summer meal program, which served 329,921 breakfast and lunch meals during summer 2005. This reflects an increase in total meal volume of 59,532 from 2004. At four sites (21st, LaFollette, Gaenslen, and Mitchell), three daily meals were served — breakfast, a noon meal, and an evening meal.

Summer School 2006 Plans

12. Plans for the 2006 summer school are underway. Subject to Board approval and negotiation with the various bargaining entities, it is estimated that approximately $10.1 million of Board, Title 1, and Extension funds will be needed to fund the following:

a. The proposed dates for the **high-school summer school program** are July 6 to August 2, 2006. Fourteen (14) sites will serve approximately 3,500 high-school students for an estimated cost of $2.0 million in Board funds.

b. An **elementary and middle-grade non-promotional summer school** will be offered Monday through Thursdays from June 26 to August 3, 2006, at 60 sites for approximately 6,000 students. Students will have an academic program four days per week and a full-day recreation program on the fifth day. Most elementary sites will have an afternoon recreation program through the community learning center (CLC), Safe Places, or childcare camps. The afternoon program for middle-grade students will enable students to select high-interest camps such as computer repair, fine arts, robotics, or sports. The combined cost of the program is estimated to be $5.7 million — $3.5 million for the elementary and middle-grades program, and $2.2 million for the elementary, K8, and middle-grade afternoon wrap-around program — from Title 1 funds and the Extension Fund.

d. The **special education extended-school-year (ESY)** program will follow the calendar appropriate for the grade level of the students. Approximately 1,000 students will be served. In addition, the summer IEP teams are also funded from the summer school budget, for a total of $1.6 million in Board funds.

c. The six-week **Grade 8 Summer Literacy Program** to promote eighth-grade students to high school will operate from June 26 to August 4, 2006. It will serve approximately 500 students at two sites for an estimated cost of $800,000 in Board and Title 1 funds.

High-School Program	$ 2.0 million
Elementary and Middle-Grade Program	3.5 million
Elementary, K8, and Middle-Grade Afternoon Wrap-Around Program	2.2 million
Special Education ESY and IEP Team	1.6 million
Grade 8 Summer Literacy Program	0.8 million
Total	$ 10.1 million

13. Actual allocations will be determined by final allocation and availability of federal funds and the Superintendent's proposed FY07 budget.

* * * * *

(Item 4) Report on Communication 0506C-002 from Dennis W. Redovich Requesting a Hearing Regarding Various Educational Issues

Background

At its meeting on September 29, 2005, the Board referred the following communication from Dr. Dennis W. Redovich to the Committee on Innovation/School Reform. The communication requested a hearing regarding various educational issues.

Center for the Study of Jobs & Education in Wisconsin
And United States

6438 Sycamore St. Greendale WI 53129 414-421-1120 www.jobseducationwis.org
Center Director, Dennis W Redovich Ed.D redovich@execpc.com

September 8, 2005

Lynn Sobczak
Milwaukee Public Schools
Office of Board Governance

Request to be added to October MPS Board Committee Agenda

The MPS Board, Board Governance and Supt. Andrekopopoulos *[sic]* have all received copies of the book, *The Big Con in Education, Why must all high school graduates be prepared for college?* The author believes that there are significant MPS education issues presented in the book that should be addressed by the Milwaukee Public Schools.

Some specific areas discussed in the book that the author suggests be presented and discussed at an open meeting of an MPS board committee meeting are the following.

- The War Against the Milwaukee Public Schools
- Charter and Choice Schools in Milwaukee
- Vocational Education

It is unbelievably ironic and a paradox that the City of Milwaukee, where the exemplary Milwaukee Public Schools have developed since the 1970's a unique system of public school choice, is also the Mecca of the anti-public school movement and private school choice, including religious schools. The anti-public school movement has been successful in defaming MPS schools and their teachers. How is it possible that a School District that for 30 years has provided more choice of schools than any in the U.S. or the world can be the Mecca of private school choice?

In 2004, three MPS high schools were ranked in the top eight "academic" high schools in Wisconsin, (1) Rufus King, (6) Riverside and (7) School of Languages. (see "249 Best High Schools in Wisconsin" at www.jobseducationwis.org)

Best wishes,

Dennis W. Redovich

Advisory Board
Anne Arnesen WISKIDS, Thomas Balistreri MPS Board, Dr. Gerald Bracey Education Researcher, August Cibarich Ret. Economist DWD, Leon Todd Consultant, Paul Gabriel, Exec. Dir. WTCS Boards Assoc., Attorney Ed Garvey, Bob Haase Sen. Citizens, U.S. Rep. Gwen Moore, Prof. Alex Molnar ASU, Robert Miranda Ed. For the People, Susan Ohanian Education Author, Dr. Lee McMurrin Ret. MPS Supt., Dan Pryzbyla Ret. MPS/Chicago Teacher, Dr. Michael Rosen MATC, Mike Tokhiem WTCS Board staff, Prof. William Velez UWM, John Weigelt MPS-ASC Dr. Karin Wells Economist WI DWD

Committee's Recommendation

Your Committee reports having given hearing to Dr. Redovich and other interested parties and recommends that the Board accept the hearing given to Dr. Redovich.

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

* * * * *

COMMITTEE ON STRATEGIC PLANNING AND BUDGET

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

TO THE BOARD OF SCHOOL DIRECTORS:

(Item 1) Action on a Timeline and Process for the FY07 Budget

Background

1. A budget calendar is to be adopted annually by the Board per Board Governance Policy 2.05, Annual Board Planning Cycle.

2. To address the long-term fiscal health of the district, the Board is using a process to identify school facilities for closure. In 2005, the Board approved the closure of four schools at the end of FY06.

Administration's Analysis

3. The Milwaukee Board of School Directors has not yet adopted a budget calendar for FY07. The proposed calendar, which sets the adoption date for the budget in late May, is outlined in the recommendations section.

Statute, Administrative Policy, or Board Rules Statement

4. This item is in accordance with State Statute 119.16(8) and Board Governance Policy 2.05, Annual Board Planning Cycle, which states, "A Board calendar with all work displayed on a timetable will be developed annually."

Fiscal Impact Statement

5. This item does not authorize expenditures. There is no fiscal impact from the adoption of the budget calendar.

Implementation and Assessment Plan

6. The budget calendar outlines the plan of action for the development of the FY07 budget.

Committee's Recommendation

Your Committee recommends adoption of the FY07 Budget calendar as presented below:

Date(s)	Action	Responsibility
January 23, 2006	Committee Strategic Planning and Budget meets on projected enrollment and revenues and on budget calendar.	Board
February 1, 2006	School allocations, chargeback/buyback catalog, budget forms, and instructions are provided to principals.	Finance
February 2, 2006	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-March 2006	Schools review and revise educational plans and use them to inform budget development.	Schools
March, 2006	Committee on Strategic Planning and Budget reviews budget issues as identified by Board of School Directors and Administration.	Board, Administration
March 15, 2006 (by 4:30 PM)	Schools complete on-line preparation of their FY07 proposed budgets and submit budget-request documents.	Schools
March 16-March 30, 2006	Finance reviews school budgets and resolves problem areas. Finance will notify departments if buybacks are adjusted per this review.	Finance
March 17-April 24, 2006	Compilation of budget and analyses.	Finance
April 25-27, 2006	Proposed budget documents released.	Finance
April 25-May 11, 2006	Committee on Strategic Planning and Budget reviews and amends proposed budget. There will be work sessions and public hearings during this time.	Board
May 11, 2006	Proposed budget and public hearing notice published in newspapers.	Finance, Board Governance
May 2006	Committee on Strategic Planning and Budget recommends budget to Board.	Board
May 2006	Public hearing on the budget.	Board
May 2006	Statutory public hearing on Committee of Strategic Planning and Budget's recommended budget.	Board
May 25,2006	Budget adoption.	Board
August 2006	Board transmits tax levy to Common Council.	Board Governance
October 2006	Board finalizes FY07 Budget and transmits any changes in tax levy to Common Council.	Board

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

* * * * *

(Item 2) Report on Revenue Forecast for FY07 and Parameters to be used in Preparing the FY07 Proposed Budget

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

Background

Each year, the Administration reports to the Board its estimates of enrollment for the coming school year, as well as any enrollment impact on the district's available revenues for the next fiscal year. Since the

state's revenue limit law ties general state aids and local school taxes in the School Operations and Construction Funds to enrollment changes, this estimate of expected enrollment is the first step in annual financial planning. The Superintendent's proposed budget for FY07, due in late April, will use the district's best information on the State decisions available at that time.

Administration's Analysis

The following outlines the projections to date:

1. Enrollment

a. The projection of September enrollments for planning purposes is a joint effort by the Superintendent's Office, Pupil Services, and Finance and Operations. Initial system-wide forecasts are prepared before projections are made on a grade-by-grade basis. The Administration then identifies the proportion of the total enrollment expected to be in the suburban schools under the Chapter 220 and Open Enrollment programs; in alternative, contracted K-8 programs, and partnership schools; and in non-instrumentality charter schools.

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 Superintendent's Office confers with individual schools, reviews past years' enrollments for patterns and proposed program changes for impact, and determines a set of figures that matches the overall projected enrollment number.

c. The enrollment projections do not reflect any changes in the Milwaukee Parental Choice Program.

d. Projections for September 2006 (FY07) break down as follows:

Schools	FY2006 Actual Fall Enrollment	Enrollment For FY2007 Budget*	Projected Enrollment Change	Projected Percent Change
Elementary/K-8	52,211	50,967	-1,244	-2.4%
Middle	11,370	10,300	-1,070	-9.4%
High	23,692	23,678	-14	-0.1%
SUBTOTAL	87,273	84,945	-2,328	-2.7%
Alternative, Partnership, Contracted Sites	2,972	2,972	0	0.0%
Non-instrumentality Charters	3,271	3,591	320	9.8%
SUBTOTAL	6,243	6,563	320	5.1%
Chapter 220 (in suburbs)	3,084	2,837	-247	-8.0%
Open Enrollment (in suburbs)	3,662	4,028	366	10.0%
SUBTOTAL	6,746	6,865	119	1.8%
GRAND TOTAL	100,262	98,373	-1,889	-1.9%

e. 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. This averaging methodology avoids the necessity of a further budget adjustment in January.

2. Revenue Limits

Assuming current law, revenue limits include an estimated inflationary adjustment of $252 per pupil in FY07, for a net increase of $15.9 million, from $839.3 million to $855.2 million. This means that property taxes and state general aids for the Construction and School Operations Funds may rise by no more than $15.9 million. A basic assumption in budget planning for the 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.

3. 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 increase by $1.8 million, from $93.8 million to $95.6 million.

b. No use of unrestricted reserves is included in the FY07 estimates. A restricted source related to NSI financing is projected to fund $2.6 million of debt service. This is a portion of 2004 bond proceeds revenue which is on deposit with the trustee and designated for paying FY07 debt service.

4. Construction Fund

The Construction Fund tax levy, which is part of the revenue limit, would increase by $1.0 million, from $13.2 million to $14.2 million. This assumes that the District taxes at its legal limit of $0.60 per $1,000 assessed valuation.

5. Extension Fund

Initial planning for the FY07 Extension Fund assumes a small levy increase of $250,000 to partially offset the loss of federal funding for the community learning centers (CLC) program.

6. Categorical Funds

Preliminary indications are that overall categorical grant funding is expected to decrease by $3 million from the FY06 levels, from approximately $184 million to $181 million. This is due to estimated decreases of 1% in several federal sources and specific reductions in selected areas.

7. Central Operations

School Operations funding for central budgets is based upon revenues from MPS schools, plus any amounts identified as:

- unrelated to MPS schools, but related to outside obligations (such as special education services to non-MPS pupils); or
- related to schools, but that must be managed at the district level to comply with policy or good administrative practice (such as litigation expenses); or
- for FY07, central services budgets are being reduced by $1 million to $82.6 million from $83.6 million in FY06. In addition, these departments are absorbing the costs of settled raises and salary increments. This reduced amount will help to offset the loss of purchasing power in schools due to rising costs in the unallotted salary account, transportation, and utilities.

8. School Allocations

The Administration is planning the following changes in the methodology for budgeting the allocations per school.

a. School-Level Weights

(1) Schools have historically used average teacher salary figures that were unique to each type of school: high, middle, K8, and elementary. Review of current teacher

salaries by level shows a decreasing variation among levels. To establish a simpler budgeting process and a clearer understanding of the weighted per-pupil allocation, a common average salary will be used in FY07. A comparison of the average teacher salaries used in FY06 and those to be used in FY07 shows the following changes:

	Teacher Salaries	
School Level	FY06	FY07
High	$50,800	$50,400
Middle	$48,700	$50,400
K-8	$47,800	$50,400
Elementary	$50,700	$50,400

(2) The change results from a joint principal and administrative staff review of the pupil weighting, initiated by the Principals' Advisory Group. There was conceptual agreement that the weighted per-pupil method is appropriate because of unique contractual costs incurred for the various levels of schools.

(3) The Administration will modify the level weights in FY07 budget planning to reflect the change in average teacher salaries, taking into account that teacher compensation consumes about 57% of per-pupil allocations. The changes are as follows:

	Weight	
School Level	FY06	FY07
High	1.095	1.094
Middle	1.108	1.134
K-8	1.016	1.051
Elementary	1.000	1.000

(4) The impact of the methodology will be to shift funds toward middle and K-8 schools. But the net impact for each level is commensurate with the change in average salary. High schools and elementary schools will have purchasing power relatively similar to prior years because the cost of a teacher is less than it would be under the previous method.

b. Consolidation Incentive

The consolidation incentive will be offered again in the FY07 budget. This funding rewards school communities which merge their operations into one facility, where the district previously incurred costs for two sites. 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. One school, Carver Academy, will receive the second year of its allocation, $196,162, in FY07.

c. Administrative Oversight — Selected Schools

The Administration will be centralizing 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 work with the principal and governance council to prepare the FY07 budget in a manner consistent with each school's resources, education plan, and deficit reduction plan. The district will continue to centrally manage (in collaboration with the principal) each school's financial resources throughout FY07.

9. Allocation of Operations Fund Revenue

Using the revenue guidelines described above, planning for FY07 is under way. 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.

FY06 SCHOOL OPERATIONS FUND		$ 919.9
Revenue Limit Inflationary Adjustment		14.9
E-rate Reimbursement		1.2
Applied Surplus (NSI)		0.9
Other Net Revenue Changes		(0.3)
FY07 SCHOOL OPERATIONS FUND		$ 936.6
Less School Nutrition Revenue		*(29.7)*
FY07 School Operations Net of School Nutrition		$ 906.9
Non-school and Centrally-held School Funding:		
Contingent Fund	$ 1.0	
Intergovernmental Agreement with City	3.8	
Repay City for Overpaid Taxes	0.2	
Debt Service	16.2	
Technology Infrastructure Maintenance	1.2	
Textbooks for NSI grade-level expansion	0.1	
Litigation Expenses/Judgments	0.3	
Categorical Grant Indirect Aid Support	5.8	
Suburban/Private Pupil Transportation	10.2	
Special Education for Non-MPS Pupils	3.1	
Driver Education	0.3	
Less Non-school and Centrally-held School Funding		*(42.2)*
AVAILABLE FOR DISTRIBUTION TO SCHOOLS		$ 864.7

Strategic Plan Compatibility Statement

10. 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

11. The proposed allocation method distributes 95% of the School Operations Fund revenue, net of School Nutrition, to schools.

12. Revenue for central services (collected through the chargeback system) will be decreased by $1 million. In addition, central services will absorb settled contract increases.

13. Because two major labor contracts have been unsettled since July 1, 2005, the reserve for unsettled raises will increase in FY07, from $13 million to $30 million. This represents over $300 per pupil in chargeback costs. On the other hand, schools will experience only modest increases in the average salary (when adjusted for the change in weighted allocation).

Implementation and Assessment Plan

14. The FY07 school budgets will be prepared on the basis of the current state law on revenue limits, using the district's full revenue authority.

Director Goldberg moved to approve the Committee's report.

The motion prevailed, the vote being as follows:

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

Noes—None.

Temporarily absent—Director Hardin—1.

* * * * *

COMMITTEE ON SPECIAL EDUCATION

Director Dannecker 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. No action is required.

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)

	12/05	1/06
Population Served	16,543	16,612

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.

	12/05	1/06
Initial Evaluations (Completed since 7/05)	1,065	1,543
Percentage Identified Special Education	60%	60%
Active Initial Referrals	1,215	1,095
Re-evaluations (Completed since 7/05)	1,344	1,979
Percentage Continued in Special Education	85%	85%
Active Re-evaluations	1,154	1,092

2. Data Management Services — Special Services Information Management System (SSIMS) Project Status Report as of December 30, 2005

a. SSIMS/Encore Applications

- MPS/Encore servers continue to run version 6.6.75 (SP2)
- SSIMS/Encore on-line forms are being used for all new IEP activities

b. SSIMS Training/Support

- Continued to schedule HELP sessions for special education teachers and staff
- Continued to schedule trainings for new special education staff
- Continued to provide limited on-site support for a variety of software- and hardware-related issues based upon request
- Continued to provide phone support via the SSIMS/Encore Help Desk
- Facilitated Encounter Tracker user group meetings with the purpose of providing user feedback and support regarding the application implementation

c. 504 and Intervention Modules

- Planning is in process for the pilot for the 504 Module.
- Planning is in process for the testing phase of the Intervention module.

d. Interfaces

- Interfaces continue to run as follows:
  - — Inbound daily interface processing (eSIS to Encore) — three times daily
  - — Outbound daily interface (Encore to eSIS) — nightly
  - — The Provider daily interface — nightly
  - — The school calendar and school entities are updated manually

e. Reports

- Continued use of customized reports created by MPS staff using the Crystal application for purposes of district compliance and monitoring
- Submitted the December 1 Child Count report to the Department of Public Instruction

f. Network Access

- Continued to work with the Department of Technology to ensure that schools are networked for teacher use and for IEP staff meeting rooms
- Continued to work with the Department of Technology on the distribution of PCs for special education teachers

3. Optimizing *Success Through Problem Solving* Mid-year Report to the Milwaukee Board of School Directors

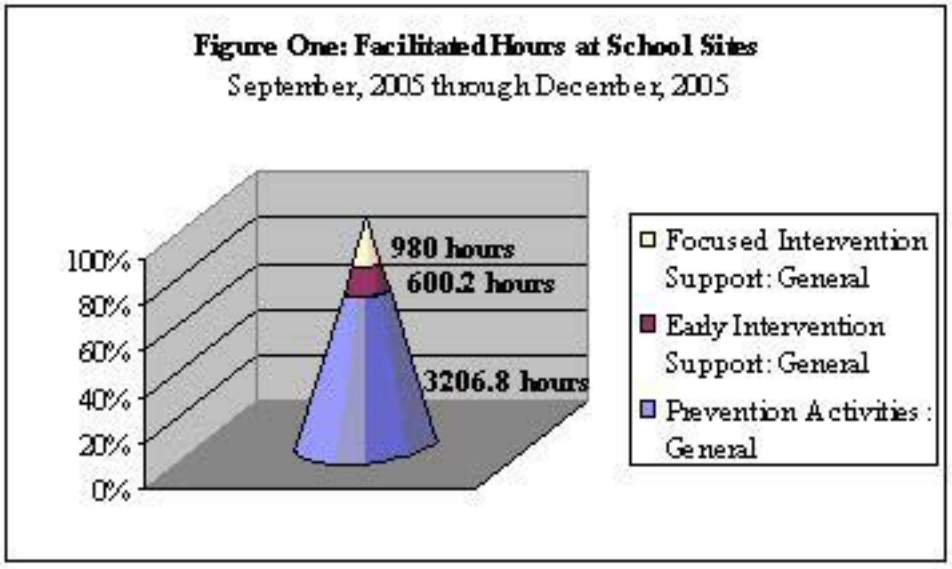
a. *Optimizing Success Through Problem Solving* (OSPS) supports the school-reform efforts of the Milwaukee Public Schools through direct school support and training, as well as through related district-level professional development. Presently 78 schools are supported by OSPS.

b. Founded on the problem-solving model and prevention theory, OSPS provides schools with a data-based decision-making process at the prevention (school-wide) level, early

intervention (classroom) level, and focused intervention (individual student) level. Within the larger context of educational reform, problem solving becomes a vehicle for change in areas of academic achievement, school climate, and student social competency development. School staff, students, and parents learn practical interventions for students that are coupled with efficient ongoing progress monitoring methods (Response to Intervention and Instruction). Overarching this model is the collection of data to measure school outcomes, and most important, student outcomes.

c. A four-step problem-solving process provides the backdrop for the data-based and instructional decision-making processes which are central to the initiative. Successful implementation of data-based decision making frequently requires a change in practice for staff, students, and parents. Decisions that were once made solely on experience, familiarity, pat practice, or routine are often challenged when response data is made available. Changing professional practice can be a difficult, but necessary, step to improved student outcomes, requiring staff to develop an awareness of the need to change, to acquire the necessary skills to move forward, to incorporate new strategies into professional practice, and to enhance the impact of instruction for each student.

d. A team of problem-solving facilitators uses a combination of embedded staff-development opportunities and structured workshops to support school-based professional learning communities and to build capacity with the district through structured workshops and consultation. Problem-solving facilitators are Milwaukee Public Schools' staff trained in data-based decision making. Each school is given the services of a problem-solving facilitator for approximately one half-day a week. Facilitators work with teachers, administrators, parents, and students in an effort to embed training and skill development in the day-to-day operations at the school.



(1) Figure one displays the proportion of facilitated support at the prevention, early intervention, and focused intervention levels from September through December 2005.

(a) The preponderance of facilitator support (67% or 3,206.8 hours) was concentrated at the prevention level, reflecting work with learning teams, administrative teams, and staff engaged in practices that affect the entire school.

(b) 13% of facilitated support was provided to schools at the early intervention level, consisting of support to classroom teachers, grade-level teams, groups of parents, and groups of students.

(c) 20% of facilitated time was devoted to supporting individual student progress through Problem Solving Teams (PST) and Collaborative Support Teams (CST) (for regular education students) and IEP team interventions and evaluations.

(2) Facilitator support in the buildings varies widely, depending on school need and interest.

(3) School-based initiatives and grants also impact implementation of OSPS. Twenty-two of the OSPS schools are also supported by the Reading First Grant, and 17 are Schools Identified For Improvement (SIFI). Facilitators work closely with these initiatives as well as with other grant initiatives in each school, such as the Technical Assistance & Leadership Center (TALC), Physical Education Program (PEP), Milwaukee First, Juvenile Justice, Homework First, Early Reading First, Early/Ongoing Collaboration & Assistance (EOCA), and Reading Excellence & Demonstration of Success (READS) grants. The facilitator's task is to bring data-based decision making to the whole school community in a manner that is consistent with the school's education plan, supports the ongoing work of staff in the school, and is integrated with the various initiatives within the school.

(4) Although total integration with other grants, initiatives and programs is the goal, implementation of OSPS is developmental in nature. Problem-solving facilitators indicate that OSPS implementation efforts are integrated with the various grants, initiatives, and action plans at 22% of the schools. In 43% of the schools, OSPS implementation efforts are connected with some of the grants, initiatives, or actions plans in the school. At 25% of the schools, OSPS implementation efforts are isolated to one or two areas of the school. Similarly, 80% of facilitators report OSPS work is written in or directly aligned with the school's education plan (OSPS facilitator survey reported 12/05).

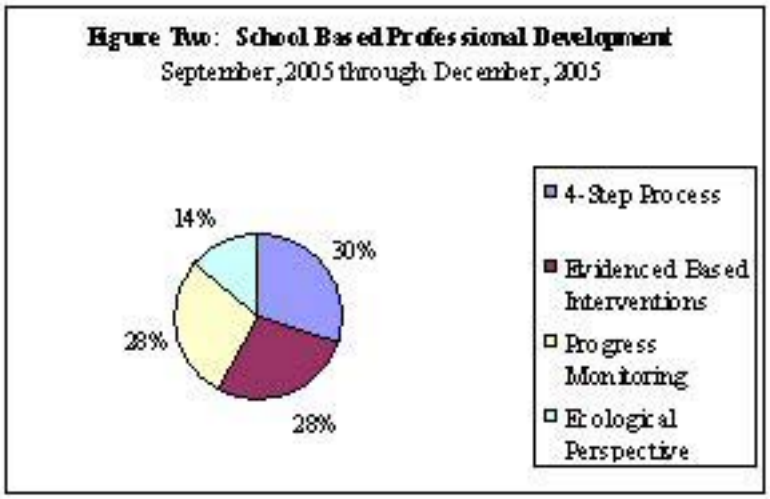
(5) Facilitators typically work with school teams, staff, parent groups, student groups, and individual teachers in an effort to bring the tenets of data-based decision making to the school. As Table One indicates, during the period between September 2005 and December 2005, facilitators reported professional development activities with a wide variety of school groups.

Table One: Number / Percentage of Schools Receiving OSPS Professional Development Tailored to Specific School Groups

	All Staff	Learning Team	Other School Teams	CST/PST/ IEP Teams	Staff Consultation	Parents	Students
All OSPS Schools (N=78)	32 41%	34 44%	17 22%	37 47%	53 68%	17 22%	17 22%
Reading First Schools (N=23)	7 30%	8 35%	11 48%	8 35%	18 78%	4 17%	4 17%
SIFI Schools (N=16)	8 50%	11 69%	9 56%	8 50%	10 63%	5 31%	4 25%

c. OSPS professional development and facilitated support is focused rather evenly on the four-step problem-solving process and response to intervention, which involves training in both evidenced-based interventions

and progress monitoring. During Fall 2005, proportionately less time was spent on professional development related to ecological perspective, which involves helping staff shift focus away from "problem admiration" to a focus on those variables that are alterable, such as the curriculum, instruction, and learning environment. This is an area of emphasis that typically receives more attention during the second semester. These three areas — the four-step problem-solving process, response to intervention, and ecological perspective — form the basis for measuring the development of implementation of problem solving at the prevention and early intervention levels. The fourth performance indicator focuses on the focused intervention level, typically work with CST, PST, and IEP teams.



(1) Currently, approximately one-half (47%, 37 schools) of OSPS schools receive facilitated support from collaborative support and problem-solving teams at the focused intervention level. Team members develop intervention plans for targeted students exhibiting academic or social behavioral concerns.

(2) Thirteen schools currently receive extensive support at the IEP team level to support implementation of non-categorical special education eligibility determination. Students are identified as in need of special education services, but do not receive a traditional categorical label (e.g., SLD, EBD). The student receives an IEP with all due-process rights and protections as a special education student. During the 2004-05 school year, 14 schools participated in non-categorical special education eligibility determination procedures. This process uses response to intervention assessment procedures, ecological assessment, and functional assessment procedures in conjunction with norm-referenced or criterion-referenced materials to make special education eligibility decisions.

(3) Six problem-solving facilitators spend a combined total of 0.5 FTE each week supporting school IEP teams in non-categorical special education disability determination assessment. The facilitators attend IEP meetings, support and train regular and special education staff, and work to move IEP teams to a level of independence in this area.

d. An effort has been made this year to strengthen and refine the MPS non-categorical special education eligibility determination procedures. All schools participating in non-categorical special education disability determination procedures are required to follow the school preparation guide.

e. Advanced overview trainings are offered to the school IEP teams and special education supervisors supporting OSPS schools using the non-categorical procedures. Additionally, in an effort to build capacity within the district on topics related to non-categorical special education disability determination, workshops in the areas of Response to Intervention, progress monitoring, ecological perspective, and non-categorical special education disability determination have been offered to school psychologists, diagnostic teachers, speech pathologists and social workers.

f. During the 2004-05 school year, 254 students — representing 17.3% of the special education population of the fourteen schools (1.6% of MPS SEN students) — had a non-categorical special education designation. Although the number of students designated as non-categorical has increased over the past three years, this percentage has remained relatively constant. 16% of students in schools participating in non-categorical special education eligibility determination procedures were designated as non-categorical during the 2000-01 school year (126 students), and 15% (166 students) were so designated during the 2001-02 school year.

g. A comparison was made of the referral accuracy rate between the schools using non-categorical assessment procedures and the overall District average. Schools using non-categorical assessment procedures consistently had higher accuracy rates for each of the four years for which data is available on non-categorical assessment procedures. This higher referral accuracy rate for schools using the non-categorical assessment procedures most probably reflects the level of quality intervention coupled with ongoing assessment data available at the prevention, early intervention, and focused intervention level at the school.

Special education referral accuracy rate for schools using non-categorical procedures compared with the average district accuracy rate.							
2000-01		2001-02		2002-03		2004-05	
Non-Cat	District	Non-Cat	District	Non-Cat	District	Non-Cat	District
77%	75%	74%	72%	77%	66%	64%	57%

h. Problem-solving facilitators also are active within the district, offering workshops, structured facilitation, and consultation in an effort to build capacity for data-based decision making. During fall 2005, workshops on response to intervention were offered to diagnostic teachers, new school psychologists, and kindergarten-through-third-grade teachers at Reading First grant schools. OSPS facilitators supported district efforts in learning walks with the Instructional Practices Inventory (IPI), facilitated an ESEA needs assessment data retreat with Research & Assessment, and provided continuing consultation to Central Services and non-problem-solving school staffs requesting consultation on specific topics.

4. Special Education Funding for Non-Instrumentality Charter Schools

At its meeting on November 8, 2005, the Milwaukee Board of School Directors' Committee on Innovation/School Reform requested additional information regarding special education funding for non-instrumentality charter schools.

a. Non-instrumentality charter schools receive approximately 28% of qualified special education costs as well as IDEA (Individuals with Disabilities Education Improvement Act 2004) funds in accordance with Administrative Policy 9.12 (10)(b):

(b) Non-Instrumentality Charter Schools

The per pupil revenue amount for an MPS non-instrumentality charter school student shall be equal to the amount which the state determines annually for charter schools operated by the Milwaukee Area Technical College (MATC), the University of Wisconsin at Milwaukee (UWM), and the City of Milwaukee. This per-pupil revenue amount is intended to cover all costs and expenses related to the operation of the charter school program, but does not include categorical revenue, such as Title I funds that the MPS charter school may be eligible to receive.

b. Special education revenues to MPS include the funds paid by the state, by the Department of Public Instruction (DPI), and by the federal government through the Individuals with Disabilities Education Improvement Act-2004 (IDEA).

c. Special education funding information, as follows, is provided to non-instrumentality charter schools as part of the budget-preparation process.

(1) *State Funding:* The State pays a percentage of salaries and benefits costs incurred by a school or school district for special education personnel who are licensed by DPI. MPS pays each non-instrumentality charter based on the personnel data that is submitted through MPS to DPI. Restrictions to the funds are as follows:

(a) The individual must be an employee of the school (insurances and taxes are paid by the school and not the person).

(b) Except for paragraphs (f) and (g) below, contracted services are not reimbursable from state funding (but are eligible for federal funding).

(c) The individual must have an active license with DPI for the special education services which he or she is teaching or for the related services which he or she is providing.

(d) The name of the individual must have been reported on the fall PI 1202 report.

(e) Benefit costs which are not applicable as reimbursable as benefit costs are:

i. worker's compensation

ii. professional liability insurance

iii. license fees

iv. tuition reimbursement

v. physical exams.

(f) Special education transportation with accommodations is eligible for reimbursement.

(g) Contracted physical therapy or occupational therapy is also eligible for reimbursement.

(h) MPS pays the non-instrumentality charter school 28% of the above costs by the end of August and makes any adjustments based on the final report received from DPI in June.

(i) Note: Staff contracted by CESA (Cooperative Educational Services Agency), CCDEB (County Children with Disabilities Educational Board), or public schools (such as MPS schools) are not eligible for reimbursement; however, if the individual is contracted through MPS, the District will pay the amount which the District receives based on the individual's time billed to the non-instrumentality charter school.

(j) These reimbursement restrictions are based on State Statute 115.88. MPS receives the funds from the state a year after the claim is filed; however, MPS gives an estimated 28% reimbursement to the non-instrumentality charter schools in the same year that the claim is created and does not make them wait until the following year, when MPS is reimbursed by the State.

(2) *Federal IDEA Funding:* IDEA funding is paid to MPS based on the number of students with active IEPs (Individualized Education Programs) in place on December 1 of the previous school year. There are two different methods to receive IDEA funds for non-instrumentality charter schools.

(a) The first option is to participate in district-wide services. MPS traditional schools receive funds in this manner. The following items are paid for by IDEA funds within the MPS school district and are free of charge for charter schools.

i. Staff development, including non-mandatory training

ii. Low-incidence program (HI and VI)

iii. Some special education nursing services and occupational services

iv. Services from bilingual and itinerant speech pathologists and diagnostic teachers

v. UWM mentor teachers

vi. Assistive technology staff and equipment over $1,000 (under $1,000 are the responsibility of the school)

vii. Early childhood IEP team staff.

(b) The second option is to receive an amount based upon the students with active IEPs as of December 1 of the current school year in the school put aside for the non-instrumentality charter school. For this method, the following procedures must be in place:

i. If the school receives any of the services listed in option (a) above, except mandatory training, the allocated amount would be reduced by these costs.

ii. Costs eligible to be used for IDEA funds are:

(i) Excess costs of providing special education and related services to children with disabilities based on the IEP. These costs are in excess of the average per-pupil expenditure in the school.

(ii) The funds cannot be used on capitol improvements.

(iii) The funds can be used for ADA (Americans with Disabilities Act) accommodations with prior approval from DPI.

(iv) These funds may be used for contracted services not covered by State funds.

iii. These reimbursement restrictions are based on IDEA regulations, Subpart B, Statute 300.184-241. None of the MPS non-instrumentality charter schools have selected the second option listed above.

iv. Non-instrumentality charter schools do not receive a site allocation for special education staff. Traditional MPS schools and instrumentality charter schools receive a site allocation for special education staff, but this site allocation reduces funds available for the per-pupil portion of these schools' overall allocation.

v. Attachment 1 includes documents provided to non-instrumentality charter schools to assist in the 2005-06 budget development process.

5. 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) 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.

This scenario reflects an example of concerns that could be expressed by parents as a result of confusion around the use of "Problem Solving" diagnostic criteria.

a. Background Information

A parent of an elementary school student complained that a school using a problem-solving approach did not properly consider the special education needs of a child with significant cognitive delays. This particular child had been the subject of a problem-solving approach using data-based monitoring of progress towards goals. Based on the child's positive response to interventions delivered in the regular education environment, the team had concluded that the child was not eligible for special education services.

b. Intervention

Not all students who experience academic or behavioral difficulties have disabilities or require special education services to meet individual needs. In many cases, modifications to the general education program will address a student's particular needs without resorting to unnecessary evaluations or special education services. Occasionally, there has been confusion between schools and parents when the parent has explored initiating a special education referral in problem-solving schools. Parents who make referrals in such schools are routinely informed that the school team will be using a non-categorical problem-solving approach to determine their child's eligibility for special education services. In addition, the parent is informed that he or she may request that the team instead use a traditional categorical approach to determine special education eligibility.

The chief difference between these approaches is the problem-solving team's use of a model based on careful documentation of the child's response to a series of individually prescribed interventions in the regular education environment rather than the use of a traditional model based on individualized assessment of student performance via testing instruments standardized for that purpose.

c. Resolution:

Upon investigation, it was determined that, although the parent had responded enthusiastically to the information provided by the problem-solving team that interventions would be developed in a timely way and that there would be careful data-

based monitoring of the child's progress towards goals, the parent did not fully understand that, if the team determined that the child was making sufficient progress towards goals in response to the interventions provided, that there would be no further evaluation of eligibility for special education services.

In response to the parent's complaint, the special services supervisor and other district special education administrators linked to the school conducted an administrative review of the process that had been implemented and the documentation that had been developed for this particular referral. In addition, the special services supervisor interviewed the team to determine what information had been provided to the parent about referrals for determination of eligibility for special education services in a problem-solving school. The administrative review and interview of team representatives determined that the model had been implemented with integrity and that the parent had been enthusiastic about the possibility of implementing data-based interventions in the regular education environment without further evaluations. Furthermore, it was determined that the team had provided information about the parent's access to the traditional evaluation of eligibility for services.

In an attempt to resolve this dispute with the parent, the special education supervisor proposed that the parent consider either of the following options:

1. The problem-solving team, with the ongoing participation of the parent, could continue to monitor the child's progress towards goals. Under this option, if the child did not continue to demonstrate adequate progress, eligibility for special education services would then be considered.

2. Alternatively, the special services supervisor proposed that a traditional evaluation of eligibility for special education services be initiated immediately, regardless of the child's current demonstration of sufficient progress towards educational goals.

Upon consideration of these options, as well as information about the problem-solving model, the parent was satisfied with an assurance that, if the child did not continue to demonstrate sufficient progress, the team would then consider eligibility for special education services.

* * * * *

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

Award of Contracts

Below is a contract award recommendation for January 2006. Adequate funding is available in the accounts as noted below.

EXTERIOR DOOR REPLACEMENT

Burdick Elementary School

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

Low Bidder, Base bid of.....$96,790.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
Yes	0% M/WBE	100% M/WBE	42	4	7	Corporation	0

Funds are budgeted for the Burdick Elementary School project from FY06 Deferred Maintenance Construction Fund, contracted services for windows and doors, account code FAR00980BD ECNCWND6 (W.O. #2-674986). Project, which is to begin on February 6, 2006, is scheduled for completion on June 30, 2006.

Lincoln Avenue School

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

Low Bidder, Base Bid of $75,120.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
Yes	0% M/WBE	100% M/WBE	42	4	7	Corporation	0

Funds are budgeted for the Lincoln Avenue Elementary School door replacement project from FY06 Major Maintenance Construction Fund, contracted services for windows and doors, account code FAR00MM2LI ECNCWND6 (W.O. #2-674559). Project, which is to begin on February 6, 2006, is scheduled for completion on June 30, 2006.

Neeskara Elementary School

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

Low Bidder, Base Bid of.....$68,950.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
Yes	0% M/WBE	100% MBE	40	8	2	Corporation	0

Funds are budgeted for the Neeskara Elementary School door replacement project from FY06 Major Maintenance Construction Fund, contracted services for windows and doors, account code FAR00MM2NE ECNCWND6 (W.O. #2-674562). Project, which is to begin on February 6, 2006, is scheduled for completion on June 30, 2006.

EXTERIOR WINDOW AND DOOR REPLACEMENT

Lloyd Street School — Doors

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

Low Bidder, Base bid of.....$72,257.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
Yes	0% M/WBE	100% M/WBE	42	4	7	Corporation	0

Funds are budgeted for the Lloyd Street Elementary School door project from FY05 Major Maintenance Construction Fund, contracted services for windows and doors, account code FAR00MM2LL ECNCWND5 (W.O. #2-636662). Project, which is to begin on February 6, 2006, is scheduled for completion on September 29, 2006.

Lloyd Street School — Windows

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

Low Bidder, Base bid of $319,520.00, plus $11,409.00 for Mandatory Alternate Bid #1, to provide tinted 1" thick glazing identified as Type 3, as indicated in Specification Section 08800, for a total contract of.....$330,929.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
Yes	0% M/WBE	100% M/WBE	42	4	7	Corporation	0

Funds are budgeted for the Lloyd Street Elementary School window project from FY06 Major Maintenance Construction Fund, contracted services for windows and doors, account code FAR00MM2LL ECNCWND6 (W.O. #2-674600). Project, which is to begin on February 6, 2006, is scheduled for completion on September 29, 2006.

Siefert School — Doors

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

Low Bidder, Base bid of $107,400.00, plus $19,500.00 for Mandatory Alternate Bid #1, to replace the courtyard fire escape doors and frames where indicated on drawings, for a total contract of.....$126,900.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
Yes	0% M/WBE	100% MBE	40	8	2	Corporation	1

Funds are budgeted for the Siefert Street Elementary School door project from FY06 Deferred Maintenance Construction Fund, contracted services for windows and doors, account code FAR00980SF ECNCWND6 (W.O. #2-674563). Project, which is to begin on February 3, 2006, is scheduled for completion on September 29, 2006.

Siefert School — Windows

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

Low Bidder, Base bid of $496,880.00, plus $17,077.00 for Mandatory Alternate Bid #1, to provide tinted 1" thick glazing identified as Type 3, as indicated in Specification Section 08800, for a total contract of.....$513,957.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
Yes	0% M/WBE	100% M/WBE	42	4	7	Corporation	0

Funds are budgeted for the Siefert School window project from FY06 Deferred Maintenance Construction Fund, contracted services for windows and doors, account code FAR00980SF ECNCWND6 (W.O. #2-674601). Project, which is to begin on February 3, 2006, is scheduled for completion on September 29, 2006.

Zablocki School — Doors

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

Low Bidder, Base Bid of.....$79,700.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
Yes	0% M/WBE	100% MBE	40	8	2	Corporation	1

Funds are budgeted for the Zablocki School door project from FY05 Major Maintenance Construction Fund, contracted services for windows and doors, account code FAR00MM2ZA ECNCWND5 (W.O. #2-636665). Project, which is to begin on February 3, 2006, is scheduled for completion on September 29, 2006.

Zablocki School — Windows

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

Low Bidder, Base Bid of $418,000.00, plus $19,000.00 for Mandatory Alternate Bid #1, to provide 1" thick glazing identified as Type 3, as indicated in Specification Section 008800, for a total contract of.....$437,000.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
Yes	0% M/WBE	100% MBE	40	8	2	Corporation	1

Funds are budgeted for the Zablocki School window project from FY06 Deferred Maintenance Construction Fund, contracted services for windows and doors, account code FAR00980ZA ECNCWND6 (W.O. #2-674602). Project, which is to begin on February 3, 2006, is scheduled for completion on September 29, 2006.

Keefe Avenue School — Windows

Prime Contractor
Simmons Building Products, Inc.
12100 W. Dearbourn Avenue
Wauwatosa, WI 53226

Low Bidder, Base bid of $330,877.00, plus $12,700.00 for Mandatory Alternate Bid #1, to provide 1" thick glazing identified as Type 3, as indicated in Specification Section 008800, and $2,857.00 for Mandatory Alternate Bid #2, to replace existing glass block with new aluminum windows as indicated on drawings, for a total contract of.....$346,434.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	0% M/WBE	0% M/WBE	5	0	2	Corporation	6

Funds are budgeted for the Keefe Avenue School window and door project from FY06 Major Maintenance Construction Fund, contracted services for windows and doors, account code FAR00MM2KE ECNCWND6 (W.O. #2-674599). Project, which is to begin on February 6, 2006, is scheduled for completion on September 29, 2006.

CORRIDOR & GYM LOCKER REPLACEMENT

Douglas Academy — Corridor

Prime Contractor
JWC Building Specialties, Inc.
722 N. Grand Avenue
Waukesha, WI 53186

Low Bidder, Base bid of.....$63,880.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10% M/WBE	20% WBE	11	0	3	Corporation	1

Funds are budgeted for the Douglas Academy corridor & gym locker project from FY06 Major Maintenance Construction Fund, contracted services for lockers, account code FAR00MM2DA ECNCLKR6 (W.O. #2-674573). Project, which is to begin on February 6, 2006, is scheduled for completion on August 18, 2006.

Morse Middle School — Corridor

Prime Contractor
JWC Building Specialties, Inc.
722 N. Grand Avenue
Waukesha, WI 53186

Low Bidder, Base bid of $157,785.00, plus $4,047.00 for Mandatory Alternate Bid #1, to provide all new wood locker bases and resilient base where indicated on drawings, for a total contract of.....$161,832.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10% M/WBE	18.4% WBE	11	0	3	Corporation	1

Funds are budgeted for the Morse Middle School corridor locker project from FY05 Major Maintenance Construction Fund, contracted services for lockers, account code FAR00MM2MS ECNCLKR5 (W.O. #2-636788). Project, which is to begin on February 6, 2006, is scheduled for completion on April 18, 2006

Walker International Middle School — Gym & Team

Prime Contractor
JWC Building Specialties, Inc.
722 N. Grand Avenue
Waukesha, WI 53186

Low Bidder, Base bid of.....$67,665.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10% M/WBE	14.37% WBE	11	0	3	Corporation	1

Funds are budgeted for the Walker Middle School corridor & gym locker project from FY05 Major Maintenance Construction Fund, contracted services for lockers, account code FAR00MM2WK ECNCLKR5 (W.O. #2-636792). Project, which is to begin on February 6, 2006, is scheduled for completion on August 18, 2006.

ROOF REPLACEMENT

Fifty-Five Plus Center

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

Low Bidder, Base bid of.....$129,089.00

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

Funds are budgeted for the Fifty-Five Plus Center roof project from FY05 Extension Fund, contracted services, account code CSV00PRCRC ECNC (W.O. #2-674972). Project, which is to begin on April 3, 2006, is scheduled for completion on June 2, 2006.

Longfellow School

Prime Contractor
FJA Christiansen Roofing Co., Inc.
2101 W. Purdue Street
Milwaukee, WI 53209

Second-lowest Bidder,* Base bid of.....$262,761.00

*Low bidder did not meet HUB requirement; therefore, the contract is recommended for award to the second-lowest bidder.

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10% M/WBE	10% MBE	120	30	5	Corporation	1

Funds are budgeted for the Longfellow School roof project from FY06 Deferred Maintenance Construction Fund, contracted services for roofing, account code FAR00980LO ECNCROF6 (W.O. #2-674384). Project, which is to begin on April 3, 2006, is scheduled for completion on July 14, 2006.

Maryland Montessori School

Prime Contractor
Walsdorf Roofing Co., Inc.
P.O. Box 66
Kiel, WI 53042

Low Bidder, Base bid of.....$137,200.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10% M/WBE	10.6% MBE	55	4	3	Corporation	1

Funds are budgeted for the Maryland School roof project from FY06 Deferred Maintenance Construction Fund, contracted services for roofing, account code FAR00980MD ECNCROF6 (W.O. #2-674385). Project, which is to begin on April 3, 2006, is scheduled for completion on August 4, 2006.

Ninety-Fifth Street School

Prime Contractor
Langer Roofing & Sheet Metal, Inc.
345 S. Curtis Road
Milwaukee, WI 53214

Third-lowest Bidder,* Base bid of $683,346.00

*Lowest & second-lowest bidders did not meet HUB requirement; therefore, the contract is recommended for award to the third-lowest bidder.

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	15% M/WBE	15% MBE	126	15	2	Corporation	1

Funds are budgeted for the Ninety-Fifth Street School roof project from FY06 Major Maintenance Construction Fund, contracted services for roofing, account code FAR00MM295 ECNCROF6 (W.O. #2-674386). Project, which is to begin on April 3, 2006, is scheduled for completion on August 4, 2006.

COIL REPLACEMENT

Lincoln Center of the Arts

Prime Contractor
Mared Mechanical Contractors Corp.
4230 W. Douglas
Milwaukee, WI 53209

Third-lowest Bidder,* Base bid of $91,300.00

*Lowest bidder did not meet HUB requirement, and second-lowest bidder submitted invalid bid bond; therefore, the contract is recommended for award to the third-lowest bidder.

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	15% W/MBE	15% MBE	110	6	6	Corporation	2

Funds are budgeted for the Lincoln Center of the Arts School coil replacement project from FY06 Major Maintenance Construction Fund, contracted services for heating/ventilating, account code FAR00MM2LN ECNCHVA6 (W.O. #2-674500). Project, which is to begin on February 6, 2006, is scheduled for completion on August 11, 2006.

Walker International Middle School

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

Low Bidder, Base bid of.....$99,500.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10% M/WBE	10% MBE	185	14	11	Corporation	0

Funds are budgeted for the Walker Middle School coil replacement project from FY06 Major Maintenance Construction Fund, contracted services for heating/ventilating, account code FAR00MM2WK ECNCHVA6 (W.O. #2-674504). Project, which is to begin on February 6, 2006, is scheduled for completion on August 11, 2006.

FAN REPLACEMENT

Dover Street School

Prime Contractor
Mared Mechanical Contractors Corp.
4230 W. Douglas
Milwaukee, WI 53209

Low Bidder, Base bid of.....$88,100.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10% M/WBE	15% MBE	110	6	8	Corporation	6

Funds are budgeted for the Dover Street School fan replacement project from FY06 Major Maintenance Construction Fund, contracted services for heating/ventilating, account code FAR00MM2DS ECNCHVA6 (W.O. #2-675139). Project, which is to begin on February 6, 2006, is scheduled for completion on August 11, 2006.

ELECTRICAL SERVICE REVISIONS

Bay View High School

Prime Contractor
Staff Electric Co., Inc.
W133 N5030 Campbell Drive
Menomonee Falls, WI 53051

Second-lowest Bidder,* Base bid of.....$538,686.00

*Low bidder did not meet HUB requirement; therefore the contract is recommended for award to the second-lowest bidder.

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	20% W/MBE	22.13% M/WBE	287	17	13	Corporation	0

Funds are budgeted for the Bay View High School electrical service project from FY04 Code Compliance Construction Fund, contracted services for electrical revisions, account code FAR00OSMBV ECNC (W.O. #2-581591). Project, which is to begin on February 6, 2006, is scheduled for completion on August 11, 2006.

BUILDING DEMOLITION

Milwaukee Trade and Technical High School

Prime Contractor
Champion Environmental Services, Inc.
38 West End Drive
Gilberts, IL 60136

Low Bidder, Base bid of.....$1,923,350.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	20% M/WBE	20% MBE 1% EBE	92	56	9	Corporation	4

Funds are budgeted for the Milwaukee Trade and Technical High School project from FY06 Deferred Maintenance Construction Fund, contracted services for demolition, account code FAR00980MT ECNCHSD6 and FY06 Major Maintenance Construction Fund, contracted services for demolition, account code FAR00MM2MT ECNC6 (W.O. 2-688312). Project, which is to begin on February 6, 2006, is scheduled for completion on July 15, 2006.

CONSTRUCTION CONTRACTS

Total construction contract dollars awarded.....$6,394,746.00
Total dollars HUB participation $2,508,782.90
% of MBE participation.....39.23
% of WBE participation 0.00
% Minority employees within company.....26.06
% Women employees within company 11.10

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 Preventative Health Services

The Administration requests authorization to enter into a sole-source contract with the City of Milwaukee Health Department (MHD) to provide preventative health services to high-risk, low-income children and their families. These services will be provided through childcare programs in a 6-zip-code target area that is disproportionately affected by health problems that compromise child health and development and school readiness. The zip code areas included are 53209, 53216, 53224, 53225, 53206, and 53210.

MHD will deploy Public Health nurses to serve as childcare health consultants to provide four levels of intervention: (1) health and safety consultation to family childcare providers, (2) parent education and support around health and school readiness, (3) direct health services to include child health assessments and screenings, and (4) advocacy in partnership with the Early Childhood Council of Milwaukee. Specific activities include training; policy development; health services; environmental remediation; health and safety consultation to childcare staff, families and children; and collaboration with other early education agencies in Milwaukee.

The contract period is November 1, 2005, through September 30, 2006, in an amount is not to exceed $85,000. The budget code to be charged is: GEN0I016SN-ECTS (Childcare — Student Services)

HUB-Certified Prime?	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION				
	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
NO	NA	NA	NA	NA	NA	0	NA	NA

Authorization to Enter into a Contract Extension for Special Education Speech and Language Services

The Administration is requesting authorization to extend by $45,000 a contract with MJ Care for the provision of speech and language therapy and evaluation services for students. The original contract with MJ Care was for $24,999. The extension will take the contract over $50,000 for the current year and, therefore, requires authorization by the Board.

The original contract, which was awarded through the Request For Proposal (RFP) process —RFP 491, is necessary to provide coverage for the long-term absences of school-based speech and language pathologists.

The contract period is through June 30, 2006. The cost not to exceed is $69,999, including the original contract, plus extension. The budgets of those schools using the services will be charged as services are rendered.

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 $69,999	553	24	500	30%	100% WBE	NTE $69,999	Prof. Service	Speech Path.

Authorization to Enter into a Contract Extension for Special Education Speech and Language Services

The Administration is requesting authorization to extend by $45,000 a contract with Team Rehab for the provision of speech and language therapy and evaluation services for students. The original contract with Team Rehab was for $24,999. The extension will take the contract over $50,000 for the current year and, therefore, requires authorization by the Board.

The original contract, which was awarded through the Request for Proposal (RFP) process — RFP 491, is necessary to provide coverage for the long-term absences of school-based speech and language pathologists.

The contract period is through June 30, 2006. The cost not to exceed is $69,999, including the original contract, plus extension. The budgets of those schools using the services will be charged as services are rendered.

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 $69,999	NA	NA	NA	30%	100% WBE	NTE $69,999	Prof. Service	Speech Path.

Authorization to Enter into a Contract for Assistance in Preparing E-Rate Applications

The Administration requests authorization to enter into a sole-source contract with the EdTech Strategies, LLC, in the amount of $36,000 to assist with the preparation and submission of FY07 E-Rate applications. The District will be developing E-Rate applications for all telecommunication services, including long distance, POTS ("plain old telephone service"), ISP (internet service provider), and the enterprise-wide network, effective July 1, 2006.

Due to the complexity of the E-Rate program, MPS must ensure that its applications for these services meet the technical specifications of the E-Rate program. EdTech specializes in the E-Rate procurement rules. The District has an existing contract with EdTech in the amount of $31,500. As a result, the requested $36,000 contract brings EdTech's total contracts for FY06 to $67,500 and, therefore, requires Board approval.

The contract, which is to run through January 15, 2007, is not to exceed $36,000. The budget code to be charged is TSV00APDTC-ECTS (Applications Development — Contracted Services)

HUB-Certified Prime?	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION				
	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
NO	NA	NA	NA	NA	NA	0	NA	NA

Purchasing Request Summary — January 2006

Total contract dollars to be awarded.....$211,000
Total dollars eligible for HUB participation.....$211,000
Total HUB dollars $90,000
% of MBE participation..... .0
% of WBE participation 51
Total HUB Participation.....51

Acceptance of the October 2005 Report of Revenues and Expenses; Monthly Expenditure Control Report

TO THE MILWAUKEE BOARD OF SCHOOL DIRECTORS:

Below is a summary of revenues as of October 31, 2005, 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	$ 886,829,967	$ 46,232,944	$ 933,062,911	$ 805,006	83,987,314	$ 849,075,597	9%
Categorically Aided	178,897,030	19,658,341	198,555,371	14,082,687	18,882,620	179,672,751	10%
School Nutrition	29,742,979	954,734	30,697,713	517,009	574,260	30,123,453	2%
Construction	25,267,640	48,385,710	73,653,350	4,898	39,903	73,613,447	0%
Extension	11,366,461	658,306	12,024,767	303,957	611,839	11,412,928	5%
Total All Funds	$ 1,132,104,077	$ 115,890,035	$ 1,247,994,112	$ 15,713,557	$ 104,095,936	$ 1,143,898,176	8%

Below is a summary of expenditures as of October 31, 2005, 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	$ 886,829,967	$ 46,232,944	$ 933,062,911	57,158,608	311,162,165	$ 621,900,746	33%
Categorically Aided	178,897,030	19,658,341	198,555,371	12,601,717	45,792,875	152,762,496	23%
School Nutrition	29,742,979	954,734	30,697,713	3,863,471	7,009,883	23,687,830	23%
Construction	25,267,640	48,385,710	73,653,350	3,362,261	72,131,844	1,521,506	98%
Extension	11,366,461	658,306	12,024,767	579,161	6,156,043	5,868,724	51%
Total All Funds	$ 1,132,104,077	$ 115,890,035	$ 1,247,994,112	$ 77,565,218	$ 442,252,810	$ 805,741,302	35%

[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 Expenditure Control Report — October 2005

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 October 31, 2005.

SCHOOL OPERATIONS FUND

Expenditures and encumbrances through October totaled $311,162,165, or 33% of the revised budget.

District Contingent Fund — The balance at October 31, 2005, was $1,000,000. Fund transfers and the date(s) they were approved are as follows:

Balance — July 1, 2005	$ 1,000,000
Approved Transfers:	
None	0
Balance — October 31, 2005	$ 1,000,000

CONSTRUCTION FUND

Expenditures and encumbrances through October totaled $72,131,844, or 98% of the revised budget.

EXTENSION FUND

Expenditures and encumbrances through October totaled $6,156,043, or 51% of the revised budget.

REVENUES AND EXPENDITURES
CURRENT YEAR VERSUS THREE-YEAR AVERAGE
As of October 31, 2005

	Revenues		Expenses	
	Percent Realized		Percent Expended	
Fund	Current Year	3-Year Avg	Current Year	3-Year Avg
School Operations	9%	10%	33%	35%
Categorically Aided	10%	10%	23%	29%
School Nutrition	2%	3%	23%	24%
Construction	0%	5%	98%	89%
Extension	5%	7%	51%	35%

Acceptance of the November 2005 Report of Revenues and Expenses

TO THE MILWAUKEE BOARD OF SCHOOL DIRECTORS:

Below is a summary of revenues as of November 30, 2005, 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	$ 46,232,944	$ 936,355,114	$ 7,439,036	91,426,349	$ 844,928,765	10%
Categorically Aided	178,897,030	22,722,053	201,619,083	13,735,290	32,617,917	169,001,166	16%
School Nutrition	29,742,979	954,734	30,697,713	3,080,016	3,654,276	27,043,437	12%
Construction	24,347,033	48,385,710	72,732,743	12,418,000	12,457,902	60,274,841	17%
Extension	11,366,461	658,306	12,024,767	296,384	908,223	11,116,544	8%
Total All Funds	$ 1,134,475,673	$ 118,953,747	$ 1,253,429,420	$ 36,968,726	$ 141,064,667	$ 1,112,364,753	11%

Below is a summary of expenditures as of November 30, 2005, 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	$ 46,232,944	$ 936,355,114	$ 84,724,244	$ 387,354,380	$ 549,000,734	41%
Categorically Aided	178,897,030	22,722,053	201,619,083	13,686,956	62,044,123	139,574,960	31%
School Nutrition	29,742,979	954,734	30,697,713	2,792,736	9,803,287	20,894,426	32%
Construction	24,347,033	48,385,710	72,732,743	2,876,838	72,176,050	556,693	99%
Extension	11,366,461	658,306	12,024,767	555,782	6,649,133	5,375,634	55%
Total All Funds	$ 1,134,475,673	$ 118,953,747	$ 1,253,429,420	$ 104,636,556	$ 538,026,973	$ 715,402,447	43%

[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 — November 2005

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 November 30, 2005.

SCHOOL OPERATIONS FUND

Expenditures and encumbrances through November totaled $387,354,380, or 41% of the revised budget.

District Contingent Fund — The balance at November 30, 2005, 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 — November 30, 2005	$ 978,000

CONSTRUCTION FUND

Expenditures and encumbrances through November totaled $72,176,050, or 99% of the revised budget.

EXTENSION FUND

Expenditures and encumbrances through November totaled $6,649,133, or 55% of the revised budget.

REVENUES AND EXPENDITURES
CURRENT YEAR VERSUS THREE-YEAR AVERAGE
As of November 30, 2005

	Revenues		Expenses	
	Percent Realized		Percent Expended	
Fund	Current Year	3-Year Avg	Current Year	3- Year Avg
School Operations	10%	10%	41%	40%
Categorically Aided	16%	18%	31%	36%
School Nutrition	12%	13%	32%	33%
Construction	17%	4%	99%	80%
Extension	8%	8%	55%	42%

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.

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 following 2005 quarterly report of contracts between $25,000 and $50,000. This report includes information for October, November, and December of 2005.

Month	Sch/Dept	Project Description	Contractor/Vendor	HUB%	Amt
October 2005	Gaenslen School	Carpet Replacement — Phase II	Matejka Enterprises, Inc.	10%MBE	$29,300
	Garden Homes	Exterior Door Replacement	KPH Construction Corp.	10%MBE	$43,900
	FMS — 39th Street Operations	Roof Replacement	TRS Metal & Roofing, LLC	10%MBE	$46,900
	Milwaukee Tech. & Trade Technical (Old)	Demolition Plan Design	Hammel Green & Abrahamson, Inc.	0%	$32,505
	MLK Elementary	Boiler Replacement	Heat and Power	0%	$40,500
	Forest Home	Door Hardware Replacement	American Millwork	0%	$43,566
	South Div.	25 Plato Software Packages	Plato Learning, Inc.	0%	$49,790
November 2005	Sholes Complex	Energy Management System Replacement	Mared Mechanical Contractors	10%MBE	$47,900
	21st School	Cooling Tower	Jerry Johnson Sales	0%	$27,519
	Recreation	Winter 2006 Rec. Guide	Express News	0%	$31,940
	Public Affairs	2006/7 Directions Booklet	Wisconsin Web Offset	0%	$30,819
	Fritsche	Apple iBook Computers. Etc.	Apple Computer	0%	$26,707
	Greenfield	Door Hardware Replacement	American Building Service	0%	$48,345
December 2005	FMS — 11th Street	Coils	Butters Fetting Co., Inc.	10%MBE	$30,200
	Milwaukee French Immersion	Energy Management System Replacement	Mared Mechanical Contractors	10%MBE	$26,900
	Tippecanoe	Exterior Door Replacement	B & D Contractors, Inc.	100%MBE	$35,900
	Fernwood Montessori	Coils	Butters Fetting Co., Inc.	10%MBE	$49,500
TOTAL					$642,191.00

Report of School Bus Accidents

Below is a report on school bus accidents for the month of December 2005. This is an informational report, and no action is required.

Date	Time	School	Injuries	Reportable	Contractor
12/1/05	7:57	MHSA	NO	NO	Bee Bus
12/1/05	8:55	South Div H.S.	NO	YES	Dairyland
12/1/05	4:10	Milw Schl Lang	NO	YES	Dairyland
12/1/05	7:00	Emerson	NO	YES	Laidlaw
12/1/05	8:15	Fritsche M.S.	NO	NO	Lamers
12/1/05	8:40	Bell M.S.	NO	NO	Lamers
12/5/05	4:35	Starms Ec/Disc	NO	NO	Lamers-N
12/5/05	2:50	Fernwood	NO	NO	Lamers-S
12/6/05	7:05	Milw Sign Lang	NO	NO	Dairyland
12/6/05	7:20	Bryant	NO	NO	Dairyland
12/6/05	2:55	Whitman	NO	YES	Spec Care
12/7/05	7:38	Clemens	NO	NO	Laidlaw-W
12/7/05	4:13	Orle Ln/Wilson	NO	NO	Riteway
12/8/05	2:23	Tippecanoe	NO	NO	Laidlaw
12/8/05	4:12	Brown St	NO	NO	Lakeside
12/8/05	2:50	Longfellow	NO	NO	Lamers
12/9/05	2:50	Milw Spanish	NO	YES	Atlas
12/12/05	2:49	Carver/Holmes	YES	YES	Laidlaw
12/12/05	2:48	Milw Spanish	NO	NO	Laidlaw-N
12/12/05	3:10	Hawthorne	NO	NO	Laidlaw-N
12/13/05	2:42	Allen-Field	NO	YES	Laidlaw-W
12/13/05	2:55	MacDowell	NO	NO	Lamers-N
12/14/05	7:16	Shorewood Int	NO	NO	Dairyland
12/14/05	3:50	Lincoln M.S.	NO	YES	Dairyland
12/14/05	4:05	Wlw Gln/Dr Crk	NO	NO	Lakeside
12/15/05	8:45	VE Carter	NO	NO	Johnson
12/15/05	4:24	Brown St	YES	YES	Lakeside
12/19/05	8:09	Starms Ec/Disc	NO	YES	Laidlaw-55th
12/19/05	7:45	Meir	NO	YES	Lamers
12/21/05	6:55	Emerson	NO	YES	Laidlaw

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

This report for December 2005, which is available with the minutes of your Committee's meeting, is for informational purposes and does not require action.

Acceptance of Donations

School	Donor	Amount	Gift or Purpose
Dover	Dover Family	$55	DVD Player for classroom use
Elm	Quarles and Brady, LLC	$500	To support production of Elm's annual "Road Show"
Hawthorne	Voyer Family	$2,400	4 computers (used) for school use
		$350	Playground equipment for school use (students)
		$300	Audio-Visuals (CD Boom boxes) for computer lab/library use
		$50	One (1) check for school supplies for students in need

School	Donor	Amount	Gift or Purpose
Milwaukee Education Center	Herb Kohl	$1,368	Milwaukee Bucks Tickets (student incentives)
Milwaukee Public Schools	Milwaukee Tennis and Education Foundation	$14,000	350 Tennis Racquets, 200 Tennis Balls (enjoy a new and fun activity)
		$1,000	Curriculum Guides (to support current curriculum)
		$1,000	Inservice Training (age appropriate activities)
Milwaukee Public Schools	The First Tee National School Program	$76,000	38 sets of Beginner Golf Equipment (enjoy a new and fun activity)
		$1,100	A better background and age-appropriate
		$3,000	Inservice Training (activities and equipment)
Riley	American United Taxi, Inc.	$500	Girls' and Boys' basketball team's needs
	Frederick Pinkowski	$50	Supplies for students
Silver Spring	Anonymous	$150	One (1) CPU w/Keyboard (K5 classroom)
	Anonymous	$250	H/P Computer (K5 classroom)
WCLL	Rev. Don Davis	$15	Cash to purchase coat for a student
	Dennis Doehr	$50	Cash to buy clothes for students
Zablocki	Gillebrand School	$100	School Supplies
	Elizabeth Barclay	$100	Food Drive
	Carol Vian	$200	For use in school food drive

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; and Affirmative Action Report

Approval of Classified Personnel Transactions

Name and Assignment	Position and Salary	Date
	APPOINTMENTS	
Quilla Banks Franklin	School Secretary I $20,580.67/yr.	01-03-06
Leticia Barillas Story	School Secretary I $20,580.67/yr.	01-03-06
Herelicia Blakely Lancaster	School Secretary I $20,580.67/yr.	01-03-06
Ricardo Blanco Edison	Boiler Attendant Trainee $28,639.26/yr.	12-12-05

Linda Colas Cain Juneau	School Bookkeeper $34,320.00/yr.	12-05-05
Chantal Currie ALBA	School Secretary I $20,580.67/yr.	01-03-06
Christine Herte Burroughs	School Secretary II $36,558.33/yr.	01-04-06
Virginia Quesada 65th	School Secretary I $20,376.89/yr.	12-05-05

PROMOTIONS

Edward Bonkoski Juneau	Boiler Attendant Trainee $28,639.26/yr.	12-19-05
Kathleen Hart Facilities & Maintenance Serv.	School Secretary II $34,275.28/yr.	12-12-05
Charles Janusz Fac. & Maintenance Services	Plumber–Journeyman-Restricted License $54,140.00/yr.	12-19-05
Yolanda Robinson Building Operations	School Engineer I $34,768.76/yr.	12-19-05
Judy Williams Edison	Building Service Helper II $28,157.74/yr.	12-19-05

CHANGES IN STATUS

Shamena Scruggs Carson Academy	Handicapped Children's Asst. $15,276.08/yr.	01-03-06
Lorraine Shellaugh Forest Home	Handicapped Children's Asst. $15,276.08/yr.	12-12-05
Tawanda Sonny 35th	Handicapped Children's Asst. $15,276.08/yr.	01-03-06
Vanessa Wilder 65th	Handicapped Children's Asst. $15,276.08/yr.	12-05-05

Approval of Certificated Appointments

Code	Teachers	Division	Salary	Yrs. Exp. Credit	Start Date
nr	Lea Brzezinski Bilingual K-5	B	$35,318.00	3	01/03/2006
r	Michael E. Dahm Cross Categorical	B	$32,439.00	1	01/03/2006
r,a	Tracey A. Johnson Science, Grade 8	C	$41,245.00	4	01/03/2006
r	Holly Kolanko Bilingual Speech and Language	B	$33,878.00	2	01/03/2006
nr	Brian Long Mathematics	B	$32,439.00	1	12/05/2005
r	Rose M. Martin Cross-categorical	BB	$46,038.00	9	01/03/2006
nr,a	Barbara A. Milow Health and Physical Education	B	$32,439.00	1	01/03/2006
r	Simon Ramirez-Lopez Bilingual Science	B	$32,439.00	1	12/12/2005

r	Heather L. Sielen MRP/CD	B	$32,439.00	1	01/05/2006
r	Erin Swan Kindergarten	B	$32,439.00	1	12/06/2005
nr	William Thompkins Cross-categorical	B	$32,439.00	1	01/03/2006
r	Audrey Weber Cross-categorical	C	$36,366.00	1	12/14/2005

CODES

(a) Reappointment without tenure
(nr) Non-Resident who must become a resident
(r) Resident who must remain a resident

Approval of Leaves of Absence

	Present Assignment	Effective From
Illness Leave, to January 27, 2006:		
Ann Alvarez	WHS of Info & Technology	November 22, 2005
Nancy Kiefer	Manitoba	November 19, 2005
Illness Leave, to June 15, 2006:		
Mable Burns	Parkview	November 22, 2005
Patricia Vollbrecht	Walker	January 3, 2006
Phyllis Wiggins	Webster	November 17, 2005
Maternity Leave, to June 15, 2006:		
Jane Benton	Forest Home	January 16, 2006
Kari Collyard	Bruce	January 9, 2006
Kristal Melbye	Townsend	March 6, 2006
Loreve Rucka	Lincoln Avenue	January 20, 2006
Personal Leave, to June 15, 2006:		
Melissa Kirkish	Milw. German Immersion	January 3, 2006
Extension of Maternity Leave, to June 15, 2006:		
Kristin Fenske	Leave	January 30, 2006
Extension of Personal Leave, to June 15, 2006:		
Virginia Miller	Leave	January 30, 2006
Extension of Study Leave, to June 15, 2006:		
Blanca Sandoval Gil	Leave	January 30, 2006

Report on Resignations

Name	Effective Position	Date
Gentry Campbell	Teacher	12/20/05
Kristin Ciezki	Teacher	01/20/06
Eloise Daniels	Teacher	06/22/06
Tiffany Duea	Teacher	01/31/06
Cheryl Hamberlin	Asst. Principal	01/28/06
Daniel Houlihan	Teacher	01/27/06
Jefton Knight	Teacher	01/04/06
Kristen Kurth	Teacher	12/17/05
Kristi Logan	Teacher	12/05/05
Clara Myles	Teacher	11/11/05

Betty Nicholas Braxton	Specialist	02/10/06
Aaron Niezwaag	Teacher	08/30/05
Patrick O'Mahar	Teacher	09/09/05
Amy Reid	Teacher	01/04/06
Hattie Rush	Social Worker	12/25/05
Howard Thomas	Teacher	06/15/06

Correction to November 2005 Board Report

Benjamin Arnold	Teacher	01/12/06

Affirmative Action Report

The Affirmative Action Report for December 2005 is attached to the minutes of your Committee's meeting. This is an informational report, and no action is required.

Committee's Recommendations

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

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

* * * * *

(Item 3) Action on Recommended Administrative Appointments and Promotions

Committee's Recommendation

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

2(r)	Jeffery Gaddis	Assistant Principal Bradley Technology and Trade School	Schedule III, Range 12Y $68,194.96
5(r)	Daniel Hennessey	Assistant Principal Fritsche Middle School	Schedule III, Range 11Z $68,478.94
5(r)	Anthony Strancke	Assistant Principal Roosevelt Creative Arts Middle School	Schedule III, Range 11Z $55,085.00
2(r)	Jacqueline Richardson	Assistant Principal Webster Middle school	Schedule III, Range 11Z $61,736.54
2(r)	Jacqueline Mann	Board Information Officer Office of Board Governance	Schedule III, Range 10A $68,692.42
5(r)	Mary Schowalter	Curriculum Generalist Mary McLeod Bethune Academy	Schedule III, Range 6C $62,851.00
4(nr)	Christina Green	Communications Analyst (Spanish) Communications and Public Affairs Office of the Superintendent	Schedule III, Range 4A $57,696.00
5(nr)	Timothy Szmanda	Accountant I Finance and Operations	Schedule III, Range 3A $38,854.00

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:

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

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

* * * * *

(Item 4) Action on the Recommendation of a Contract with the Milwaukee Teacher Education Center (MTEC) to Provide Services to Support Teachers in schools identified for improvement

Administration's Analysis

1. Under the No Child Left Behind Act of 2001, Milwaukee Public Schools is required to intervene with schools that persistently do not meet state achievement targets. These progressively more comprehensive interventions are identified as "school improvement," "corrective action," and "restructuring." Being identified as a school in need of any of these interventions allows the school to access district-level assistance in identifying and addressing instructional issues that prevent students who attend that school from attaining proficiency in the core academic subjects of reading and mathematics.

2. The district has 33 schools identified for improvement (SIFI). The Administration desires to provide intensive support to these 33 schools, consistent with school-improvement research, by providing one-on-one teacher coaching services. Schools may call upon the instructional coaches from Milwaukee Teacher Education Center (MTEC) to provide services that may include, but are not necessarily limited to, the following areas:

a. differentiation of instruction

b. classroom management

c. student engagement in higher order thinking skills

d. effective instruction strategies in reading, writing and mathematics

e. effective strategies on working with different cultures

f. curriculum alignment

g. formative assessments and routine use of data to enhance instruction

h. effective teaming/collaborating strategies

i. modeling effective instructional practices.

Resources for these services are available from the Title I School Improvement Grant.

3. MTEC has implemented a Professional Learning Services (PLS) program that provides instructional coaching services and other professional development directly to schools. MTEC has identified and created a comprehensive menu of learning services that supports the use of best practices to improve student learning. Some of the services offered include classroom management and organization, lesson planning, assessment, collaboration, and curriculum alignment.

4. The Administration would like to contract with MTEC to provide the one-on-one services described above to the SIFI schools. MTEC is the most logical choice for this contract because of the services it offers, our past collaborations, and MTEC's highly regarded reputation for its alternate-route teacher certification program, which also has a teacher coaching component.

5. Provisions of Part I of this contract include:

a. MTEC will provide instructional coaching (up to 3,800 hours) for teachers in schools identified for improvement.

b. MTEC will provide qualified instructional coaches and ensure that all instructional coaches are able to support classroom teachers in the implementation of characteristics of the high-performing urban classroom and of the district's other instructional initiatives.

c. MTEC will execute employment contracts for MTEC Instructional Coaches.

d. MTEC will maintain all employment records for MTEC Instructional Coaches, including but not limited to maintenance of hourly pay records, and will compensate coaches accordingly. To assist in accomplishing this task, MPS will provide MTEC with authorization for payment related to this work.

e. MTEC will provide each MTEC Instructional Coach with an 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 Instructional Coaches with all MTEC, state, and federal mandatory employment notifications.

f. MPS and MTEC will work collaboratively to determine professional development and support needs for MTEC Instructional Coaches and to deliver this training. MPS and MTEC will work together to facilitate necessary meetings and to provide notification to the Instructional Coaches of all authorized meetings and training sessions. MPS will authorize MTEC to compensate providers for said training and meetings, if deemed appropriate.

g. MTEC will hire a third-party evaluator to assess and report effectiveness of instructional coaching strategy to MPS.

h. MPS and MTEC will provide technology access and support to all MTEC Instructional Coaches for the purpose of carrying out their responsibilities.

i. Funds in the amount of up to $150,000 to accomplish the above will be transferred from MPS (Budget Code: SDV-0S-TV6-RH-ECTS) to MTEC upon the Milwaukee Board of School Directors' approval of the contract. As of June 15, 2006, any unexpended or unencumbered funds will be returned to MPS.

6. This contract is needed to provide the necessary teacher-level support to our schools which have been identified as in need of improvement. The Office of Academic Excellence is staffed based on the instructional assistance model at the school level. The "train-the-trainer" model is used when Academic Excellence in-services key school-level staff members, and, in turn, the key staff person in-service the school staff.

7. The assistance provided by MTEC will be aligned with the district's initiatives in instruction and other related areas.

8. The Administration and MTEC have already created a successful collaboration in an effort to support the Principal Coach Model. Principals involved in this collaboration have found the project to be of invaluable assistance.

Strategic Plan Compatibility Statement

9. This item supports the MPS Strategic Plan, Goal 1, student achievement, and Goal 3, family satisfaction, as measured by their choices in the education marketplace.

Statute, Administrative Policy, or Board Rules Statement

10. The MTEC contract complies with all MPS rules and policies. The Administration would like to contract with MTEC to provide one-on-one services described above to the schools identified for improvement. MTEC was a successful bidder in RFP 501 to perform these services. The RFP responses were reviewed and rated according to the criteria established in RFP 501 by a team comprising staff from Assessment & Accountability, Leadership, Diversified Community Schools, and Academic Excellence. MTEC, one of the respondents with a satisfactory average rating, is now on the list of MPS-approved providers.

Implementation and Assessment Plan

11. The MTEC contract will become effective on February 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

12. This item authorizes expendituresd in the amount of $150,000 from the Title I School Improvement Grant, which will be paid upon approval of this item. Budget Code: SDV-0S-TV6-RH-ECTS. Schools will have the ability to access the provider and contract for support services aligned with the provider's scope of work with Milwaukee Public Schools.

Committee's Recommendation

Your Committee recommends that the Board approve the contract, as attached to the minutes of your Committee's meeting, for up to $150,000 with the Milwaukee Teacher Education Center (MTEC) to provide services to support the Schools Identified for Improvement, to run from February 1, 2006, through June 15, 2006. Projected allocation of funds is as follows:

Hourly Pay..... $33.50/hour, including benefits

Benefits include:
FICA Tax
Federal Unemployment Tax
Wisconsin Unemployment Compensation
Worker's Compensation and General Liability Insurance

Not to exceed..... 3,800 hours of coaching/provider services

MTEC Administration Fee..... $5 per instructional coaching/provider hour
5% of other authorized expenditures

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

* * * * *

(Item 5) Receipt of the Fiscal Year-End 2005 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, 2005, year-end reports identified below. The following reports have been submitted under separate cover for the Board's consideration:

- Financial Statements
- Management Letter dated June 30, 2005, 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. Representatives of VK will be present at the Committee's meeting to answer any questions from Board members.

Receipt of the financial statements for the year ended june 30, 2005

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, which was issued to the Board on December 22, 2005, is now being presented 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. The prior year's Management Letter contained 13 recommendations. VK has reported that management's actions resolved five of the recommendations. Seven recommendations which require additional management action are being carried forward to FY06. VK reported that additional actions are required by MPS management to fully address the conditions of these seven recommendations.

Receipt of Audit Reports for the Early Retirement Plans

10. 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 being presented for the Board's consideration.

Receipt of the Fiscal Year-End 2005 Federal and Single Audit Report

11. 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.

12. The Federal and Single Audit Report includes the district's corrective action plans to correct the current year's findings and the district's report on the status of the prior year's corrective action plans.

Receipt of the Comprehensive Annual Financial Report

13. The Department of Finance has completed and issued to the Board on January 6, 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 Recommendation

Your Committee recommends that the Board receive:

1. The MPS Financial Statements for the Year Ended June 30, 2005;

2. The VK Management Letter for the Year Ended June 30, 2005, along with the district administration's response to the VK Management Letter;

3. The Early Retirement Supplement and Benefit Improvement Plan for the Year Ended June 30, 2005;

4. The Supplemental Early Retirement Plan for Teachers for the Year Ended June 30, 2005;

5. The Report on Federal and State Awards for the Year Ended June 30, 2005; and

6. The Comprehensive Annual Financial Report for the Year Ended June 30, 2005.

Director Blewett moved to accept the Committee's report.

The motion prevailed, the vote being as follows:

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

Noes—None.

Temporarily absent—Director Hardin—1.

* * * * *

(Item 6) Action on a Resolution Adopting an Amendment to the Plan Document for the MBSD Supplemental Early Retirement Plan for Teachers

Administration's Analysis

1. The new automatic rollover provisions imposed by the Economic Growth and Tax Relief Reconciliation Act of 2001 (EGTRRA) require that any mandatory distribution in an amount in excess of $1,000 must be automatically rolled over by the plan to a qualified retirement account on behalf of the participant if the person to whom the distribution is made does not make an affirmative election to have the amount paid in a direct rollover or to receive the distribution directly. These rollover provisions are imposed upon qualified plans pursuant to section 401(a)(31)(B) of the Internal Revenue Code that applies to governmental plans such as the MBSD Supplemental Early Retirement Plan for Teachers (Teachers Plan).

2. The effective date of this new law applies to distributions that are made after the close of the first regular legislative session of the legislative body with the authority to amend the plan that begins on or after January 1, 2006. Accordingly, this new law will apply to distributions made after the regular meeting of the Milwaukee Board of School Directors on January 26, 2006.

3. Section 6.2, Small Monthly Benefits of the Teachers Plan, provides for a lump sum payment to the participant if the single sum Actuarial Equivalent present value of such benefit is less than $5,000. Currently when this occurs, the participant is advised of his or her benefit and asked to confirm if payment of the benefit should be made directly to him or her or rolled over to another qualified retirement account.

4. Currently there is minimal guidance under the new law as to whether the lump sum benefit payment provision under the Teachers Plan constitutes a mandatory distribution under the new rollover provisions. Since violation of the new automatic rollover provisions can jeopardize the qualified status of the Teachers Plan, a conservative approach is to amend Section 6.2 of the Teachers Plan to include the Internal Revenue Service's model language for automatic rollover provisions.

Strategic Plan Compatibility Statement

5. The recommendation is consistent with the practice of fiscal responsibility.

Statute, Administrative Policy, or Board Rules Statement

6. The recommendation is consistent with ensuring that the Teachers Plan maintains its qualified plan status under applicable Internal Revenue Code.

Fiscal Impact Statement

7. There is no fiscal impact to report that pertains to the recommendation.

Implementation and Assessment Plan

8. Section 6.2 of the Teachers Plan document must be amended to include the Internal Revenue Service's model language for automatic rollover provisions.

9. The Administration will continue to work with the City Attorney's office to prepare the employee notice explaining these rollover provisions and to obtain an agreement with a financial institution that can maintain individual retirement accounts in those cases in which automatic rollovers are required when the participant does not make an affirmative election.

Committee's Recommendation

Your Committee recommends that the Board adopt the following resolution:

RESOLUTION AMENDING THE MILWAUKEE BOARD OF SCHOOL DIRECTORS' SUPPLEMENTAL EARLY RETIREMENT PLAN FOR TEACHERS

WHEREAS, the MBSD Supplemental Early Retirement Plan for Teachers is a qualified plan under Section 401(a) of the Internal Revenue Code; and

WHEREAS, new automatic rollover provisions imposed by the Economic Growth and Tax Relief Reconciliation Act of 2001 (EGTRRA) are imposed upon qualified retirement plans pursuant to section 401(a)(31)(B) of the Internal Revenue Code that applies to governmental plans such as the MBSD Supplemental Early Retirement Plan for Teachers; now, therefore, be it

RESOLVED, by the Milwaukee Board of School Directors, that the Teachers Plan is hereby amended to include the following language as the last sentence to Section 6.2, Small Monthly Benefits:

For distributions made after January 26, 2006, in the event of a mandatory distribution under section 401(a)(31)(B) of the Code greater than $1,000, in accordance with the provisions of this Section 6.2, if the Participant does not elect to have such distribution paid directly to an eligible retirement plan specified by the participant in a direct rollover or to receive the distribution directly in accordance with this section, then the Administrator will direct payment of the distribution in a direct rollover to an individual retirement plan designated by the Administrator.

And be it

FURTHER RESOLVED, that the Superintendent and/or other appropriate employees of the district are hereby authorized and directed to implement this amendment to the Teachers Plan, including execution of any necessary agreements with the provider of individual retirement accounts required to implement an automatic rollover.

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

* * * *

(Item 7) Action on a Resolution Adopting an Amendment to the Plan Document for the MBSD Early Retirement Supplement and Benefit Improvement Plan

Administration's Analysis

1. The new automatic rollover provisions imposed by the Economic Growth and Tax Relief Reconciliation Act of 2001 (EGTRRA) require that any mandatory distribution in an amount in excess of $1,000 must be automatically rolled over by the plan to a qualified retirement account on behalf of the participant if the person to whom the distribution is made does not make an affirmative election to have the amount paid in a direct rollover or to receive the distribution directly. These rollover provisions are imposed upon qualified plans pursuant to section 401(a)(31)(B) of the Internal Revenue Code that applies to governmental plans such as the MBSD Early Retirement Supplement and Benefit Improvement Plan (Administrators Plan).

2. The effective date of this new law applies to distributions that are made after the close of the first regular legislative session of the legislative body with the authority to amend the plan that begins on or after January 1, 2006. Accordingly, this new law will apply to distributions made after the regular meeting of the Milwaukee Board of School Directors on January 26, 2006.

3. Section 6.2, Payment of Small Annuity Amounts under the Administrators Plan, provides for a single lump sum payment to the participant if the normal form of a Participant's benefit under the Plan provides for a monthly payment of $100 or less. When this occurs, the participant is advised of his or her benefit and asked to confirm if payment of the benefit should be made directly to him or her or rolled over to another qualified retirement account.

4. Currently there is minimal guidance under the new law as to whether the lump sum benefit payment provision under the Administrators Plan constitutes a mandatory distribution under the new rollover provisions. Since violation of the new automatic rollover provisions can jeopardize the qualified status of the Administrators Plan, a conservative approach is to amend Section 6.2 of the Administrators Plan to include the Internal Revenue Service's model language for automatic rollover provisions.

Strategic Plan Compatibility Statement

5. The recommendation is consistent with the practice of fiscal responsibility.

Statute, Administrative Policy, or Board Rules Statement

6. The recommendation is consistent with ensuring that the Administrators Plan maintains its qualified plan status under applicable Internal Revenue Code.

Fiscal Impact Statement

7. There is no fiscal impact to report that pertains to the recommendation.

Implementation and Assessment Plan

8. Section 6.2 of the Administrators Plan document needs to be amended to include Internal Revenue Service model language for automatic rollover provisions.

9. The Administration will continue to work with the City Attorney's office to prepare the employee notice explaining these rollover provisions and to obtain an agreement with a financial institution that can maintain individual retirement accounts in those cases in which automatic rollovers are required when the participant does not make an affirmative election.

Committee's Recommendation

Your Committee recommends that the Board adopt the following resolution:

RESOLUTION AMENDING THE MILWAUKEE BOARD OF SCHOOL DIRECTORS' EARLY RETIREMENT SUPPLEMENT AND BENEFIT IMPROVEMENT PLAN

WHEREAS, the MBSD Early Retirement Supplement and Benefit Improvement Plan is a qualified plan under Section 401(a) of the Internal Revenue Code; and

WHEREAS, new automatic rollover provisions imposed by the Economic Growth and Tax Relief Reconciliation Act of 2001 (EGTRRA) are imposed upon qualified retirement plans pursuant to section 401(a)(31)(B) of the Internal Revenue Code that applies to governmental plans such as the MBSD Early Retirement Supplement and Benefit Improvement Plan. Now, therefore, be it

RESOLVED, by the Milwaukee Board of School Directors, that the Administrators Plan is hereby amended to include the following language as the last sentence to Section 6.2 Payment of Small Annuity Amounts:

For distributions made after January 26, 2006, in the event of a mandatory distribution under section 401(a)(31)(B) of the Code greater than $1,000, in accordance with the provisions of this Section 6.2, if the Participant does not elect to have such distribution paid directly to an eligible retirement plan specified by the participant in a direct rollover or to receive the distribution directly in accordance with this section, then the Committee will direct payment of the distribution in a direct rollover to an individual retirement plan designated by the Board.

And be it

FURTHER RESOLVED, that the Superintendent and/or other appropriate employees of the district are hereby authorized and directed to implement this amendment to the Administrators Plan, including execution of any necessary agreements with the provider of individual retirement accounts required to implement an automatic rollover.

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

* * * *

(Item 8) Action on a Recommendation to Enter into Contracts Contingent upon Approval of the E-Rate Program for Funding (July 1, 2006-June 30, 2007)

Administration's Analysis

1. The E-Rate program is a federal program administered through the Federal Communications Commission (FCC) 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 E-Rate program is designed to assist schools and libraries with the design, implementation, and maintenance of a network infrastructure to support Internet connectivity to classrooms. The program pays a high percentage of the cost, based upon each school's free- and reduced-lunch rate.

2. The Schools and Libraries Division (SLD) has a mandatory process that must be adhered to in order to participate in the program. The most significant requirements are to select vendors in a competitive manner and to sign contracts with the selected vendors before filing applications with the SLD.

3. It is understood by the SLD that school districts may have to include "out" language in the contract with the vendors, indicating that the contracts are valid only upon E-Rate approval of the applications and upon the approval of local funds.

4. The Administration is requesting that the Board approve contracts for five (5) years with the vendors identified as telecommunications vendors. The district receives significant savings by signing a five-year contract instead of a three-year contract. The contracts with the remaining vendors are for one year.

Strategic Plan Compatibility Statement

5. This recommendation supports the MPS Strategic Plan, Goal 1, Student Achievement.

Statute, Administrative Policy, or Board Rules Implementation Statement

6. This recommendation complies with Administrative Policy 3.09, Purchasing and Bidding Requirements.

Implementation and Assessment Plan

7. Upon the Board's approval, the district will sign contracts with the selected vendors prior to filing the E-Rate applications. The appropriate language will be included in the contracts to render them invalid if the applications are not approved by the E-Rate Program or if district funds are not available.

RFP#	Vendor Name	Description	Total	E-Rate Share	MPS Share
504	Inacom	Novell Operating System SLA	$28,206	$25,385	$2,821
505	Mitel	PBX Maintenance	$109,509	$98,558	$10,951
506	Time Warner Cable*	Internet Service Provider	$465,000	$385,950	$79,050
507	TextNet*	TTY Text Service	$59,400	$49,302	$10,098
508	SBC*	Long Distance Service	$12,121	$10,060	$2,061
510	SBC*	Local Telephone Service (POTS)	$132,556	$110,021	$22,535

RFP#	Vendor Name	Description	Total	E-Rate Share	MPS Share
511	Inacom	IP Gateways	$311,720	$280,548	$31,172
512	Berbee	Network Switches	$1,371,421	$1,234,279	$137,142
516	SBC*	ISDN Primes & DS-1 Service	$1,232,921	$1,023,324	$209,597
514	TBD*	Leased Digital Transmission Services	$2,510,416	$2,083,645	$426,771
513A	SBC	Sonet (Network)	$741,280	$615,262	$126,018

*Telecommunications Vendors

Fiscal Impact Statement

8. This item authorizes the expenditure of $1,058,216 in anticipation of approval of the E-Rate Program The expenditures will be budgeted to account number EQM-0-0-TEC-TC-EMTC (Technical Services — Maintenance Contracts), contingent upon the Board's approval.

Committee's Recommendation

Your Committee recommends that the Board:

1. approve contracts for five (5) years with the vendors identified as telecommunications vendors, and for one (1) year with the remaining vendors; and

2. authorize the Administration to purchase Sonet (network) services on a month-to-month basis under RFP 513A.

The total annual cost, which will not exceed $1,058,216, is detailed in the table below. The district anticipates approval from the E-Rate program for the remaining funds.

RFP#	Vendor Name	Description	Total	E-Rate Share	MPS Share
504	Inacom	Novell Operating System SLA	$28,206	$25,385	$2,821
505	Mitel	PBX Maintenance	$109,509	$98,558	$10,951
506	Time Warner Cable*	Internet Service Provider	$465,000	$385,950	$79,050
507	TextNet*	TTY Text Service	$59,400	$49,302	$10,098
508	SBC*	Long Distance Service	$12,121	$10,060	$2,061
510	SBC*	Local Telephone Service (POTS)	$132,556	$110,021	$22,535
511	Inacom	IP Gateways	$311,720	$280,548	$31,172
512	Berbee	Network Switches	$1,371,421	$1,234,279	$137,142
516	SBC*	ISDN Primes & DS-1 Service	$1,232,921	$1,023,324	$209,597
514	TBD*	Leased Digital Transmission Services	$2,510,416	$2,083,645	$426,771
513A	SBC	Sonet (Network)	$741,280	$615,262	$126,018

*Telecommunications Vendors

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

* * * *

(Item 9) Action on a Shared Equipment Agreement among the Milwaukee Public Schools, the Board of Regents of the University of Wisconsin System (UWS), and Family Stations, Inc.

Background

1. The Milwaukee Public Schools' radio station, WYMS, for several years has shared certain equipment on the WITI-TV6 tower with the University of Wisconsin System's (UWS) radio station WUWM, and Family Stations' radio station WMWK. The WITI tower is owned by WITI License, Inc.

2. The old antenna has reached the end of its useful life, and MPS, UWS, and Family Stations have negotiated a new agreement governing the ownership, use, maintenance, and expense associated with a new shared antenna and equipment.

Administration's Analysis

3. This item seeks approval of the shared equipment agreement among MPS, UWS, and Family Stations. The estimated cost to MPS of acquiring and installing the equipment will not exceed $95,000.

4. The agreement includes the following provisions:

a. The parties agree to joint use of a new antenna to be mounted on the WITI-TV tower.

b. Each of the three parties will negotiate its own lease with WITI Licenses.

c. The agreement will last as long as the parties use the TV6 tower as their transmission sites, but will automatically terminate if any of the parties' lease with WITI ends. The agreement also will end if two of three of the parties agree that the antenna and transmission line require replacement or major repair.

d. UWS and MPS will jointly own the equipment listed in the agreement.

e. Family will pay up to 20% of the cost of acquiring and installing the equipment as a lease payment for using the equipment. Family's payment shall not exceed $25,000.

f. UWS and MPS will jointly coordinate the purchase and installation of the equipment on the tower, and each will pay 40% of the cost.

g. Family's lower cost was negotiated in recognition that most of the costs are due to the technical requirements of UWS and MPS.

h. MPS and Family will reimburse UWS for their respective shares of utility costs.

i. The parties will share in paying tax bills levied on the equipment. UWS and MPS each will pay 40% of such costs, and Family will pay 20%.

j. UWS will be responsible for maintenance and repairs on the equipment, and UWS and MPS will share the costs of the routine maintenance and repair. Repairs considered non-routine will be authorized only if two of the three parties agree. The costs will be split as follows: MPS, 40%; UWS, 40%; Family, 20%.

k. Repair costs in case of damage to the equipment shall be shared in the same proportions.

Strategic Plan Compatibility Statement

5. 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

6. The recommendation is consistent with state law and administrative policy.

Implementation and Assessment

7. The shared equipment agreement will be signed and implemented upon approval by the Board.

Fiscal Impact Statement

8. This item authorizes expenditures of funds not to exceed $95,000. Funds for this purpose are budgeted in SCF-0-0-XSC-EOTH (Extension/Special Contingent).

Committee's Recommendation

Your Committee recommends that the Board approve the equipment agreement, as attached to the minutes of your Committee's meeting, and the expenditure of $95,000. The agreement includes the following provisions:

1. The parties agree to joint use of a new antenna to be mounted on the WITI-TV tower.
2. Each of the three parties will negotiate its own lease with WITI Licenses.
3. The agreement will last as long as the parties use the TV6 tower as their transmission sites, but will automatically terminate if any of the parties' lease with WITI ends. The agreement will also end if two of three of the parties agree that the antenna and transmission line require replacement or major repairs.
4. UWS and MPS will jointly own the equipment listed in the agreement.
5. Family will pay up to 20% of the cost of acquiring and installing the equipment as a lease payment for using the equipment. Family's payment shall not exceed $25,000.
6. UWS and MPS will jointly coordinate the purchase and installation of the equipment on the tower, and each will pay 40% of the cost.
7. Family's lower cost was negotiated in recognition that most of the costs are due to the technical requirements of UWS and MPS.
8. MPS and Family will reimburse UWS for their respective shares of utility costs.
9. The parties will share in paying tax bills levied on the equipment. UWS and MPS each will pay 40% of such costs, and Family will pay 20%.
10. UWS will be responsible for maintenance and repairs on the equipment, and UWS and MPS will share the costs of routine maintenance and repair. Repairs considered non-routine will be authorized only if two of the three parties agree. The costs will be split as follows: MPS, 40%; UWS, 40%; and Family, 20%.
11. Repair costs in case of damage to the equipment shall be shared in the same proportions.

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

* * * * *

(Item 10) 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 $675,269 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, 2005, through September 30, 2006. 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 to provide parents with a range of options in addressing their childcare needs; and

- to improve the health and safety aspects of childcare.

2. Funds must be spent by September 30, 2006. 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 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 — Longfellow, Grant, La Escuela Fratney, Pierce, Maryland Avenue, Gaenslen, OW Holmes, La Follette, Craig Montessori, Carver, 21st Street, Thurston Woods, Auer Avenue, ALBA and Keefe Avenue schools — to continue to provide the Home Instruction for Parents of Preschool Youngsters (HIPPY) program to at least 150 parents	$ 75,000
Community Coordinated Childcare (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 and the provision of support and technical assistance for childcare directors regarding appropriate expectations for children's experiences related to school readiness	$150,000
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 after-school programs	$120,000
Total		**$495,000**

Administration's Analysis

3. This is the sixth year in which the district has received funding from the federal childcare block grant program. The Administration has been working over the last five years to develop and implement this comprehensive program, focusing on childcare quality and school readiness. The Department of Workforce Development Office of Childcare has favorably reviewed this project, and the Early Childhood Council of Milwaukee has endorsed it.

4. Last year when these contracts were presented, the Board requested information to address the outcomes of this project. The Administration has followed through and presents the following information to address that request:

a. The HIPPY Program provided 2,880 home visits to 133 families from 11 MPS elementary schools. Reports from the receiving kindergarten teachers indicate that the school-readiness skill set of the children of the HIPPY families are higher than those of their peers. The following is an example of the typical teacher feedback: "Parents are very cooperative and have been working with their child at home more often this year than last."

b. Substantial improvements were made in the overall quality of childcare provided in the centers and programs that received the quality-improvement assessment and technical assistance services. Particularly strong improvements were evident in 1) the interactions between teachers and children; 2) the scheduling and balance of play and learning in preschool classrooms; and 3) the promotion of language development in infant/toddler classrooms.

c. The Fourth Annual Embracing Diversity Conference for Children and Families continues to be a one-of-a-kind event in Wisconsin. This past year, 800 early education leaders, teachers, advocates, policy makers, and funders attended the conference. Issues highlighted at the conference were:

(1) the potential effect of poverty on early education experiences;

(2) the vital connection between high-quality early childhood education and a strong Wisconsin economy;

(3) strong learning environments for all children, including those with challenging behaviors and special needs; and

(4) the infusion of cultural competency into all of the work on behalf of children and families and early childhood education.

Evaluations for the first day of the conference indicated 95% rated conference activities as excellent or very good, and evaluations for the second day of the conference indicated 90% satisfaction ratings of excellent or very good.

d. Milwaukee Area Technical College continues to provide academic support services with an emphasis on the retention of students of color that are in the early childhood associate degree program. Services included individual and group tutoring, classroom instruction, facilitation of the registration and early childhood scholarship process. 368 students received services, including 174 African American, 144 Latino, and 33 Asian students. The retention rate for students in this program has gone from 77% to 96%.

e. The provision of economic support workers resulted in approximately 3,200 authorizations for childcare and other services. These authorizations generated approximately $4,000,000 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 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, the Wisconsin Model Early Learning Standards, and the KidsFirst Quality Counts recommendations to Governor Doyle.

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 Implication 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 $495,000.00. The district was awarded a $675,269 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-o16-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 Milwaukee Board of School Directors, the Department of Workforce Development Office of Childcare, and the Milwaukee County Early Childhood Council.

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration to enter into contracts (sample attached to the minutes of your Committee's meeting) from November 1, 2005, to September 30, 2006, with the vendors and for the amounts 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 fifteen MPS elementary schools — Longfellow, Grant, La Escuela Fratney, Pierce, Maryland Avenue, Gaenslen, OW Holmes, La Follette, Craig Montessori, Carver, 21st Street, ThurstonWoods, Auer Avenue, ALBA and Keefe Avenue schools — to continue to provide the Home Instruction for Parents of Preschool Youngsters (HIPPY) program to at least 220 parents	$ 75,000
Community Coordinated Childcare (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 and the provision of support and technical assistance for childcare directors regarding appropriate expectations for children's experiences related to school readiness	$150,000
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 after-school programs	$120,000
Total		**$495,000**

Funding for these contracts has been budgeted in account US HHS CHLD CRE BLK GR GEN-0-I-016-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.

* * * * *

(Item 11) Request for Authorization to Enter into Agreements for Underwriter, Bond Counsel, and Financial Advisor Services for the Purpose of Reviewing Opportunities to Lower the Costs of Debt Service for 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 legislation creating the Neighborhood Schools Initiative (NSI).

2. On November 21, 2001, the Board authorized the issuance of up to $100,000,000 principal amount of bonds to finance school facilities, plus an additional amount of bonds for a capitalized interest fund, for the costs of credit assurance, and to pay issuance costs. The bonds to fund the NSI were issued by the Redevelopment Authority of the City of Milwaukee (RACM) on the district's behalf. To facilitate the bond issuance, RACM selected the firm of Robert W. Baird & Company to act as lead underwriter.

3. On February 14, 2002, RACM, on behalf of the district, issued $33,300,000 of bonds for NSI purposes.

4. On November 18, 2003, RACM, on behalf of the district, issued $78,740,000 of bonds for NSI purposes. Combined, the two bond issues represent the total funds borrowed for NSI.

Administration's Analysis

5. Current financial market conditions are such that an opportunity may arise to lower the costs of debt service on certain of the NSI bonds. In order to consider and evaluate this possibility, the Administration requests that the Board authorize the Administration, working jointly with the City Comptroller's Office, the City Attorney's Office and the Redevelopment Authority of the City of Milwaukee, to work with the firms of Robert W. Baird as lead underwriter; Foley & Lardner LLP and Gonzalez, Saggio and Harlan LLP as co-bond counsel; and The PFM Group as financial advisor to explore development of a financing plan and to determine the details of a cost-effective method to lower the cost of debt service for the NSI debt.

6. These firms are requested for this engagement because of their specialized expertise resulting from having served in these same capacities for the previous two issuances of NSI bonds. They have considerable expertise and knowledge of the NSI parameters and in developing the financing structures and documentation necessary for bond issuance specific to the NSI. Retention of the firms will enable timely and cost-effective financing if borrowing is justified.

7. The firm of Robert W. Baird & Co. will subcontract with additional underwriting firms as in the previous two NSI financings, providing a strong underwriting team and equivalent HUB participation as in the past transactions.

8. Given the uncertain nature and unpredictability of financial market actions, the work to be performed in preparation for this financing opportunity will be undertaken by the various firms on a contingent basis. In the event that market conditions provide the opportunity to lower the NSI debt costs, the Administration will return to the Board and request authorization to issue refinancing bonds. The fees payable to these vendors would be payable from the bond proceeds as cost of issuance.

Strategic Plan Compatibility Statement

9. The implementation of the Neighborhood Schools Plan is one of the strategic initiatives of the district. The recommendation is also 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

10. 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. Also, the recommendation is consistent with Board Administrative Policy 3.0, Fiscal Management.

Fiscal Impact Statement

11. This Board action does not authorize expenditures. All work authorized by this resolution will be on a contingent basis, pending further Board authorization upon the occurrence of necessary financial market conditions that enable achievement of targeted goals for the NSI debt service.

Implementation and Assessment Plan

12. Following the Board's approval, the Administration will work with the City Comptroller's Office, the City Attorney's Office, the Redevelopment Authority of the City of Milwaukee, and the firms of Robert W. Baird & Co.; Foley & Lardner LLP; Gonzalez, Saggio & Harlan LLP; and The PFM Group to develop a financing structure and the legal agreements necessary to be prepared for a borrowing that would reduce the costs of the NSI debt. Upon occurrence of the necessary financial market conditions, the Administration would return to the Board with the proposed financing plan and the required legal documents for approval.

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration to work with the financing team described in this item to develop a financing plan and the related documents in order to be prepared should an opportunity arise to lower the costs of the debt service of the Neighborhood Schools Initiative.

Director Blewett moved to accept the Committee's report.

The motion prevailed, the vote being as follows:

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

Noes—None.

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NEW BUSINESS

REPORTS OF BOARD DELEGATES

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

Delegate: President Johnson

Previous Month's Summary

Major Activities

- Head Start First Annual Recruitment Fair has been rescheduled for Wednesday, January 25, 2006, from 3:00 p.m. to 8:00 p.m. in Room 11 of the MPS Central Services Building. A storyteller is scheduled to entertain visitors at 5:00 p.m. and 7:00 p.m. Games will be played, and prizes will be awarded.

- We have been informed that there will be a 1% cut in Head Start Program funding for the coming year.

- Vieau School and Wisconsin Avenue School are new Head Start sites for the 2006-07 school year. The Community Assessment completed last spring indicated that the growing population of early childhood children is on the south and northwest sides of the city.

- Head Start Transportation Waver Request: The Labor-HHS-Education FY2006 appropriations bill extends the effective date until July 1, 2006, when all Head Start children must be transported on a compliant vehicle. In addition, the bill allows the Secretary to grant waivers to two of the requirements — the mandated use of child restraints and the requirement that each bus have at least one bus monitor. Requests that cover the remainder of the current school year will be considered. We are in the process of requesting a waver.

- Self-Assessment: The Head Start staff is in the process of evaluating the program. Information from the completed self-assessment will be used to write the Head Start grant for the upcoming year. Policy Council members will be invited to participate in the self-assessment.

- Head Start Committees: We have established the following Head Start committees in order to divide tasks and to work more efficiently:

  — Handbook Committee ..... To develop handbooks for school staff, parents and support staff

  — Self-Assessment Committee ..... To review all Head Start Program operation and management systems; to assess progress in meeting goals; to identify strengths and weaknesses; to identify areas needing improvement; to and review if and how we are addressing all areas of the Performance Standards

  — Forms Committee ..... To review all forms used in our program, including management-system forms, and to make recommendations for change

  — Newsletter Committee: ..... To share the good news about the Head Start Program.

- Health Update: As of January 18, we have 24 students missing dentals, 17 students missing physicals, 37 students missing lead tests, and 25 students missing hemogoblin and hematocrit tests. We are strongly encouraging parents to take advantage of the Dental Day at Marquette on Saturday, January 21, which will further reduce dental numbers.

- Transition Letters: There were a significant number of families currently enrolled in our Head Start Program interested in continuing in our four-year-old program next year. Parents were given letters to sign indicating their intent.

The next Policy Council meeting is to be held on Saturday, February 11, 2006. The meeting will be held at Central Services, Room 206-208. Upcoming agenda items will include:

- Review of By-Laws

- Summer work for FPAs

- Presentation by Health, Disabilities and Mental Health Manager
- Policy Council Training with Mable Jones, Consultant
- Preparing for the Federal Review.

* * * * *

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

Delegate: President Johnson

Previous Month's Summary

Major Activities

- Sister Mary Lea Schneider of Cardinal Stritch University has joined the Executive Partners, representing the private colleges/universities.
- Efforts to improve representation from the foundation community continue.
- Work is being done to increase the number of children taking advanced placement courses, and what can be done with middle-level children to enhance awareness of opportunities beyond high school is being looked at.
- Hard work is being done on framing what is considered to be a high-performing classroom.
- Gates grant resources to MPS have increased, and there is hope for initial investments in other areas sometime in January or February. Bradley Tech & Pulaski have been awarded a grant to work with a national expert technical provider in providing small learning communities in a high-quality approach using research. Expansion of this work to Madison High School in another year is being looked at, with some additional resources to support them. Money from the Department of Education, federal dollars and grant money are all being merged and used in these schools to improve the quality of teaching and learning.
- The State Superintendent of Public Instruction, Libby Burmaster, was elected President of the Chief State School Officers Association. She will be president during the re-authorization of NCLB.
- The Mayor's initiative on National Board Certification is moving forward, funded through the Herzfeld Foundation, with the MTEA as the fiscal agent. There are 22 teachers going through National Board Certification at this time. Support systems are in place, with training going on at the MTEA and WEAC, which should enable a large portion of this group to receive certification. Further progress on this will be reported in the Spring.
- Planning is in progress for the March 24th MPS Banking Time Professional Activity Day. The MPA Implementation Team was responsible for and has developed a menu of professional activities. MPA Partners are planning various professional development activities and presentations for teachers and paraprofessionals that focus on teaching and learning. Preliminary information has been sent to the schools.
- A DVD has been published on a protocol and structured guide to use concerning conversation about student work. It increases collaboration, focus, and the ability to stay on task.
- Approximately 500 teachers and administrators attended Learning Team training provided in December through the NSF grant. The focus was on classroom assessments. Alignment of classroom assessments to learning targets and to the state assessment framework continue to be emphasized, looking not only at content, but also at the level of thinking. Training also centered on student work samples from assessments and addressing them collaboratively.

- A Family Literacy Conference is being planned for November 2006.
- The *Induction Handbook* has been printed. Distribution is the next phase of the project. This handbook will help teachers and schools to support new teachers.
- Rollout of the Characteristics of a High-Performing Urban Classroom is being planned for second semester.
- The evaluation report on learning teams has been completed and will be available soon.
- DVD and support materials on learning teams have been developed.
- Initial educator mentor grants made it through the state budget.
- The Community Partners Work Group continues to work on ways to connect outside resource groups with schools.
- The Skunkworks Work Group met with two groups of students. They discussed security and feeling safe in school, teaching and learning in MPS, the transit system, frustrations, teachers they received something from and those from whom they didn't. Students indicated that the teachers they received the most from were the toughest teachers that made them work the hardest.
- Discussions have begun about the possibility of translating the learning targets into language the students understand. Students may help with this.
- The idea of student representation on the MPA Implementation Team is being considered.
- The MPA research agenda was reformatted. It was presented to the MPA Partners at the December Partners Meeting and was also presented to the area deans of higher education.
- Several MPA partners shared things going on in their organizations and areas of concern that relate to the MPA at the December Partners Meeting. More partner sharing will take place in the future.
- Several professional development courses will be offered this spring at UWM through the Milwaukee Mathematics Partnership (MMP) at no cost to K-8 teachers and administrators in MPS. Courses are intended to deepen knowledge of mathematics content and to enhance mathematics instruction. These courses will continue to be offered if there is interest.
- Math mini-grants will be offered again this year under guidelines similar to those from last year. Applications will be due in early February. It is hoped that between 30 and 50 mini-grants will be awarded to schools for targeted projects in mathematics focused on improving teacher content knowledge in mathematics or on work around classroom assessments based on standards (CABS) in mathematics.
- A draft of learning targets for counseling has been created and is in the review process. These are scheduled for rollout in Fall 2006. K4 learning targets have been completed and printed.
- Application is being made for a grant relative to the tutor training to increase the number of tutors. The earmarked grant process is to be done for the 2007 budget.
- The DVD on learning teams is in the final editing stage.
- The annual school climate surveys concerning academic rigor, overall environment, safety and discipline, and shared decision making are taking place. The window for staff is 1/23-2/10, and the window for students, parents, and guardians is 2/13-4/13.
- A funder is donating enough money for 75 kids from the Silver Spring Neighborhood Center to spend three weeks in camps at the Zoo this summer. The program is being piloted this year with hopes to expand it next year.

- Further improvements to MPA Partners Meetings have been discussed, and planning for the March 17th meeting is in progress.
- Assurant Health Foundation has agreed to hire a retiree as a critical friend for the Assurant Health Foundation grants through additional funding.
- A meeting is planned for 4:00 p.m., February 1, at Riverside University High School regarding a new professional development fellowship opportunity for teachers. This opportunity has resulted from connecting the NEA Foundation grant to close the achievement gaps to the Teacher Network, a national professional development initiative out of New York University. It helps teachers leverage their creativity and expertise to improve student achievement, primarily through action research.

The next meeting to be held on March 17, 2006

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RESOLUTIONS

0506R-024

by Director Balistreri

WHEREAS, The mission of the Milwaukee Public Schools is to ensure that maximum educational opportunities are provided to enable all students to reach their highest potential; and

WHEREAS, As part of this mission, the district is charged with ensuring that students are provided with the means to achieve their educational goals of today in preparation for the workforce of tomorrow; and

WHEREAS, To be competitive in a global society, students must acquire a greater knowledge and appreciation of other cultures; and

WHEREAS, Becoming bilingual is an advantage to students seeking employment opportunities domestically as well as internationally; and

WHEREAS, Milwaukee Public Schools has embraced the multicultural learning in a multicultural district, as demonstrated through the language-immersion programs throughout the district; and

WHEREAS, To ensure that students who graduate from Milwaukee Public Schools are prepared to compete for college or employment, introduction to a second language is essential ; and

WHEREAS, Many colleges require at least two foreign language credits for acceptance; and

WHEREAS, The January 15, 2006, article in the Associated Press titled, "Chinese classes on rise in U.S.," states that a survey conducted of 50 schools indicated that they offer the Russian option, with about 175 students taking Japanese, and 240 taking Italian; and

WHEREAS, This article is just another confirmation of the need for all high-school students to be introduced to a foreign language; and

WHEREAS, To remain competitive in a society in which becoming bilingual is the norm, making a foreign language accessible to all high-school students can help Milwaukee Public Schools' graduates influence the future; now, be it

RESOLVED, That the Board direct the Administration to phase in a plan that allows every high-school students access to a two-year foreign language program offered within their school buildings; and be it

FURTHER RESOLVED, That the Board direct the Administration to report back to the full Board, within the June 2006 meeting cycle, its plan for completion of implementation by the start of the 2008-09 school year.

Referred to the Committee on Innovation/School Reform.

0506R-025

by Director Balistreri

WHEREAS, Dr. Martin Luther King's birthday was declared a federal legal holiday in 1986 by President Ronald Reagan; and

WHEREAS, Twenty-seven states, including the state of Wisconsin, have also declared the third Monday in January a holiday to commemorate the memory of Dr. Martin Luther King; and

WHEREAS, Federal and State employees observe the third Monday in January as a legal holiday; and

WHEREAS, City of Milwaukee employees also observe the third Monday in January as a legal holiday; and

WHEREAS, All students and teachers in MPS have off the third Monday in January to observe the holiday commemorating Dr. Martin Luther King; and

WHEREAS, MPS 12-month personnel are required to work the third Monday in January; and

WHEREAS, It is important that Milwaukee Public Schools acts as a united school district, allowing all employees to recognize Dr. Martin Luther King's birthday as a legal holiday; now, therefore, be it

RESOLVED, That, beginning in January 2007, all MPS employees, including 12-month employees, be given the legal holiday off in observance of Dr. Martin Luther King's birthday, which is celebrated on the third Monday in January.

Referred to the Committee on Finance/Personnel.

The Board adjourned at 9:45 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
JANUARY 26, 2006

Special meeting of the Board of School Directors called to order by President Johnson at 9:46 PM.

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

Absent—None.

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

January 20, 2006

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Kenneth L. Johnson, a special meeting of the Board of School Directors will be held at 8:00 p.m. on Thursday, January 26, 2006 (or immediately upon adjournment of the regular Board meeting, which is scheduled to begin at 6:30 P.M.) in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of considering collective bargaining negotiations strategy with respect to contract negotiations with the following bargaining units: the Administrators and Supervisors Council (ASC), Milwaukee Teachers Education Association (Teachers, Substitute Teachers, Educational Assistants, School Accountants/ Bookkeepers), PAMPS, Local 150 (Food Service Helpers and Building Service Helpers), Local 950, Local 1053, and Local 1616.

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 Wisconsin Statutes, Section 19.85(1)(e), for the purpose of formulating strategies concerning collective bargaining negotiations matters with respect to the bargaining units mentioned in the call of the meeting.

The motion prevailed, the vote being as follows:

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

Noes—None.

The Board retired to executive session at 9:50 PM.

Director Hardin left at 10:00 PM.

The Board adjourned from executive session at 10:21 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
FEBRUARY 23, 2006

Regular meeting of the Board of School Directors called to order by President Johnson at 6:45 PM.

Present—Directors Balistreri (7:25 PM), Blewett, Dannecker, Goldberg, Hardin, Horton, Morales, Spence, and President Johnson —9.

Absent—None.

AWARDS AND COMMENDATIONS

Excellence in Education Award

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

The first award is presented to:

Cindy Williams,
Guidance Counselor,
Keefe Elementary School

Cindy Williams is a guidance counselor at Keefe Avenue School, where she works with students in grades K-8. She has been an employee of Milwaukee Public Schools for ten years and is a proud graduate of the system. Ms. Williams was in the first class entering the new North Division High School for the medical specialty program.

As a dedicated educator, Ms. Williams always puts children first. She takes an active role in supporting the students enrolled in Keefe Avenue through a variety of innovative approaches that include lessons in life skills, character development, conflict resolution, alcohol and drug prevention, and health and career education. In addition, she developed the Principal's Cabinet at Keefe Avenue, a leadership program for students in grades one through eight designed to promote leadership, responsibility, and citizenship skills.

Ms. Williams entered the field of education because she wanted to give back to the community by making a positive difference in the lives of others. In order to best accomplish this and to remain on the cutting edge of her field, Ms. Williams has always sought out professional development opportunities.

The greatest reward Ms. Williams has experienced as a guidance counselor is having the ability to develop positive and supportive relationships with student learners while simultaneously supporting their academic, career, emotional, and social goals. This has been enhanced by her ability to develop and maintain ongoing partnerships with community-based organizations to further support her students.

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The Milwaukee Board of School Directors is pleased to present the second Excellence in Education Award to:

Aaron Womack, Jr.,
Teacher,
Fritsche Middle School

Aaron Womack Jr. is currently serving as a mathematics teacher at Fritsche Middle School, where he works with students in grades six and seven. An employee of Milwaukee Public Schools for eleven years, he deeply appreciates the opportunity to have a positive impact on the lives of young people through teaching mathematics.

Mr. Womack received great encouragement and support from his mother to enter his chosen field of education. He has experienced many rewards throughout his career, but one of the greatest continues to be working with underachieving students and providing them with the necessary support and instruction to ensure that they experience academic success and increased achievement levels.

Throughout his career, Mr. Womack has been involved in extra-curricular activities. He enjoys interacting with students outside of the classroom as an athletic coach and also serves in Fritsche's Community Learning Center (CLC). It is through this combination — positive interactions with students in the classroom and his extensive work in the area of extra-curricular activities — that Mr. Womack has become a role model to the many students whose lives he has touched.

The Milwaukee Board of School Directors and the entire school community recognize **Cindy Williams** and **Aaron Womack, Jr.** for their dedication, outstanding leadership, and commitment to excellence on behalf of the students of the Milwaukee Public Schools.

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Other awards and Commendations

STUDENTS

The following students are recipients of the 2005-06 Dr. Martin Luther King, Jr., Art Contest Awards:

Category	Place	Student	Grade	School
High school — 9th-12th grades	1st	Symphony Swan	12th	Rufus King HS
Middle school — 6th-8th grades	1st	Robin S. Gordon	8th	Westside Academy
	2nd	Chico Davis	8th	Westside Academy
Elementary — 3rd-5th grades	1st	William S. Shields	3rd	Elm Creative Arts
	2nd	Juan Carrillo	5th	Riley Elementary School
	3rd	Kamonie M. Slade	3rd	Elm Creative Arts
Elementary — K-2nd grade	1st	Thaddeus Smith	1st	Elm Creative Arts
	2nd	Savannah R. Klein	1st	Elm Creative Arts

The following students are recipients of the 2005-06 Dr. Martin Luther King, Jr., Speech Contest:

Category	Place	Student	School
Grades K-2	1st	Maren Menefee	Elm Creative Arts
	3rd	Nikidra Cobb	Hopkins Elementary
Grades 3-5	2nd	Diego Bryant	Riley Elementary
	3rd*	Maya George	Golda Meir
	3rd*	Devlin Brush	Elm Creative Arts

Grades 6-8	2nd	Monica Ellwood-Lowe	Golda Meir
Grades 9-10	1st	Jessica Holden	Rufus King High
	3rd	Dante Holt	Community High
Grades 11-12	1st	Rodtrell Cameron	Custer High
	2nd	James Veasley	Vincent High
	3rd	Afia Allen	Malcolm X High

*indicates tie — both students earn placement and award

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Eva Z. Lam, a student at Rufus King International Baccalaureate High School, has been selected as a candidate for the United States Presidential Scholars Program. Scholars are chosen on the basis of their accomplishments in many areas, including academic and artistic success, leadership, and involvement in school and community.

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Treba Mitchell, a student at Rufus King International Baccalaureate High School, will be named the recipient of the *Louvenia Johnson Scholarship* on February 24 at the 21st Annual Black Excellence Awards presented by *The Milwaukee Times.* This scholarship is awarded to dedicated students interested in journalism. **Alayna Jenkins** of North Division High School; **Teresa Briggs** of Hamilton High School, **Latoya Renee Davis** of Riverside University High School, **Deidra Holt** of Rufus King International Baccalaureate High School, **Jamarr Vann** of Madison University High School, and **Sossie Yorot** of Washington High School of Information and Technology were also recognized as *Talented Teens* at the event.

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SCHOOLS

Madison and **Vincent** high schools have been selected to receive the *State Representative Frederick P. and Judge Joan Kessler Student Leadership Scholarship* of $1,000 for the University of Wisconsin-Milwaukee.

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STAFF

Santa Consiglio, Principal of Honey Creek Continuous Progress School, has been selected as the *2006 Wisconsin Elementary School Principal of the Year* and the Wisconsin representative to the Variable Annuity Life Insurance Corporation (VALIC) National Association of Elementary School Principals (NAESP) National Distinguished Principals program. Santa will be invited to attend an awards ceremony in the fall in Washington, DC.

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Former Principal **Linda Roundtree** and the staff at **Brown Street Academy** have been singled out as a model of excellence among the nation's schools. Ms. Roundtree was awarded the *Salute to Leadership* award by the National Association of Elementary School Principals, the National Middle School Association, and the National Association of Secondary School Principals.

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Christine Anderson, Executive Director of the Milwaukee Partnership Academy, has been selected to receive the *2006 Women Putting Their Stamp on Metro Milwaukee Award* in the category of education. She will honored along with 22 other women at the United States Postal Service's 8th Women's History Month Award Luncheon and Leadership Conference.

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Dr. Frank Moffett, Principal of Hamilton High School, and **Martha Wheeler-Fair,** Principal of Starms Elementary School, will be honored for their outstanding leadership and contributions to the community on February 24 at the 21st Annual Black Excellence Awards presented by *The Milwaukee Times.* **Excel Moore**, recreation supervisor, will also be recognized at this event for his outstanding leadership and contributions in the area of sports.

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APPROVAL OF MINUTES

The minutes of the regular and special Board meetings of January 12, 23, and 26, 2006, were approved as printed.

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COMMUNICATIONS FROM THE SUPERINTENDENT

(Item A) Action on a Proposed Adjustment to the FY06 Head Start Budget

To the Milwaukee Board of School Directors:

On Friday, February 10, 2006, the Head Start Program was notified of a 1% decrease in the Head Start Budget for the current fiscal year as part of an overall reduction in federal spending. All Head Start programs are being cut by the same 1%. For the FY06 MPS Head Start budget, this means a decrease of $56,040, from $5,675,477 to $5,619,437.

Through extensive discussion, Head Start administration has determined that the 1% reduction can be absorbed through the elimination of unfilled positions (see line item SSW-0-S-H56-DW-ESAD).

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, February 11, 2006.

The Administration recommends that the Board approve the proposed change to the FY06 Head Start budget (line item SSW-0-S-H56-DW-ESAD).

Respectfully submitted,

William G. Andrekopoulos
Superintendent of Schools

Director Spence moved that the Board accept the recommendation to approve the proposed change in the FY06 Head Start Budget.

The motion prevailed, the vote being as follows:

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

Noes—None.

Director Blewett moved to reconsider.

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

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

Noes—None.

Director Blewett moved to approve the Administration's recommendation, and that the Board send communication to the Federal legislatures and Federal executive to send a message that the Board strongly opposes any cuts to this or other programs which provide services to economically disadvantaged children.

The motion prevailed, the vote being as follows:

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

Noes—None.

By unanimous consent, the Board next took up Reports of Special Committees, and Item A of New Business.

REPORTS OF SPECIAL COMMITTEES

The Director, Office of Board Governance/Board Clerk, presented 44 expulsion orders from the Independent Hearing Panel of the Milwaukee Board of School Directors.

Director Morales moved that the Board retire to executive session, pursuant to the provisions of Wisconsin Statutes 19.85 (1) (f), to consider disciplinary data of specific persons in the reports of the Independent Hearing Panel.

The motion prevailed, the vote being as follows:

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

Noes—None.

The Board retired to executive session at 7:34 PM.

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

Director Morales moved to accept the reports of the Independent Hearing Panel of January 25, 26, 30, 31, February 1, 2, 3, 6, 7, 8, 9 10, 13, 14, 16, 17, 21 and 22, 2006, with modification to the expulsion order found on page 40, dictating that an ATODA evaluation and, if deemed appropriate, individualized service be provided related to Alcohol, Tobacco, and other Drug Abuse (ATODA) issues at the school where the student is reassigned upon re-enrollment in the District.

The motion prevailed, the vote being as follows:

Ayes—Directors Dannecker, Goldberg, Hardin, Horton and Morales—5.

Noes—None.

Voting "present"—Directors Balistreri, Spence and President Johnson—3.

Temporarily absent—Director Blewett—1.

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NEW BUSINESS

(Item A) Request for Action to Oppose Assembly Bill 822, Regarding Habitual Truancy

School Board Director Charlene Hardin, District 4, is forwarding the attached copy of Assembly Bill 822 to the Board for its consideration. The Bill, which was introduced by Representatives Krusick, Berceau, Lehman, Seidel, Sheridan, Turner, Zepnick and Grigsby, and cosponsored by Senators Olsen, Darling and Carpenter, was referred to the Assembly's Committee on Education on November 9, 2005. On November 17, 2005, Representatives Grigsby, Ott, Pope-Roberts, Richards, Sinicki, Stone, Underheim and Van Akkeren were added as coauthors (Representative Grigsby has subsequently withdrawn as coauthor). The Bill is currently pending.

Director Hardin requests that the Board take action to:

1. officially oppose Assembly Bill 822, and
2. direct the Administration and district lobbyists to take any legislative measures necessary to promote the district's official position in opposition of Assembly Bill 822.

Director Hardin moved that the Board

1. officially oppose Assembly Bill 822, and
2. direct the Administration and district lobbyists to take any legislative measures necessary to promote the district's official position in opposition of Assembly Bill 822.

Director Spence moved a substitute, that the Board send this Item to the Legislation, Rules and Policies Committee for public hearing and consideration, with the understanding that this be scheduled as soon as the chair is able to do so, and that the Board further direct the Administration to notify the co-sponsors of both AB 821 and AB 822 that the Board takes no position for or against either bill, pending public discussion and further action by the Board.

The substitute motion prevailed, the vote being as follows:

Ayes—Directors Dannecker, Goldberg, Horton, Morales, Spence and President Johnson—6.

Noes—Directors Balistreri, Blewett and Hardin—3.

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REPORTS OF STANDING COMMITTEES

Separate consideration was requested of the following items:

Report of the Finance/Personnel Committee, Item 4, receipt of Audit #2005-77: Solomon Juneau Business High School Performance and Compliance Audit;

Report of the Finance/Personnel Committee, Item 7, a request to enter into an agreement with Dell Computers to implement a technology-based Program for MPS students;

Report of the Legislation, Rules and Polices Committee, Item 1, a Resolution regarding sibling preference in the random selection process;

Report of the Legislation, Rules and Policies Committee, Item 3, a report on President Bush's FY 2007 Education Budget Request;

Report of the Legislation, Rules and Policies Committee, Item 4, a request to partner with Hunger Task Force on efforts related to improved childhood nutrition; and

Report of the Legislation, Rules and Policies Committee, Item 5, requesting the Wisconsin Department of Transportation to avoid negative impacts on Milwaukee Public Schools' students, staff, and facilities in the design and reconstruction of area freeways.

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

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

Noes—None.

COMMITTEE ON SPECIAL EDUCATION

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

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Special Education presents the following report:

(Item 1) Monthly Report on Special Education compliance

Administration's Report

1. Service Information

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

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

	1/06	2/06
Population Served	16,612	17,066

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.

	1/06	2/06
Initial Evaluations (Completed since 7/05)	1,543	1,978
Percentage Identified Special Education	60%	60%
Active Initial Referrals	1,095	1,170
Re-evaluations (Completed since 7/05)	1,979	2,502
Percentage Continued in Special Education	85%	86%
Active Re-evaluations	1,092	1,372

2. Data Management Services — Special Services Information Management System (SSIMS) Project Status Report as of February 2006

System (SSIMS) Project Status Report

- During the month of January, the HELP desk received an increased number of calls relating to the use of progress reports which are required by IDEA. Trainers were redeployed to assist with the SSIMS/Encore Help Desk phone calls and data-quality projects.
- Discussions are being held with 4GL in regard to the Section 504 and Intervention modules to request some necessary configuration changes needed in the software for the projected Fall '06 rollout. 4GL anticipates that the Discipline module will be ready for district testing by the end of February 2006.

3. Individuals with Disabilities Education Improvement Act — 2004 IDEIA-20040, Wisconsin State Implementation Stakeholder Group Updates

a. The Individuals with Disabilities Education Improvement Act (IDEIA-2004) was reauthorized and signed into law in December 2004 and went into effect on July 1, 2005. The Wisconsin Department of Public Instruction (DPI) convened a stakeholder group to

address critical issues with respect to a continuous-improvement-and-focused-monitoring system to improve outcomes for all students with disabilities throughout the state and the implementation of provisions of the IDEIA-2004. Staff from DPI and the stakeholder group work with Dr. Alan Coulter and his staff from the National Center for Special Education Accountability Monitoring (NCSEAM). The State Superintendent approved the stakeholder group, which comprises representative participants from categories recommended by the Offices of Special Education Programs (OSEP), including parents of students with disabilities, parent advocates, special education administrators, regular education administrators, special education teachers, and school board representatives. The stakeholders and their affiliations are as follows:

- Brian Anderson, State Superintendent's Council on Special Education, Special Education Administrator, Appleton Area School District
- Vaunce Ashby, Assistant Principal, Madison Metropolitan School District
- John Ashley, Executive Director, Wisconsin Association of School Boards
- Nissan Bar-Lev, Director of Special Education, Cooperative Educational Service Agency (CESA) #7, Wisconsin Council of Administrators of Special Services
- Barb Behlen, Director, Regional Service Network, CESA #6
- Sister Patrice Colletti, Disability Rights Advocate
- Cynthia Hirsch, School/Parent Liaison/Quality Education Coalition, Learning Disabilities Association
- Joanne Huston, Wisconsin Education Association Council
- Phil Knobel, Executive Director, Wisconsin Council of Administrators of Special Services
- Pete Knotek, Special Education Provider, Wisconsin Education Association Council
- Sheri Krause, Wisconsin Association of School Boards
- Julie Lidbury, Special Education Coordinator, Department of Corrections
- Patricia Luebke, Director of Special Services, Wauwatosa School District
- Carolyn Madson, Special Education Teacher, Green Bay School District
- Donna Miller, Birth-3 Program and Policy Specialist, Department of Health and Family Services
- Donald Rosin, Project Director, Parent Training and Information Center, Great Lakes Inter- Tribal Council
- Pat Schaumburg, Special Education Director, Adams-Friendship Area School District
- Jan Serak, Co-Director, Wisconsin Family Assistance Center for Education, Training and Support (FACETS)/Board of Directors, Autism Society of Wisconsin
- Mary Skadahl, Coordinator, Wisconsin Statewide Parent-Educator Initiative (WSPEI)
- Jeff Spitzer-Resnick, Managing Attorney, Wisconsin Coalition foe Advocacy (Wisconsin Protection and Advocacy Agency
- Bonnie J. Vander Meulen, Parent Liaison for Special Education — CESA #2, (Dane County)

- Joan Wade, Administrator, CESA #6
- Patricia Yahle, State Superintendent's Council on Special Education, Director of Special Services, Milwaukee Public Schools

b. State Performance Plan

(1) The state performance plan, which is required by the IDEIA-004r, is a six-year plan for improving outcomes for children with disabilities in Wisconsin. Through the Annual Performance Report, DPI will measure and report the performance of children with disabilities using the following 20 indicators that were specified in the IDEIA-2004:

1 graduation rates;

2 drop-out rates;

3 participation rates and proficiency levels of students with disabilities on statewide assessments;

4 suspension and expulsion rates;

5 educational placements for students 6 to 21 years of age;

6 educational placements for students 3 to 5 years of age;

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;

8 data on parental involvement;

9 disproportionality in representation of racial and ethnic groups in special education as a result of inappropriate identification;

10 disproportionality in representation of racial and ethnic groups in specific disability categories as a result of inappropriate identification;

11 data regarding the number of children who were evaluated within 60 days of the district's receipt of a signed parental consent;

12 analysis of children who transition from Part C to Part B services, specifically whether they were evaluated and served by their third birthdays;

13 data relative to the transition goals of students age 16 and above;

14 data on-post-high-school outcomes;

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

16 data regarding resolution of complaints in a timely manner;

17 data regarding the timely adjudication of due-process hearings;

18 data regarding due-process hearing requests that are resolved through settlement agreements;

19 analysis of mediation agreements;

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

Data from each school district in the State have been 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 it's 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 has identified 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 identified six-year outcomes.

The State Performance Plan, which was submitted on December 2, 2005, can be found as attachment #1 to this item. MPS data relative to indicators will be presented at future meeting of this Committee.

c. Revisions to Chapter 115 State Special Education Law

(1) The reauthorization of IDEIA-04 created a number of conflicts between state and federal law. DPI, having recognized the need to address state special education law, determined early on that it would support no changes in state law without broad stakeholder support within a consensus-building process. The same stakeholder group began meeting during the months of March 2005 and July 2005 to determine what, if anything, should be modified in state law to conform to the reauthorized IDEIA-2004. School groups generally supported the federal perspective that afforded more flexibility to school districts and provided support for reduced paperwork, which in turn would free teachers to spend more time teaching. Parents and advocacy groups expressed caution and concern because some of the parental protections under IDEA were being removed.

(2) During August 2005, several school groups indicated an interest in moving forward with legislation at the state level that would in effect "federalize" the state law. A number of stakeholders expressed concern that the consensus-building process had not been completed and the authoring groups had moved ahead on their own. These groups were invited back to the consensus-building process in an effort to continue to build consensus across the state. The State Superintendent invited seven members from the original stakeholder group to participate in mediation sessions to attempt to resolve the issues and reach consensus on a proposed Senate bill. Each member of the smaller stakeholder group was invited to bring an additional participant. The composition of the smaller stakeholder group is as follows:

- John Ashley, Executive Director, Wisconsin Association of School Boards
- Nissan Bar-Lev, Director of Special Education, CESA #7, Wisconsin Council of Administrators of Special Services
- Diane Craine, Wisconsin Education Association Council
- Eric Hartwig, Special Education Director
- Joanne Huston, Wisconsin Education Association Council
- Sheri Krause, Wisconsin Association of School Boards
- Gary Ruesch, Attorney, Quarles and Brady
- Jan Serak, Co-Director, Wisconsin Family Assistance Center for Education, Training and Support (FACETS)/Board of Directors, Autism Society of Wisconsin

- Mary Skadahl, Coordinator, Wisconsin Statewide Parent-Educator Initiative (WSPEI)
- Jeff Spitzer-Resnick, Managing Attorney, Wisconsin Coalition foe Advocacy (Wisconsin Protection and Advocacy Agency
- Patricia Yahle, State Superintendent's Council on Special Education, Director of Special Services, Milwaukee Public Schools

(3) The smaller stakeholder group met with a mediator a total of six times between early December 11, 2005, and February 7, 2006. During that time, Senate Bill 529 (proposed legislation to replace current state special education law) was submitted ands circulated for signatures and referred to the Committee on Education (see Attachment #2 to this item). The small stakeholder group continued to meet and attempt to reach consensus on potential amendments to the proposed legislation. On February 7, 2006, the small stakeholder group reached agreement on proposed consensus language that will be incorporated into Senate Bill 529. The additional areas upon which the group agreed are:

(a) language regarding the implementation of the 60-day timeline;

(b) language restoring the 14-year-old requirements for transition planning;

(c) modification of description of special education teacher participant on the IEP (individualized education program) team to require recent training or experience in the area of known or suspected special education need;

(d) language that would permit parents or school staff to request more time if needed during an IEP meeting, and to reconvene to ensure full participation in the process;

(e) language that requires the documentation of previous interventions and their effects within the IEP document;

(f) language that states that the LEA (local education agency) representative on the IEP team has the authority that has been granted by the school board to commit district resources;

(g) recognition of the value of the "seamless" IEP process that incorporates eligibility determination and placement into one meeting of the IEP team;

(h) language that requires the Iep team member named (when known) to be listed on the IEP invitation;

(i) language that directs the IEP team to identify the category of disability within the IEP eligibility-determination process.

The exact language will be drafted and added to Senate Bill 589. Public hearing is tentatively scheduled for mid-February 2006.

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 or district-level support to resolve issues and concerns in a timely manner. The District has committed to multiple complaint-resolution strategies, both informal and formal, for families. Each month the Department of Special Services presents a hypothetical situation or scenario that incorporates the topic (or related topics) that are featured as part of the agenda of the Milwaukee Board of School Directors' Committee on Special Education agenda. 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 associated with the availability of an IEP to service providers. In order to protect confidentiality, no identifying information has been included in this hypothetical situation).

a. Background Information

(1) This scenario involves a 5th-grade student who is qualified under Section 504 because of diabetes. Like other diabetic students who require insulin, her Section 504 plan primarily details medical accommodations that are necessary to ensure that she has the same access to educational opportunities as her non-disabled peers. In this case, however, the mother was requesting testing accommodations that were not typically addressed in 504 plans for students with diabetes. Specifically, the parent requested that her daughter be allowed to test her blood-sugar level before all classroom tests. If her levels exceeded a specified threshold, her mother asked that the girl not be required to take the class with the rest of her classmates, but, instead, be allowed to bring the test home, complete it, and return it to school the next day.

(2) This request raised interesting questions for the Section 504 team. When students are qualified under Section 504, the team has the responsibility to identify those accommodations that are reasonable and necessary to ensure that the student has an equal opportunity to participate in the programs offered by MPS. It was decided that team members would gather additional information and then reconvene the Section 504 meeting the following week.

b. Intervention

The Section 504 team consulted medical professionals and reviewed research before reconvening the team to address the parent's request. These sources acknowledged that elevated blood-sugar levels might affect a student's cognitive processing and, therefore, have an impact on test performance. Medical professionals and research, however, suggested that the blood-sugar level that would affect test performance was significantly higher than the threshold requested by the parent. In reviewing the child's documented blood-sugar levels, it was also learned that almost half of her readings were beyond the parent-recommended threshold. Therefore, if the threshold recommended by the healthcare professionals had been in place, instead of the mother's preferred threshold, only a few of her actual readings would have triggered the need for an accommodation.

c. Resolution

The Section 504 team reconvened and reviewed the information stated above. The team concluded that the accommodation requested by the mother did not meet the reasonable and necessary standard to compensate for the child's disability. It was decided that a reasonable and necessary accommodation for the Section 504 plan would be the same one necessary for instruction, i.e., when the student's readings were elevated above a level that expert opinions and research suggest would affect test performance, an intervention to correct the problematic blood-sugar level would be initiated. This accommodation could be implemented by simply following a routine of monitoring blood-sugar levels during the day. The team declined to develop an accommodation allowing the child to take her exams at home because of an elevated blood-sugar level.

The parent was given information about appeal procedures through the district and the Office of Civil Rights in Chicago.

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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) Informational Report on School Nutrition Services Program

Informational Report

1. The mission of the Division of School Nutrition Services (SNS) is to serve the greatest number of children the best possible meals at the least possible cost. As an enterprise fund, the Division should be self-supporting. Its major sources of revenue are subsidies from the National School Lunch and Breakfast programs.

2. In November 2004, a new, five-member School Nutrition Services Management Team was appointed that reports directly to the district's Chief Financial Officer.

3. The following changes have occurred during the 2005-06 school year to support the mission of the Division of School Nutrition Services:

a. A prime-vendor contract was implemented.

b. Menu selections to students were expanded to include more variety and choices. Students are offered the opportunity to select from a choice of two fruit, vegetable, and entrée items on most days. Initial reports are that plate waste has been reduced at many sites. Parents have called to voice that this menu expansion is a welcome change.

c. The Division of School Nutrition Services' use of the USDA commodity food program is being updated to take full advantage of all products. For example, surplus cheese is being processed into pizza, a student favorite. Additionally, MPS now participates in a federal fresh produce program, allowing purchases of fresh produce with commodity dollars.

d. The Division implemented participation in manufacturers' rebate programs as a cost-saving measure. To date, $14,000.00 has been returned in the form of rebates.

e. School Nutrition Services established a principal advisory group to facilitate communication between school administration and School Nutrition Services. This group has discussed several mutual concerns, such as meal application processing, payment of student meals, and menu choices.

4. The district received funding from the Herbert Kohl Breakfast Grant for the 2004-05 school year to promote breakfast expansion. Based on a successful program implementation at 7 of the 10 pilot sites, the schools were given additional funding. Funding for the 2004-05 school year was $61,000, and for the 2005-06 school year, the grant award is $40,000. The Division of School Nutrition Services is excited to work with the state to improve breakfast participation.

5. The Hunger Task Force obtained a grant from the Harley-Davidson Motor Company that brought almost $70,000 to the district to support the summer meal program.

6. The new point-of-service computer system, FastLane, is now installed district-wide to tally student meal volume and to claim meal reimbursements. This system offers more detailed reporting options which will improve financial accountability. Another new computer application was implemented to streamline the student meal application process. Improvements to the meal benefit processes are critical as they affect other funding sources.

7. The 2004 Child Nutrition Reauthorization Act mandates that schools participating in the federal school meal programs have a local wellness policy in place by the first day of the 2006-07 school year. A collaborative team has developed a wellness policy which will be presented to the School Board in the spring. Team members are from MPS Division of Recreation and Community Services, Office of Wellness and Prevention, Office of Bilingual and Multicultural Services staff, Principals, American Heart Association, PTA, Nursing, Public Affairs and Communications, School Nutrition Services, Milk Marketing Board, Hunger Task Force, and the City of Milwaukee Health Department.

8. Provision 2 (Universal Free Meals) is a regulatory option of the National School Lunch and Breakfast Programs. Provision 2 allows schools or school districts to provide free meals to all students. A pilot study of Provision 2 was implemented at the following six schools: Allen Field, Bethune Academy, GW Carver Academy, Longfellow, 38th St. and Wheatley. This is a collaborative effort with the Hunger Task Force that served 66,958 breakfasts and 189,951 lunches through December 21, 2005. The financial impact will be evaluated when a full year of data is available.

Meals Served through December 21, 2005:

	PAID	FREE	REDUCED	TOTAL
Breakfast	6,608	58,008	2,342	66,958
Lunch	18, 792	163,002	8,157	189,951

9. Future projects and challenges include:

a. finding ways to increase revenues without compromising nutritional integrity;

b. continued promotion of the breakfast program to help make MPS the leader in Wisconsin in breakfast participation. The state now has the nation's lowest breakfast program participation rate;

c. working to evaluate the opportunity for the Universal Free Meal Program;

d. evaluation of outdated production equipment in light of limited capital resources. Some equipment will be transferred from non-production sites to production sites, and other equipment may be sold. There are some costs associated with these moves;

e. working without 80 hours of assigned professional staff (this includes one full-time secretary, one full-time staff dietitian, and an administrator); and

f. continuing to operate a high-quality program in an era of fiscal limitations.

* * * * *

(Item 2) Report on Communication 0506C-004 from the Hunger Task Force Requesting a hearing Regarding the Provision 2 Evaluation Project

Background

At its meeting on December 20, 2005, the Board referred the following communication from the Hunger Task Force to the Committee on Innovation/School Reform. The communication requested a hearing regarding the Provision 2 evaluation project.

MPS - Board Governance
RECEIVED
2005 NOV 28 AM 11:31

HUNGER TASK FORCE

November 28, 2005

Lynne Sobczak, Board Clerk
MPS – Office of Board Governance
P.O. Box 2181
Milwaukee, WI 53201-2181

Dear Ms. Sobczak:

I am following up with you to request a public hearing so that the MPS Board of Directors can hear the details of our Provision 2 evaluation project.

Since September 2005, Hunger Task Force has been working with a Congressional Hunger Fellow to comprehensively evaluate the six free meal pilot sites within MPS. We have conducted hundreds of surveys from students, parents, teachers, principals, and other school and district-level officials. Throughout December and January, we will be analyzing our data and putting our findings into a cumulative report.

We anticipate that our final report will be finished by February 17th. It is our goal to share this report with the School Board during February so that they have our findings in advance of the next budget cycle.

Thank you for your consideration, and I look forward to hearing from you. Please let me know if you need any additional information to facilitate our request.

Kind Regards,

Jon Janowski
Director of Advocacy

Committee's Report

Your Committee reports that hearing was given to the Hunger Task Force and other interested parties.

* * * * *

(Item 3) Action on a Request for Approval of an Instrumentality Charter School Contract with, and Location for, the Downtown Institute of Arts and Letters (DIAL)

Background

1. On September 13, 2005, the Milwaukee Board of School Directors held a public hearing to consider the charter school proposal for Downtown Institute of Arts and Letters. On September 29, 2005, the Board approved the concept of the Downtown Institute of Arts and Letters' proposal to open as an instrumentality charter high school beginning with the 2006-07 school year.

2. The mission of the Downtown Institute of Arts and Letters School is to create a small high school for the arts and humanities that targets the needs and enthusiasms of average students with achievement deficits, but above-average motivation. The school will offer an educational program with a completely integrated arts and humanities curriculum that teaches French and Latin and embraces the teaching of the Great Books. The school-wide Pre-Advance Placement course offerings will be based in the culturally rich and diverse downtown area of Milwaukee.

3. The Downtown Institute of Arts and Letters 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 diversity is reflective of the community it serves, including at-risk and special education populations.

Administration's Analysis

4. At the time of concept approval, a site had not yet been identified. The school requested the assistance of the MPS Administration's Strategic Planning Committee to identify a school facility/location. Subsequently, Downtown Institute of Arts and Letters was offered, and accepted, space at the Milwaukee Education Center, located at 227 West Pleasant Street, 53212. The downtown location will help support the educational program, including the opportunity for students to participate in partnerships and service projects with civic and not-profit groups in close proximity to the school.

5. The Downtown Institute of Arts and Letters accepts the model instrumentality charter school contract with the following modifications in terms:

a. Downtown Institute of Arts and Letters will be located and share space at the Milwaukee Education Center, 227 West Pleasant Street, Milwaukee, Wisconsin, 53212.

b. William Stotts, or his successor, will be the Teacher- in- Charge of the teacher cooperative at Downtown Institute.

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. Downtown Institute plans to enroll up to 200 students for the 2006-07 school year, with up to 150 students at the 9^{th}-grade level and up to 50 students at the 10^{th}-grade level. Downtown Institute plans to enroll up to 400 students during the 2007-08 school year, with a minimum of 50 students at each grade level 9 through 11. During the 2008-09 school year, and for the subsequent years of the contract term, Downtown Institute plans to enroll up to 400 students, with a minimum of 50 students at each grade level 9 through 12.

e. Downtown Institute plans to participate in the MPS early admissions process.

f. Downtown Institute will follow the MPS Year-Round Calendar, and will offer a flexible, modular schedule, subject to obtaining appropriate Memorandum of Understanding according to the Charter Contract and MPS bargaining union agreements.

Strategic Plan Compatibility Statement

6. 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 Rule Statement

7. 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.

8. When appropriate, the Administration will negotiate a Memorandum of Understanding regarding proposed modifications to the contract related to the staffing, wages, hours, and working conditions of MTEA-represented employees regarding this Board item.

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

Fiscal Impact Statement

10. Adoption of this item alone does not authorize expenditures. The funds for this charter school contract will be budgeted and considered for approval in the FY07 Board-adopted budget.

11. In addition to the Board-approved budget allocation, Downtown Institute of Arts and Letters is a recipient of planning grants from the Bill and Melinda Gates Foundation and the Wisconsin Department of Public Instruction Charter School Subgrant Program.

Implementation and Assessment Plan

12. 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.

Committee's Recommendation

Your Committee recommends that the Board approve the attached instrumentality charter school contract with Downtown Institute of Arts and Letters, with the following modifications in terms:

a. Downtown Institute of Arts and Letters will be located and share space at the Milwaukee Education Center, 227 West Pleasant Street, Milwaukee, Wisconsin, 53212.

b. William Stotts, or his successor will be the Teacher- in- Charge of the teacher cooperative at Downtown Institute.

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. Downtown Institute plans to enroll up to 200 students for the 2006-07 school year with up to 150 students at the 9^{th}-grade level and up to 50 students at the 10^{th}-grade level. Downtown Institute plans to enroll up to 400 students during the 2007-2008 school year, with a minimum of 50 students at each grade level 9 through 11. During the 2008-09 school year, and for the subsequent years of the contract term, Downtown Institute plans to enroll up to 400 students with a minimum of 50 students at each grade level 9 through 12.

e. Downtown Institute plans to participate in the MPS early admissions process.

f. Downtown Institute will follow the MPS Year-Round Calendar, and will offer a flexible, modular schedule, subject to obtaining appropriate Memorandum of Understanding according to the Charter Contract and MPS bargaining union agreements.

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

* * * * *

(Item 4) Action on a Request to Revoke the Non-Instrumentality Charter School Contract with New Hope Institute of Science and Technology

Background

1. On July 31, 2003, the Board approved a five-year charter school contract establishing New Hope Institute of Science and Technology as a non-instrumentality charter school. The term of the contract began with the 2003-04 school year and was to end on the last regularly scheduled school day of the 2007-08 school year. The contract is for an enrollment of 350 students in grades 6-12. New Hope's September 2005 State Aid Enrollment Count was 217 students (adjusted from 207 on November 15, 2005, and based on amended information provided by New Hope Institute after the State Aid Enrollment Report was initially submitted). The January 2006 State Aid Enrollment Count was 229 students, including 50 students (21.8%) with special education needs.

2. At the request of the Superintendent, and in accordance with Administrative Policy 9.12, Charter Schools, and Administrative Procedure 9.12, Charter School Petitions and Proposals, the MPS Charter School Contract Review Team conducted a review of New Hope's compliance with its non-instrumentality charter school contract. The Charter School Contract Review Team met on January 12, 19, and 26, and February 2, 2006, to review and evaluate information provided by the MPS Office of Diversified Community Schools and various Central Services staff. The Charter School Contract Review Team facilitators met with Rosella Tucker, New Hope Executive Director, and five other school representatives on February 3, 2006, to discuss the preliminary findings and preliminary recommendation as summarized in the Charter School Contract Review Checklist. On February 6, 2006, the school requested a meeting with the Charter School Contract Review Team. The meeting was held on February 9, 2006. School representatives provided responses to the preliminary recommendation and additional documentation.

3. The MPS Charter School Contract Review Team's findings and recommendation relative to New Hope Institute of Science and Technology's non-instrumentality charter school is attached (Charter School Contract Review Checklist). The recommendation to the Superintendent is immediate revocation and termination of the charter school contract based on egregious abuse of the autonomy granted to, and accountability required of, charter schools; failure to implement the educational program described in the contract; and lack of evidence that the school has sufficient operating funds to continue and to meet financial obligations.

4. Upon reviewing the report from the MPS Charter School Contract Review Team, the Superintendent concurred with the recommendation to immediately revoke and terminate the New Hope Institute of Science and Technology's non-instrumentality charter school contract because New Hope Institute violated the contract as outlined in the Administration's analysis, which is ground 2 for termination by the Board as stated in the contract. Therefore, the Administration concurs with the Charter School Contract Review Team's recommendation and recommends that the Board revoke the New Hope Institute of Science and Technology's charter and terminate the non-instrumentality charter school contract effective immediately because the charter school violated the contract.

5. The charter school contract between the Milwaukee Board of School Directors and New Hope Institute of Science and Technology states:

> This Contract may be terminated before expiration of its term upon any of the following grounds:
>
> BY BOTH PARTIES:
>
> 1. Both parties agree in writing to the termination.
>
> BY BOARD:
>
> 2. Board determines that Charter School violated this contract, or

3. Board determines that pupils enrolled in Charter School have failed to make sufficient progress toward attaining the educational goals under sec. 118.01, Stats. or the academic performance criteria established by the Board, or

4. Board determines that Charter School has failed to comply with state and federal guidelines and with generally accepted accounting principles and standards, including applicable categorical and/or grant guidelines, financial standards, or

5. Board determines that Charter School has violated sec. 118.40, Stats., or

6. Board determines that Charter School does not agree to modifications and/or amendments required by the Board to this Contract."

If this Contract is terminated under the second through sixth grounds (because of a determination on the part of the Board), the termination of this Contract shall not become effective until, at the minimum, the end of the semester in which notice of termination is given, unless, in the discretion of the Board, termination should become effective sooner.

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. Performance and Contract Compliance Audit

New Hope Institute failed to submit a performance and contract compliance audit consistent with contract requirements. New Hope failed to submit a performance and compliance audit required by contract in a timely manner. The 2004-05 Performance and Contract Compliance Audit was due by December 1, 2005. An extension was granted until January 7, 2006. Information needed to complete the audit was not provided to MPS Audit Services on a timely basis. As of February 2, 2006, despite numerous attempts by MPS to secure it from New Hope Institute, including a January 22, 2006, letter from Alisia Moutry (Diversified Community Schools) to Rosella Tucker (New Hope Institute), a Performance and Contract Compliance Audit for the 2004-05 school year was not available for review by the Charter School Contract Review Team.

8. Financial Audit

a. New Hope Institute failed to submit a financial audit consistent with contract requirements. New Hope failed to submit a Financial Audit required by contract in a timely manner. The Financial Audit for the 2004-05 school year was due by September 30, 2005 (due within 75 days after fiscal year end). An extension was granted until November 1, 2005. A November 30, 2005, letter from Alisia Moutry (Diversified Community Schools) to Rosella Tucker (New Hope Institute) detailed four major missing components in the Financial Audit. A December 8, 2005, MPS Audit Services review of the Financial Audit materials submitted by New Hope found 11 of 17 items on the review sheet to be not compliant. January 13 and 22, 2006, letters from Alisia Moutry (Diversified Community Schools) to Rosella Tucker (New Hope Institute) again detailed the four major missing components in the Financial Audit. The missing Financial Audit materials were submitted by New Hope Institute on January 23, 2006.

b. A January 31, 2006, MPS Audit Services review of the Financial Audit materials submitted by New Hope on January 23, 2006, identified six material issues (i.e., going concern, property tax payable, fixed assets and related note payable, accounts payable and accrued expenses due MPS, organizational relationships, and BMW ownership).

9. Teacher Licensure

The charter school contract requires that all instructional staff hold current and appropriate Department of Public Instruction (DPI) licenses. Wisconsin State Statute 118.40 requires that all instructional staff of charter schools be properly licensed. Teacher licensure documentation is due to Diversified Community Schools two weeks prior to the first day of school or one week after hire. In 2004-05, 7 of 17 (41%) staff at New Hope Institute did not have current DPI licenses. In 2005-06, 5 of 16 (31%) teachers at New Hope do not have current DPI licenses. This information was gathered on January 24, 2006 from the DPI website. As a result, New Hope is not in full compliance with the contract and DPI requirements.

10. School Climate Survey

New Hope Institute failed to fully participate in the MPS School Climate Survey as required by charter contract. The required district school climate survey was not administered to parents or students in 2004-05. (MPS records show 1 parent and 1 student participated.) The 2004-05 staff survey results, as compared with the district results, were below the district's average satisfaction in three of four areas (i.e., rigor, safety, governance).

11. State and District Assessments

In the absence of a Performance Audit, the Charter School Contract Review Team reviewed performance data provided by MPS Assessment and Accountability and presented by Diversified Community Schools. Students at New Hope Institute failed to make sufficient progress toward proficiency on state standards as measured by the Wisconsin Knowledge and Concepts Exam (WKCE).

a. 2003-04 was the first year in which New Hope Institute had 10^{th}-grade students. The percentage of 10^{th}-grade New Hope students scoring at or above proficient on the WKCE in mathematics was 19% in 2003-04 (district 29%) and 11% in 2004-05 (district 31%).

b. The percentage of 10^{th}-grade New Hope students scoring at or above proficient on the WKCE in science was 14% in 2003-04 (district 29%) and 11% in 2004-05 (district 29%).

c. The percentage of 10^{th}-grade New Hope students scoring at or above proficient on the WKCE in social studies was 26% in 2003-04 (district 34%) and was 16% in 2004-05 (district 37%).

12. Repayment Plan and Subsequent Unpaid Invoices, Rent and Interest Delinquent

New Hope Institute is delinquent in its repayment plan and subsequent unpaid invoices, rent, and interest payments.

a. As of April 14, 2005, New Hope had an outstanding balance of $151,195.50. For this reason, a repayment plan was created and agreed upon by MPS and New Hope. In May of 2005, this balance increased $17,962.00 for outstanding rent. New Hope's outstanding balance at this time was $169,157.50.

b. To help pay this outstanding balance off, New Hope agreed that its first and second payments would be deducted from its final FY05 10% check from MPS and applied to its outstanding balance. These two payments of $50,398.50 totaled $100,797.00.

c. In July of 2005, New Hope's repayment plan was renegotiated at New Hope's request.

d. In the fall of 2005, New Hope made payments totaling $50,000. Its outstanding balance was decreased to $18,360.50

e. During the time of the repayment plan, new bills totaling $118,133.89 came in. In addition, New Hope was to have received $52,572 from MPS for special education reimbursements and administrative fee reconciliation. The $52,572 reduced New Hope's obligations to MPS, leaving an outstanding balance of $83,922.39.

f. As of January 13, 2006, New Hope has become delinquent in December's rent for its occupancy at Andrew Douglas in the amount of $12,379.00

g. In addition, $2,208.97 is owed for interest on the outstanding balance as of January 13, 2006.

h. On January 13, 2006, MPS required a payment in the amount of $74,587.97 by January 20, 2006. The payment was not made by New Hope Institute.

Strategic plan and compatibility Statement

13. 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

14. 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

15. This item does not authorize expenditures. The Administration will pursue reimbursement from New Hope Institute for monies owed to Milwaukee Public Schools.

Implementation and Assessment Plan

16. Upon the Board's approval of this item, the New Hope Institute for Science and Technology's charter will be revoked, and the non-instrumentality charter school contract will be terminated.

17. The MPS Division of Student Services and Parent Information Center will work with parents, students, and school administrators to reassign the New Hope Institute of Science and Technology's students to MPS regular, instrumentality charter, non-instrumentality charter, or partnership schools.

Committee's Recommendation

Your Committee recommends that the Board revoke the New Hope Institute of Science and Technology's charter and terminate the non-instrumentality charter school contract effective immediately because New Hope Institute of Science and Technology violated the contract, which is ground 2, and violated sec. 118.40, Stats., which is ground 5 for termination by the Board as stated in the contract:

1. New Hope Institute failed to submit a performance and contract compliance audit consistent with contract requirements;

2. New Hope Institute failed to submit a timely financial audit as required by contract;

3. New Hope Institute failed to ensure that all instructional staff held current and appropriate Department of Public Instruction licenses and failed to provide licensure documentation;

4. New Hope Institute failed to fully participate in the MPS School Climate Survey as required by charter contract; and

5. New Hope Institute is delinquent in its repayment plan and subsequent unpaid invoices, rent, and interest payments.

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

* * * * *

(Item 5) Follow-Up Report to resolution 0506R-014 by Director Jeff Spence Regarding Single Sex Schools

Background

1. In December 2005, the Administration brought forward a response to Resolution 0506R-014 by Director Spence, regarding single-sex schools. The Board adopted the resolution, which directed the Administration to bring back to the Board a report providing additional detail relative to the establishment of single-sex schools or programs in Milwaukee Public Schools.

2. Eight years ago, only four public schools in the United States offered single-sex educational opportunities. For the 2005-06 school year, at least 193 public schools in the Unites States are offering gender-separate educational opportunities. Most of those are COED schools which just offer single-sex *classrooms*. However, 42 of those 193 schools are *completely* single-sex (National Association For Single Sex Public Education — http:// www.singlesexschools.org/schools-schools.htm)."

3. The Wisconsin Assembly approved a bill (2005 Assembly Bill 114) that would permit public schools and charter schools to enroll only one sex in a school or course as long as the excluded sex has access to comparable courses or schools. The vote on the measure was 73-21. It has now moved to the Senate for consideration.

4. There are currently two single-sex schools under the umbrella of Milwaukee Public Schools — Spectrum High School and Lady Pitts School-Age Parent Center, a program housed in Custer High School.

Administration's Report

5. Providing parents and guardians with opportunities to decide which public schools best meets the needs of their children is key to MPS's efforts to increase customer satisfaction and parental involvement, to provide different learning environments, and to encourage schools to be unique and academically successful.

6. The Milwaukee Board of Directors has encouraged schools to design and implement site-specific programs that better meet the needs of students.

7. The opinion of the City Attorney has been sought via a written request (in a letter dated April 15, 2005) regarding the legality of establishing single-sex schools. The response from the City Attorney (dated January 10, 2003) states that "if MPS does plan to establish the single-sex charter school that has been proposed, the Board should be prepared for potential litigation. In particular, MPS should be prepared to prove that the single-sex school does not violate either the Equal Protection Clause of the Fourteenth Amendment to United States Constitution or Title IX and its implementing regulations. This preparation should be done before the proposal is accepted by the Board."

8. It is important that the Board be aware that, in order to minimize the magnitude of any litigation associated with the establishment of single-sex schools, certain processes and procedures must be put in place. There would be a fiscal impact from doing so, though it is not possible to determine what this would be at this time.

9. A letter from the Department of Public Instruction's Legislative Liaison, Jennifer Kammerud, dated August 17, 2005, expresses the following concerns regarding establishing single-sex schools:

> The Department of Public Instruction has some concerns with the legal implications of AB 114, but will not be opposing the bill at this time.
>
> Current Title IX regulations allow single-sex schools if there is a comparable program available to others, but they prohibit single-sex classes except under certain exceptions. The allowance for single-sex schools has been interpreted to mean that there has to be another single-sex school for the opposite gender. Proposed Title IX regulations, which are still only in draft form, would allow single sex schools and classes if a comparable program is offered in a co-ed environment. They would also allow single-school local educational agencies to have a single-sex charter school and exempt the school from the requirement to offer a substantially equal opportunity in another charter.

The main legal consideration is that the federal courts continue to have the responsibility of weighing state action, including the proposed Title IX regulations, against the Equal Protection Cause of the 14th Amendment to the U.S. Constitution. The proposed regulations are significantly different from the current regulations and we do not know how the federal courts will view the new standard. Given the subject matter involved there will likely be a legal challenge. Moreover, until the proposed regulations are final, current Title IX regulations apply and school districts would be held against that standard.

The department would also note that from our review it appears that the research is inconsistent on single-sex education. Many of the academic outcomes in the single-sex research are similar to outcomes in schools with strong and research-based pedagogy, small class sizes, quality educators, adequate school resources, and parent and community involvement. There has been no national comprehensive controlled study of academic performance for U.S. students in public and private K-12 single-sex and coed schooling.

10. Administrative Policy 8.01, Student Nondiscrimination, paragraph (1)(b), states

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, [emphasis added] 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 PI 9, Wisconsin Administrative Code.

11. Paragraph (1)(d) of that same policy states:

This policy also prohibits discrimination as defined by Title IX of the Education Amendments of 1972 (sex) [emphasis added], Title VI of the Civil Rights Act of 1964 (race, color, and national origin), and section 504 of the Rehabilitation Act of 1973 (disability).

12. Title IX states, in pertinent part Section 1681. Sex

(a) Prohibition against discrimination; exceptions — 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:

(1) Classes of educational institutions subject to prohibition 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.

13. The federal regulation (Section 106.35 Access to schools operated by Local Educational Agency) implementing Title IX states:

A recipient which is a local educational agency shall not, on the basis of sex, exclude any person from admission to:

(a) Any institution of vocational education operated by such recipient; or

(b) Any other school or educational unit operated by such recipient, unless such recipient otherwise makes available to such person, pursuant to the same policies and criteria of admission, courses, services, and facilities comparable to each course, service, and facility offered in or through such schools."

14. Wisconsin Anti-Discrimination Laws Section 118.13, Stats. states:

Pupil discrimination prohibited. (1) 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.

The Wisconsin Charter School Law, however, provides in Section 118.40(7)(b), Stats., that "except as otherwise explicitly provided, chs., 115-121 do not apply to Charter Schools."

15. The information contained in this report is for the Board's consideration relative to the feasibility and legality of establishing single-sex schools in Milwaukee Public Schools. The Administration will carry out any further directives by the Board regarding this item.

* * * * *

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

For your review, below is a contract award recommendation for the March, 2006, Finance and Personnel Board Meeting. Adequate funding is available in the accounts as noted below.

ELECTRICAL SERVICE REVISIONS

South Division High School

Prime Contractor
Braun Electric
2829 Royal Avenue
Madison, WI 53713

Low Bidder, Base Bid of.....$145,400.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total	Minority	Women	Type of Business	# of Subcontractors
No	10% HUB	11% MBE	30	1	3	Corporation	1

Funds are budgeted for the South Division High School electrical service revisions project from FY06 Electrical Code Compliance Construction Fund, contracted services, account code FAR00OSMSD ECNCECC6 (W.O. #2-581600). Project is to begin on April 3, 2006 and is scheduled for completion on August 18, 2006.

North Division High School

Prime Contractor
Roman Electric Co., Inc.
640 S. 70th Street
Milwaukee, WI 53214

Low Bidder, Base Bid of.....$95,540.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total	Minority	Women	Type of Business	# of Subcontractors
No	10% HUB	10.4% MBE	215	11	14	Corporation	1

Funds are budgeted for the North Division High School electrical service revisions project from FY05 Major Remodeling Construction Fund, contracted services, account code FAR00MRPND ECNCHSD5 (W.O. #2-581598). Project is to begin on April 3, 2006 and is scheduled for completion on August 18, 2006.

EXTERIOR WINDOW & DOOR REPLACEMENT

Hampton Elementary School — Windows

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

Low Bidder, Base Bid of $264,000.00, plus $8,400.00 for Mandatory Alternate Bid #1, to provide tinted 1" thick glazing identified as Type 3 as indicated in Specification Section 08800, for a total contract of.....$272,400.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total	Minority	Women	Type of Business	# of Subcontractors
Yes	0% HUB	100% MBE	35	6	4	Corporation	1

Funds are budgeted for the Hampton Elementary School window replacement project from FY04 Deferred Maintenance Construction Fund, contracted services for windows/doors, account code FAR00980HP ECNCWND4 (W.O. #2-596368). Project is to begin on April 3, 2006, and is scheduled for completion on November 10, 2006.

Hampton Elementary School — Doors

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

Low Bidder, Base Bid of.....$110,000.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total	Minority	Women	Type of Business	# of Subcontractors
Yes	0% HUB	100% MBE	35	6	4	Corporation	1

Funds are budgeted for the Hampton Elementary School exterior door replacement project from FY04 Deferred Maintenance Construction Fund, contracted services for windows/doors, account code FAR00980HP ECNWND4 (W.O. #2-596368). Project is to begin on April 3, 2006 and is scheduled for completion on November 10, 2006.

LaFollette Elementary School — Windows

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

Low Bidder, Base Bid of $407,590.00, plus $15,652.00 for Mandatory Alternate Bid #1, to provide tinted 1" thick glazing identified as Type 3, as indicated in Specification Section 08800, for a total contract of.....$423,242.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total	Minority	Women	Type of Business	# of Subcontractors
Yes	0% HUB	100% HUB	41	3	7	Corporation	1

Funds are budgeted for the LaFollette Elementary School window replacement project from FY04 Deferred Maintenance Construction Fund, contracted services for windows/doors, account code FAR00980LF ECNCWND4 (W.O. #2-596369). Project is to begin on April 3, 2006 and is scheduled for completion on November 10, 2006.

LaFollette Elementary School — Doors

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

Low Bidder, Base Bid of.....$95,000.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total	Minority	Women	Type of Business	# of Subcontractors
Yes	0% HUB	100% MBE	40	10	5	Corporation	1

Funds are budgeted for the LaFollette Elementary School exterior door replacement project from FY04 Deferred Maintenance Construction Fund, contracted services for windows/doors, account code FAR00980LF ECNCWND4 (W.O. #2-596369). Project is to begin on April 3, 2006 and is scheduled for completion on November 10, 2006.

GYMNASIUM AIR CONDITIONING

Starms Early Childhood Center

Prime Contractor
Doral Corporation
427 E. Stewart Street
Milwaukee, WI 53207

Low Bidder, Base Bid of $94,242.00, plus $9,150.00 for Mandatory Alternate Bid #1, to provide insulation and jacket for new and remodeled equipment, piping and ductwork, per Section 15580, for a total contract of.....$103,392.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total	Minority	Women	Type of Business	# of Subcontractors
No	10% HUB	20.5% MBE	110	8	4	Corporation	5

Funds are budgeted for the Starms Early Childhood Center gymnasium air conditioning project from School Funds, account code MBM00BDESC EMMB, building modifications (W.O. #2-660105). Project is to begin on April 3, 2006 and is scheduled for completion on June 1, 2006.

MASONRY CHIMNEY RESTORATION

Milwaukee French Immersion School

Prime Contractor
Pukall Co., Inc.
752 Beech Street
Grafton, WI 53024

Low Bidder, Base Bid of.....$72,330.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total	Minority	Women	Type of Business	# of Subcontractors
No	10% HUB	10.4% MBE	20	2	1	Corporation	1

Funds are budgeted for the Milwaukee French Immersion School masonry chimney restoration project from Major Maintenance Construction Fund FY06, contracted services for masonry, account code FAR00MM2SB ECNCMSN6 (W.O. #2-674377). Project is to begin on May 15, 2006 and is scheduled for completion on June 30, 2006.

PLUMBING SYSTEM MODIFICATIONS

Pulaski High Schoo — Domestic Water Heater Replacement

Prime Contractor
Faust Company, Inc.
401 N. 63rd Street
Milwaukee, WI 53213

Low Bidder, Base Bid of.....$217,800.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total	Minority	Women	Type of Business	# of Subcontractors
No	10% HUB	12% MBE	18	2	2	Corporation	2

Funds are budgeted for the Pulaski High School domestic water heater replacement project from Major Maintenance Construction Fund FY06, contracted services for plumbing, account code FAR00MM2PK ECNCPLB6 (W.O. #2-636939). Project is to begin on April 3, 2006 and is scheduled for completion on August 18, 2006.

Pulaski High School — Pool Surge Tank Replacement

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

Low Bidder, Base Bid of.....$59,740.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total	Minority	Women	Type of Business	# of Subcontractors
No	10% HUB	10% MBE	185	12	10	Corporation	2

Funds are budgeted for the Pulaski High School pool surge tank replacement project from Major Maintenance Construction Fund FY06, contracted services for plumbing, account code FAR00MM2PK ECNCPLB6 (W.O. #2-675136). Project is to begin on April 3, 2006 and is scheduled for completion on August 18, 2006.

CHILLER REPLACEMENT

Vincent High School

Prime Contractor
Doral Corporation
427 E. Stewart Street
Milwaukee, WI 53207

Low Bidder, Base Bid of.....$341,000.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total	Minority	Women	Type of Business	# of Subcontractors
No	20% HUB	20.3% MBE	110	8	4	Corporation	8

Funds are budgeted for the Vincent High School chiller replacement project from Major Maintenance Construction Fund FY06, contracted services for heating/ventilating, account code FAR00MM2VN ECNCHVA6 (W.O. #2-674493). Project is to begin on April 3, 2006 and is scheduled for completion on June 1, 2006.

COIL & UNIT VENT REPLACEMENT

Edison Middle & High School

Prime Contractor
Doral Corporation
427 E. Stewart Street
Milwaukee, WI 53207

Low Bidder, Base Bid of.....$489,000.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total	Minority	Women	Type of Business	# of Subcontractors
No	10% HUB	33.5% MBE	110	8	4	Corporation	5

Funds are budgeted for the Edison Middle & High School coil & unit vent replacement project from Major Maintenance Construction Fund FY06, contracted services for heating/ventilating, account code FAR00MM2ED ECNCHVA6 (W.O. #2-674494). Project is to begin on April 3, 2006 and is scheduled for completion on August 18, 2006.

CONSTRUCTION CONTRACTS

Total construction contract dollars awarded.....$2,424,844.00
Total dollars HUB participation.....$1,194,259.00
% of HUB participation.....49.25
% Minority employees within company.....16.53
% Women employees within company.....16.34

Authorization to Make Purchases

Copies of all bids are sent to ten resource centers for minority- and women-owned businesses for posting and distribution to any interested suppliers:

African-American Chamber of Commerce
Business Educational Consortium Inc.
The Business Council Inc.
Disadvantaged Business Development for Milwaukee County
Hispanic Chamber of Commerce

Milwaukee Indian Economic Development Agency
Milwaukee Minority Chamber of Commerce
Milwaukee Urban League
Wisconsin Business Resource Center Inc.
Wisconsin Women's Business Initiative Corporation

Authorization to Purchase Two Uninterruptible Power Supply Systems

The Administration requests authorization for a sole-source purchase of two uninterruptible power supply (UPS) systems from Liebert Corporation. MPS currently owns two Liebert UPS systems, which provide the District's two Core Data Centers with battery backup in the event of a power failure.

It is the intent of the District to standardize on a single UPS vendor for ease of maintenance and support. The two new UPS systems will work in conjunction with the existing ones, which currently operate at 90% of capacity. The District cannot continue to operate its Core Data Centers at this level. The new UPS systems will provide needed relief by distributing the electrical load and allowing for future growth. Using the same UPS manufacturer allows MPS to leverage its investment in training and support.

The cost of the two UPS systems will not exceed $61,100. The budget code to be charged is: FAR00MMZAB-ECNC (Facilities Remodeling — 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*	$61,100	NA	NA	NA	NA	NA	NA	NA	NA

Purchasing Request Summary – March 2006

Total contract dollars to be awarded.....$61,100
Total dollars eligible for HUB participation.....$ 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

To the Milwaukee Board of School Directors:

Below is a summary of revenues as of January 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	$ 46,232,944	$ 936,355,114	$ 201,499,583	$ 447,286,566	$ 489,068,548	48%
Categorically Aided	178,897,030	29,536,713	208,433,743	19,854,465	64,681,384	143,752,359	31%
School Nutrition	29,742,979	954,734	30,697,713	3,413,875	9,751,540	20,946,173	32%
Construction	24,347,033	48,385,710	72,732,743	13,243,640	27,724,986	45,007,757	38%
Extension	11,366,461	658,306	12,024,767	8,099,827	9,069,204	2,955,563	75%
Total All Funds	$ 1,134,475,673	$ 125,768,407	$ 1,260,244,080	$ 246,111,390	$ 558,513,680	$ 701,730,400	44%

Below is a summary of expenditures as of January 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	$ 46,232,944	$ 936,355,114	$ 72,658,018	$ 518,509,272	$ 417,845,842	55%
Categorically Aided	178,897,030	29,536,713	208,433,743	14,671,083	100,856,394	107,577,349	48%
School Nutrition	29,742,979	954,734	30,697,713	2,550,182	16,741,260	13,956,453	55%
Construction	24,347,033	48,385,710	72,732,743	3,014,348	72,273,292	459,451	99%
Extension	11,366,461	658,306	12,024,767	552,339	8,007,065	4,017,702	67%
Total All Funds	$ 1,134,475,673	$ 125,768,407	$ 1,260,244,080	$ 93,445,970	$ 716,387,283	$ 543,856,797	57%

[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 January 31, 2006.

SCHOOL OPERATIONS FUND

Expenditures and encumbrances through January totaled $518,509,272, or 55% of the revised budget.

District Contingent Fund — The balance at January 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 — January 31, 2006		$ 978,000

CONSTRUCTION FUND

Expenditures and encumbrances through January totaled $72,273,292, or 99% of the revised budget.

EXTENSION FUND

Expenditures and encumbrances through January totaled $8,007,065, or 67% of the revised budget.

REVENUES AND EXPENDITURES CURRENT YEAR VERSUS THREE YEAR AVERAGE As of January 31, 2006				
	Revenues		Expenditures	
	Percent Realized		Percent Expended	
	Current Year	3-Yr Avg	Current Year	3-Yr Avg
School Operations	48%	47%	55%	56%
Categorically Aided	31%	35%	48%	53%
School Nutrition	32%	37%	55%	56%
Construction	38%	21%	99%	85%
Extension	75%	79%	67%	59%

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 February 2006.

Date	Time	School	Injuries	Reportable	Contractor
2/1/06	3:10	Burbank	No	No	Lamers
2/2/06	3:00	Lloyd	No	No	Lamers-N
2/2/06	3:40	Cudahy Ms/Hs	No	No	Dairyland
2/2/06	4:20	Pulaski H.S.	No	No	Lakeside
2/6/06	6:52	Homestead H.S.	No	Yes	Bee Bus
2/8/06	4:38	Roosevelt M.S.	No	No	Lakeside
2/13/06	7:20	Keefe/LaFollette	No	No	Dairyland
2/13/06	4:00	Scott M.S.	No	No	Laidlaw
2/14/06	7:30	Carson	No	No	Lakeside
2/14/06	4:35	WCLL	No	No	Lamers-S
2/16/06	4:01	King H.S.	No	No	Lakeside
2/16/06	4:10	Milw German	No	No	Lakeside
2/17/06	8:25	Bell M.S.	No	No	Lamers-S
2/17/06	2:40	Fairview	No	No	Dairyland
2/17/06	2:45	Manitoba	Yes	Yes	Lamers-S
2/17/06	3:02	Hawthorne	No	No	Laidlaw-N
2/22/06	8:44	St. Aemilian	No	No	Joy Farm
2/22/06	2:30	Browning	No	No	Dairyland
2/22/06	5:00	Milw Schl Lang	No	No	Laidlaw-55th
2/23/06	7:42	Walker M.S.	No	No	Bee Bus
2/23/06	4:17	Roosevelt M.S.	No	Yes	Bee Bus
2/24/06	2:25	Parkview	No	No	Lakeside
2/28/06	7:45	Milw Sign Lang	No	No	Lakeside
2/28/06	2:30	Clemens	No	Yes	Lakeside
2/28/06	3:05	Barton	No	No	Laidlaw
2/28/06	3:54	Seda	Yes	Yes	Lakeside

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
Alliance	Ron J. Manville	$50	Programs and activities
Audubon	Funds Raised by School	$458.10	Special Education and Special Olympics activities
Bradley Tech	Learning Exchange	$2,500	Special Education, WKCE Incentives
Browning	Barbara Ingram & William Tyroler	$200	College Scholarship Fund
Browning	Rose Mary & Dean Muller	$1,666	College Scholarship Fund
Burdick	Cindy Schumann	$250	World Book Encyclopedia Set
Carson Academy	Jackson Practitioner Group	$150	General school purchases
Carson Academy	Robinetta Key	$300	To help purchase school uniforms
Carson Academy	Milwaukee Lady City Sports, Inc.	$500	To help purchase school uniforms
Emerson	John Lueck	$300	Sponsor field trips
Fernwood	Kemps Nickels for Schools	$200	Donation to school
Fernwood	Roundy's	$81.58	Donation to school
Fernwood	General Mills Box	$419.04	Donation to school
Hayes Bilingual	Asociacion Medica Hispano America de Wisconsin	$350	Clothes, etc. for students at Hayes
Kluge	Ted Czerwinski	$15	For needy family
Kluge	Ted Czerwinski	$100	Supplies — fabric, sponges, beads, magnets, wrapping paper, stickers, paper, pencils, shoe strings
Milw. German Imm.	D.A.N.K.	$622.96	130 German-English Dictionaries
Milw. German Imm.	Mr. & Mrs. Terry Schuh	$25	Classroom supplies
Meir	Anonymous	$300	Purchase flute
Meir	Anonymous	$500	Rm. 33 Wisconsin trip
Mitchell	Badger Mutual Insurance Company	$1,000	Reading is Fundamental (RIF)
Morgandale	GSMA	$810	Education fund
Muir	Carol Lemmermann	$57.75	Items from Oriental Trading for Christmas sale for field trips
Riley	Milwaukee Southwest Kiwanis Foundation	$100	Field trips for Preschool
Riverside	Jim Peterson	$350	ATEC Hitting Streak Pitching Machine for batting practice
Riverside	Thomas M. O'Connor, M.D.	$100	Spring baseball trip to Florida
Riverside	Fred N. Tabak	$100	Spring baseball trip to Florida
Silver Spring	Briggs & Stratton	$1,000	50 Bucks tickets
Trowbridge	Barbara Schroeder	$500	Class supplies
Twenty-first Street	Anna R. Townes	$150	Field trips
Vieau	Mexican Fiesta	$500	Food baskets
Vincent	Coca-Cola Bottling Co.	$10,000	Electronic equipment; band uniforms
WYMS	Quadgraphics	$1,000	Programming

School	Donor	Amount	Gift or Purpose
WYMS	Ruth Grossberg	$52	Programming
WYMS	Greater Milwaukee Foundation's Aaron and Anita Tilton Family Fund	$1,000	Programming
WYMS	Dennis G. Jaeger	$150	Programming
WYMS	Harold Laufer	$50	Programming
Zablocki	Monica Schulteis	$200	Hats, scarves, mittens

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; and an Affirmative Action Report

Approval of Classified Personnel Transactions

Name and Assignment	Position and Salary	Date
	APPOINTMENTS	
Anthony Anderson School Safety	School Safety Assistant $19,163.76/yr.	01-26-06
Jeffrey Eastern School Safety	School Safety Assistant $19,163.76/yr.	01-26-06
Nolita Jones School Safety	School Safety Assistant $19,163.76/yr.	01-26-06
Kquona Lindsay Goodrich	Handicapped Children's Assistant $15,276.08/yr.	01-23-06
Dawn Maurice MHSA	School Bookkeeper (Half-time) $19,240.00/yr.	02-13-06
Montina Nelson Trowbridge	School Secretary I $21,458.22/yr.	01-23-06
Kevin Orzol Student Services	School Secretary I $24,814.40/yr.	02-06-06
Imelda Williams South	School Secretary I $20,580.67/yr.	01-03-06
	PROMOTIONS	
Willard Engelmann Technology	Sr. Programmer/Analyst $64,367.94/yr.	01-26-06

CHANGES IN STATUS

Michele Brewster Washington	School Secretary I $33,355.40/yr.	01-30-06
Tracy Christopher Townsend	School Secretary I $23,212.87/yr.	01-18-06
Daniel Fullington Building Operations	Boiler Attendant $38,283.44/yr.	02-06-06
Kimberley McNealey Washington	School Secretary I $29,878.49/yr.	02-06-06
Melissa Miles School Safety	School Safety Assistant $19,163.76/yr.	01-26-06

Approval of Certificated Appointments — Teachers

Code	Teachers	Division	Salary	Yrs. Exp. Credit	Start Date
r,a	Renee N. Albrecht Business Education	B	$32,439.00	1	01/30/2006
r	Erin Bailey Grade 6	B	$32,439.00	1	01/30/2006
nr,a	Kathleen Bates Toll Cross-categorical	B	$32,439.00	1	01/30/2006
r,a	Jeremy M. Benishek English	B	$32,439.00	1	01/30/2006
nr	Garrik Bertin CD	B	$32,439.00	1	02/01/2006
r	Ralpheal Brown Kindergarten	B	$32,439.00	1	01/23/2006
r	Matthew Carrell Social Studies/ History	B	$32,439.00	1	01/30/2006
r	Adela Cendejas Grade 3 Bilingual	B	$32,439.00	1	12/07/2005
nr	Amy Douyette EC:EEN	B	$32,439.00	1	02/06/2006
r,a	Nequili J. Earnest Art	B	$32,439.00	1	01/30/2006
nr,a	Jacob Forystek Special Education	D	$39,576.00	2	01/09/2006
nr	Darren Hartberg Science, Grades 6-8	B	$32,439.00	1	01/17/2006
r,a	Larina L. Hightower Elementary	BB	$35,460.00	2	12/05/2005
nr	Jill Kaddatz Language Arts, Grades 6-8	B	$42,510.00	8	01/30/2006
r,a	Sarah E. Lemley Grade 1	B	$36,756.00	4	01/03/2006
r	Joy A. Levy Mathematics, Grades 6-8	B	$32,439.00	1	01/23/2006

nr	Cesar Paredes Grade 2	B	$32,439.00	1	01/27/2006
nr	Lisa Perry Mathematics/ Social Studies/ Spanish, Grades 6-8	B	$32,439.00	1	01/26/2006
nr	Joshua Rusch Grade 6	B	$32,439.00	1	01/23/2006
nr	Jennele Schumacher Science, Grade 7	B	$32,439.00	1	01/13/2006
r,a	Gina Stahlnecker Sanders English	B	$32,439.00	1	01/12/2006
r	Katara Stewart K-4	B	$36,756.00	4	02/13/2006
r,a	Lisa A. Studer Grade 3	B	$32,439.00	1	02/02/2006
nr	Michael Tess Science	B	$32,439.00	1	01/20/2006
r,a	Amber Waite Deaf & Hard-of-Hearing	B	$32,439.00	1	01/17/2006
r	Elizabeth Wendtland K-4	B	$32,439.00	1	01/23/2006
r,a	Tianya Zhao Chinese	B	$32,439.00	1	01/30/2006

Approval of Certificated Appointments — School Social Workers

r,a	LaSonia Anderson School Social Work	2A	$44,158.00	0	01/30/2006
r,a	Margaret Kreul School Social Work	2A	$44,158.00	0	01/30/2006

CODES

(a) Reappointment without tenure
(nr) Non-Resident who must become a resident
(r) Resident who must remain a resident

Approval of Leaves of Absence

	Present Assignment	Effective From
Illness Leave, to June 15, 2006:		
Antoinette Jones	Burroughs	January 30, 2006
Cathy Rondinelli	Grand	November 22, 2005
Maternity Leave, to June 15, 2006:		
Diane Komberec	Browning	February 3, 2006
Personal Leave, to June 15, 2006:		
Lisa Dawes	Bay View	March 9, 2006
Extension of Illness Leave, to June 15, 2006:		
Debra Jacob	Leave	January 30, 2006
Maureen Vedder	Leave	January 30, 2006
Extension of Maternity Leave, to June 15, 2006:		
Stephane Hartl	Leave	January 30, 2006
Rebecca Mork	Leave	January 30, 2006

Report on Resignations

Name	Position	Effective Date
Lerma Anacta	Teacher	06/15/06
Danette Baker	Teacher	01/03/06
Paul Berens	Teacher	01/27/06
Nancye Brazil	Manager	07/01/06
Victor Brazil	Specialist	07/05/06
Wayne Klopf	Teacher	06/15/06
Tracy Meeks	Teacher	01/16/06
Ethan Millard	Teacher	01/13/06
Lori Morse	Teacher	06/15/06
Nichole Norby	Teacher	02/12/06
Kimberly Price	Teacher	01/31/06
Jennifer Vega	Teacher	01/27/06

Affirmative Action Report

The Affirmative Action Report for February 2006 is attached to the minutes of your Committee's meeting. This is an informational report, and no action is required.

Committee's Recommendations

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

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

* * * * *

(Item 3) Action on Recommended Administrative Appointments and Promotions

Committee's Recommendation

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

3(r)	Amita Antao	Assistant Principal Washington High School of Law, Education and Public Service	Schedule III, Range 12Y $77,494.11
5(r)	Lila Hillman	Assistant Principal Bell Middle School	Schedule III, Range 11Z $65,603.51
2(r)	Tonya Adair	Assistant Principal Malcolm X Middle and High School	Schedule III, Range 11Z $68,579.55
2(r)	Gregory Tolbert	Assistant Principal Carson Academy	Schedule III, Range 10Z $75,721.00
3(r)	Joseph Hill	Assistant Principal Hartford Avenue School	Schedule III, Range 10Z $57,371.51
2(r)	Kirsten Burks	Assistant Principal Lancaster School	Schedule III, Range 10Z $57,656.28

5(r)	Diane Mudgett	School Improvement Facilitator Bradley Technical High School	Schedule III, Range 12Y $58,631.00
2(r)	Angela Patton	School Improvement Facilitator Pulaski High School	Schedule III, Range 12Y $75,957.13

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:

2 African American
3 Asian/Oriental/Pacific Islander
5 White
r Resident who must remain resident

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

* * * * *

(Item 4) Receipt of Audit #2005-77: Solomon Juneau Business High School Performance and Compliance Audit

Background

1. State statutes require that charter schools annually have a programmatic audit performed. To comply with this statute, Juneau engaged the MPS Office of Board Governance-Audit Services to conduct audits of the performance outcomes and of compliance with the educational, administrative, and fiscal requirements of the contract. The audit was conducted on the activities related to the 2004–05 school year.

2. The purpose of the audit was to determine (1) whether Juneau had met 75% of the performance criteria listed in the contract, and (2) the degree of compliance with the educational, administrative, and fiscal provisions of the contract.

3. In December 2005, the audit was completed and the report was issued. Specific information on the results of the audit follows.

Performance Audit

4. The contract specifies 11 performance criteria that charter schools may be required to meet, depending upon their applicability. Seven of these criteria were applicable to Juneau. Juneau, in turn, was required to satisfy 75%, or six, of these seven criteria; however, Juneau met just two of the applicable performance criteria. The 11 criteria, and Juneau's performance on those that were applicable, are summarized below:

Criterion	Applicable?		Performance Measure	Met?	
	Yes	No		Yes	No
1		✓	Wisconsin Reading Comprehension Test (WRCT) (elementary schools only)		
2	✓		Wisconsin Knowledge and Concept Exam (WKCE) — reading, English/language arts, and writing		✓
3		✓	MPS Writing Performance Assessments		
4	✓		Wisconsin Knowledge and Concept Exam (WKCE) — mathematics		✓

Criterion	Applicable? Yes	Applicable? No	Performance Measure	Met? Yes	Met? No
5		✓	MPS Mathematics Performance Assessment (high schools only)		
6	✓		Wisconsin Knowledge and Concept Exam (WKCE) — science and social studies		✓
7	✓		Growth in math and reading		✓
8	✓		Average daily attendance rate		✓
9	✓		Mobility rate	✓	
10		✓	Promotion percentage		
11	✓		High-school diploma percentage	✓	

5. Detailed information on each performance measure is presented in the audit report.

Contract Compliance Audit

6. Juneau complied with the administrative and fiscal provisions of the contract, except for three minor exceptions, as noted below:

(1) did not have 99% of the student population immunized or with appropriate waivers;

(2) did not deposit with MPS Central Services scholarships and trusts that exceeded $3,000;

(3) did not enter fixed assets into the computerized fixed-asset system within 30 days of receipt.

7. Detailed information on each area of non-compliance, as well as recommendations, are presented in the audit report.

8. Representatives from the MPS Office of Board Governance-Audit Services will be present at the Committee's meeting to answer any questions that the Committee may have.

Director Balistreri moved to request a special Board meeting to provide hearing to reassess the decision to close Solomon Juneau High School.

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

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

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

Director Dannecker moved to receive the audit report.

The motion prevailed, the vote being as follows:

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

Noes—None.

* * * * *

(Item 5) Approval of 2005-06 Salary Schedules

Statute, Administrative Policy, or Board Rules Statement

1. Wisconsin Statutes, Chapter 119.40, provide as follows:

119.40 Salary Schedules. (1)(a) Annually, the Board shall establish a schedule of salaries for all classroom teachers, not including principals and assistant principals, in the schools of the city.

(b) Annually, the Board may establish one or more schedules of salaries for all its employees not covered under par. (a).

2) All schedules of salaries annually fixed by the Board shall be adopted for the same period and on the same year basis as the annual school budget is adopted by the Board.

2. The following agreements expired on the dates indicated:

Substitute Teachers..... June 30, 2003

Educational Assistants and School Accountant/Bookkeepers..... December 31, 2003

Local 1616-888J..... March 31, 2005

Administrators and Supervisors Council, School Psychologists, and Teachers..... June 30, 2005

3. The following specific proposals are submitted by the Superintendent with the recommendation that they be adopted for the 2005-06 budget year. Included are the salary schedules affected by the agreements with the employee organizations previously acted upon by the Board, and other per-hour, per-diem, and per-session schedules for full-time and part-time personnel not included in bargaining agreements.

Committee's Recommendation

Your Committee recommends that

1. the following salary schedules (as previously approved by the Board) be reaffirmed:

a. Superintendent, district executives, and cabinet members

b. Administrators and Supervisors Council (exempt and non-exempt)

c. MTEA — teachers and substitute teachers

d. MTEA — educational assistants

e. MTEA — accountants and bookkeepers

f. School psychologists

g. Local 150 Building service

h. Local 150 Food service

i. Local 950 Engineers

j. Local 1053 exempt

k. Local 1053 clerical and technical

l. Local 1616 (exempt and non-exempt)

m. Local 1616 (888J)

n. Building trades

o. Per-diem, per-session, and per-hour employees; and

2. the following customary salary resolution be adopted to comply with Section 2.32, Rules of the Board of School Directors, and Section 119.40, Wisconsin Statutes:

RESOLVED, That all salary schedules and related provisions amended by Board Action this evening be, and they hereby are, adopted for 2005-2006 as amended; that all salary schedules, excepting those for prevailing wage rates in effect for 2005-2006, and which have not been amended, be, and they hereby are, reaffirmed for 2005-2006, or, in the case of schedules in negotiations, be, and they hereby are, reaffirmed pending final settlement of 2005-2006 rates, and that all provisions and resolutions pertaining to any salary schedules, and in effect for 2005-2006, which are not inconsistent with the foregoing, be, and they hereby are, reaffirmed for 2005-2006.

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

* * * * *

(Item 6) Action on a Recommendation to Authorize the Administration to Enter into a Five-year Banking Services Contract

Background

1. On November 14, 2005, the Administration issued a Request for Proposal (RFP 500) for banking services for the period beginning April 1, 2006, and ending March 31, 2011. The RFP requested respondents to provide pricing information for servicing the District's master checking account and two disbursement accounts — payroll and accounts payable.

2. The disbursement accounts are used for paying MPS employees and vendors. Prior to issuing checks, MPS requests the City to transfer funds from the City's checking account to the District's master account. As checks are presented to the bank for payment, the bank transfers funds from the District's master account to the disbursement accounts. Because only the exact amount of the checks presented for payment is transferred to the disbursement accounts, the disbursement accounts are maintained at a zero balance. Funding for those checks which have not been cashed remains in the District's master account and earns interest at a rate agreed to in the banking services contract.

3. The RFP also requested respondents to include in their proposals information on the interest rates which they would pay on outstanding balances or, if not a fixed rate, the interest rate formula to be used. Respondents were given the option of offering MPS an interest-bearing money market account or an overnight repurchase agreement. Under an overnight repurchase agreement, the bank invests outstanding balances in government securities each night and returns the funds with interest to MPS the following day.

4. Historically, the District has entered into three-year contracts with the winning RFP respondent; however, the Administration is requesting that the Board waive the three-year limit and authorize it to enter into a five-year contract instead. The reason for requesting an extended contract is the high cost of changing banks. The Administration has determined that it costs approximately $10,000 to make the change. Including the current change, MPS will have changed banks four times in the last nine years at a substantial cost in human and financial resources.

Administration's Analysis

5. The Administration received three responses to the banking services RFP. The respondents were M&I Bank, JP Morgan Chase, and US Bank.

6. An evaluation team was established, and each RFP response was graded on the following criteria: fiscal impact, qualifications, responsiveness, financial strength, and HUB participation.

7. JP MorganChase was selected as the winning bidder. JP Morgan's service fees were the lowest, and its interest earnings on outstanding balances was the highest. By contrast, the proposal submitted by the second-place respondent, US Bank (MPS's current bank), was 31% higher, taking into account its higher fees and lower interest earnings. Accordingly, the Administration is recommending that JP Morgan be awarded a five-year banking-services contract.

Strategic Plan Compatibility Statement

8. The recommendation is consistent with the practice of fiscal responsibility and making informed decisions concerning the allocation of district resources.

Statute, Administrative Policy, or Board Rules Statement

9. The recommendation is consistent with Administrative Policy 3.0, Fiscal Management.

Fiscal Impact Statement

10. This item authorizes expenditures. The annual service fee for the District's master account and two disbursement accounts is expected to be $36,886. Annual interest earnings on the District's outstanding balances is projected to be $675,000 at current interest rate levels. The budget code to be charged for bank service fees is: FSC00ACTFN-EDDU — Financial Services — Service Fees.

Implementation and Assessment Plan

11. The banking services contract will take effect on April 1, 2006, and run through March 31, 2011. Bank charges and interest earnings will be monitored monthly to ensure that actual amounts are consistent with amounts stated in the banking-services contract.

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration to enter into a five-year banking services contract with JP Morgan, from April 1, 2006, through March 31, 2011, at a projected annual cost of $36,886, with a five-year cost not to exceed $184,430, to include the following scope of services:

> The contractor will maintain a master account for funding purposes and separate disbursement accounts, one each, for accounts payable and payroll. The District will fund the master account by either wire transfer or check. The contractor will transfer the necessary funds to the respective disbursement accounts daily, based on the amount of checks presented for payment or wire transfers which the District originates through the contractor. All collected balances in the master account not used to fund either of the disbursement accounts must be fully invested.

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

* * * * *

(Item 7) Action on a Request to Enter into an Agreement with Dell Computers to Implement a Technology-Based Program for MPS Students

Background

1. The Division of Career and Technical Education is committed to developing the technological literacy of all Milwaukee Public Schools children. As such, it is increasingly significant for MPS students to have the ability to access, use, and understand computer technology. The Dell TechKnow Program from Dell Computers focuses on providing low-income or underserved middle-school-aged students with the opportunity to earn a home computer and learn technology skills to better prepare them for opportunities in today's technology-driven world.

2. The TechKnow Program was first established in 1998 by a Dell Customer, the Denver Public Schools, to combat the student dropout rate and to provide students with home access to technology. From July 2001 through spring 2005, over 7,000 students from across the U.S. have completed this program. All students in the program are defined as "at risk" or low-income. More than 80% of TechKnow students are African American or Hispanic. 50% are female.

3. Dell TechKnow students attend a 40-hour, self-paced after-school or summer program in which they work in teams to learn computer basics. Students learn hardware, software, and internet skills. Upon completion of the program, students earn a refurbished Dell desktop computer, operating system, and software to take home. The home computer allows those students and their families access to MPS internet service.

4. Dell has invested more than a million dollars in the Dell TechKnow program to support school districts and communities in administering the program. Dell funding helps to provide program support with administration and communications, community partnerships, instructor training, curriculum materials, travel and administrative expenses, and, most important, refurbished hardware.

Administrative Analysis

5. This item seeks Board approval of an agreement between MPS and Dell. Board approval for this agreement is a requirement of participation in the program.

6. MPS will receive from Dell Computers the necessary hardware, instruction and assistance to implement the program. MPS will provide coordination for the program through the Department of Technology. The program will be run through the Community Learning Centers (CLCs) during the summer of 2006 and in 2006-07 after-school CLC programs.

7. In MPS, the Dell TechKnow program will serve up to 500 middle-school-aged children this year. The following outcomes emphasize the significance of this program opportunity:

a. Increased numbers of MPS children with home computers and internet access;

b. Increased numbers of MPS students achieving technological literacy needed for high-school programs;

c. Raised awareness among parents and students of career opportunities in computers, information technology, data management, and related fields;

d. Strengthened career-education programs in middle schools.

8. The Internet and access to information and communications technology is critical for eliminating social and economic barriers to technological proficiency. Internet and technological literacy is vital for success in the digital world. The Dell TechKnow program, in concert with the MPS Information and Technology Strategic Plan, furthers the development of a 21st-century learning environment that will serve the needs of our students and communities.

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. The use of technology to foster student learning has been identified by MPS in its characteristics of a high-performing classroom.

Statute, Administrative Policy, or Board Rules Statement

10. This recommendation is consistent with Administrative Policy 7.01, Teaching and Learning Goals.

Fiscal Impact Statement

11. This item does authorize expenditures, along with the approval of an agreement between Dell Marketing, L.P. and MPS. Funds needed for the implementation of the Dell TechKnow Program are reflected in the following:

a. A part-time contractor will be funded with Title IID funds through the Department of Technology, at a cost not to exceed $30,000. Budget code TSV-0-0-TEC-TC-ECTS.

b. The summer and after-school programs will be taught by trained instructors. Salaries for these assignments will be paid with through the Department of Technology, at a cost of $36,000. Budget code SDV-0-S-TL6-SQ-ECTS-0000.

c. Dell Marketing will supply all hardware, software, training, and other support.

Implementation and Assessment Plan

12. Upon approval by the Board of School Directors, the Dell TechKnow Program Agreement will be signed and sent to Dell Marketing, L.P. Program implementation will begin in the summer of 2006. Training for program instructors will begin in June 2006. The part-time contractor will begin to coordinate the District Implementation Team in the Spring of 2006.

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration to enter into the program agreement for participation in the Dell TechKnow Program.

The Board Clerk advised the Board that since the Committee meeting, the contract had been amended to strengthen privacy provisions.

Director Spence moved to approve the amended recommendation/contract.

The motion prevailed, the vote being as follows:

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

Noes—None.

Temporarily absent—Director Hardin—1.

* * * * *

COMMITTEE ON LEGISLATION, RULES AND POLICIES

Director Dannecker 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 0405R-053 by Director Johnson Regarding Sibling Preference in the Random Selection Process

Background

At its meeting on March 24, 2005, the Board referred Resolution 0405R-053 by Director Johnson to the Committee on Legislation, Rules, and Policies:

WHEREAS, The Milwaukee Board of School Directors approved changes to the transportation regions on March 24, 2005; and

WHEREAS, MPS's Administrative Policy 8.10(2), Sibling Preference Policy, gives preference to siblings in the random selection process; and

WHEREAS, Transportation of students represents a major expenditure for the Milwaukee Public Schools; and

WHEREAS, In an effort to increase efficiency in, and to decrease the cost of, transporting students, the Milwaukee Public Schools may periodically have to realign its transportation regions in order to adjust to the city's shifts in populations; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors direct the Administration to limit to two years the length of time that students *must* be grandfathered (i.e., allowed to attend the schools in which they are enrolled) and to amend Administrative Policy 8.10(2) to set a two-year limit for sibling preference in admissions, when such students lose their eligibility for district-funded transportation to their schools.

Administration's Analysis

1. In order to determine the number of students who potentially might be affected by adoption of Resolution 0405R-053, the Administration reviewed student demographic data and mobility data to determine the number of students affected by the changes to transportation regions as approved by the Board on March 24, 2005. Based on the analysis, 90% of students who reside outside of the transportation regions will have moved or had parents agree to transport students within three years. In light of this, the Administration recommends that:

a. Administrative Policy 8.10, sections (1) and (2), be amended to set a three-year limit for sibling preference, after which such students lose their eligibility for district-funded transportation to their schools;

b. hardship or unique cases be forwarded to the Student Transportation Appeals Committee for a hearing; and

c. the policy revisions be effective June 13, 2006, the last day of student attendance for the 2005-06 school year.

2. District-wide, 13,562 students, or 32% attending K-8 attendance-area schools, live outside of the transportation regions approved by the Board on March 24, 2005. Of that number, 5,615 students are transported by their parents — that is, parents have agreed, in writing, to transport their children to school. Another 3,364 students attend special education or bilingual/English Language Learner (ELL) programs or neighborhood specialty schools. These students are not affected by the transportation regions and will continue to receive transportation. The remaining 4,583 students could be affected by Resolution 0405R-053.

3. District-wide, 15% of students enrolled in attendance-area K-8 schools move during the school year. Students who move outside their schools' transportation regions during the school year are required to select new schools the following year, unless the parents agree to transport the students. In addition, depending on the grade configuration of the school, 13-17% of students will leave the schools when they transition to the next grade levels. Therefore, between 28-32% of students will leave the schools from one year to the next.

4. Comparing the number of students living outside the transportation region and the percentage of students who move, the Administration can estimate how long the sibling preference policy and "grandfathered" period will apply. For purposes of this analysis, the term "grandfathered" refers to the period of time by which a variance to the new policy is granted.

5. When the Milwaukee Board of School Directors approved the new transportation regions, the change would not affect current school assignments. The Administration feels confident that, after three years, most students could be accommodated within the transportation regions. Seven schools may continue to have a sizable number of students outside the transportation regions after three years: Carson, Engleburg, Grantosa, Humboldt Park, Lancaster, Manitoba and Townsend. The Transportation Appeals Committee can address unique hardships and will ensure that students are enrolled fairly.

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. Approval of the Administration's recommendation will help facilitate the nearly $1 million in transportation savings which the Administration has projected to begin in FY07 and to take three years to realize.

Committee's Recommendation

Your Committee recommends that the Board:

1. adopt Resolution 0405R-053 by Director Johnson, with the following amendment to the resolved section of the Resolution:

   RESOLVED, That the Milwaukee Board of School Directors direct the Administration to limit to three years the length of time that students *must* be grandfathered (i.e., allowed to attend the schools in which they are enrolled) and to amend Administrative Policy 8.10(1) and 8.10(2) to set a ~~two~~ three-year limit for sibling preference in admissions, when such students lose their eligibility for district-funded transportation to their schools.

   and

2. modify Administrative Policy 8.10(1) and 8.10(2), to set a three-year limit for sibling preference, effective June 13, 2006, when such students lose their eligibility for district-funded transportation to their schools as follows:

Administrative Policy 8.10
School Admissions

(1) General Principles

(a) Generally, each school under the jurisdiction of the Board shall be open to all persons of school age residing within the school district; thus, all students who live in a school's attendance district with parents or a legal guardian shall be admitted to the school without payment of tuition. Proof of residency or legal guardianship may be required by the superintendent.

(b) In accordance with the Board's open enrollment policy (see Administrative Policy 8.03, School Attendance Areas), however, a student residing in any such district may attend a school in another district with the permission of the superintendent.

(c) Evidence of immunizations shall be presented in accordance with law.

(d) All students attending the public schools shall be enrolled on the records of the school under the proper given name and surname of the student at the time of birth, or as the given name or surname has been changed by a court of competent jurisdiction in any action, adoption proceeding, or other proceeding. The school system shall also honor the official request of a parent that a child's name be changed on school records, providing the parent has custody of the child.

(e) As necessary, admission requirements for summer, adult, vocational, or other special schools shall be developed by the Administration and submitted to the Board for its consideration and action.

(f) a student who resides outside his or her school's designated transportation region and who is granted a variance from the policy, "grandfathered" in that school assignment, may remain in that school with district-funded transportation for a period of no more than three years.

(2) Sibling Preference Policy

(a) Sibling preference shall be given prior to random selection. Random selection of siblings shall occur if there are more siblings than available seats.

(b) For purposes of receiving sibling preference, a "sibling" shall be considered a brother, sister, half-brother, or half-sister. In addition, whenever a student resides in a household with an adult other than a parent, that student shall be treated as a sibling of all other children in the household. Residing in a household with an adult other than a parent means that the child is living in a household for a primary purpose other than to receive an education in the Milwaukee Public Schools.

(c) Siblings of student(s) who are "grandfathered" will be eligible for district-funded transportation to school for only as long as the "grandfathered" student(s) remain in that school assignment. Hardship or unique cases shall be referred to the Student Transportation Appeals Committee for review.

Director Dannecker moved to approve the recommendation.

Director Blewett moved a substitute, to approve the Administration's recommendation with the addition of a further resolved that the Milwaukee Board of School Directors direct the Transportation Appeals Committee to report to the Finance and Personnel Committee monthly, and the Board then would review and finalize a decision for any student appealing under Section (1) (f); and also, the addition of a (2) (c), the decision of the Transportation Appeals Committee would be forwarded to the Finance/Personnel Committee.

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

Ayes— Director Blewett—1.

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

Voting "present"—Director Hardin—1.

The question being on the original motion to approve the recommendation, it was adopted, the vote being as follows:

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

Noes—Directors Balistreri, Blewett, and Morales—3.

Voting "present"—Director Hardin—1.

* * * * *

(Item 2) Action on a Proposal to Allow Real Estate Sale Funds to Be Used to Pay Down Bond Debt Related to the Neighborhood Schools Initiative

Background

1. By state statute (119.60, Real Property), proceeds from the sale of school property are currently applied to the district's construction fund to be used for the capital needs of the district. Milwaukee Public Schools (MPS) has excess capacity and has therefore engaged in a process of closing schools in order to properly align its total available space to its student population. MPS has capacity for 120,000 students and a projected MPS school site enrollment of 93,516 for 2006-07, resulting in approximately 26,000 extra seats.

2. With new construction related to the Neighborhood Schools Initiative (NSI) near or at completion, there is not a current demand for new projects or for the purchase of additional property; however, MPS does have the obligation to pay down debt related to the Neighborhood Schools Initiative. NSI-related bond debt stands at $112 million. The Administration would like to have state law amended so that MPS would be allowed the flexibility to apply funds from the sale of property toward the reduction of NSI bond debt. As a result, the district would have the opportunity to significantly reduce the amount of interest to be paid on such debt.

Administration's Analysis

3. By securing this change in state law to allow the district to apply sale proceeds toward NSI bond debt, the district will have the ability to decrease the total amount of interest that would otherwise be due on those bonds. The amount of sales proceeds made available for this purpose, and the interest rate and maturity date of selected bonds, will determine the total savings realized for the district. Such savings would then be available for other district operations.

Strategic Plan and Compatibility Statement

4. This 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

5. This action falls within the provisions of Administrative Policy 3.0, Fiscal Management.

Fiscal Impact Statement

6. The amount of sales proceeds made available for this purpose, along with the interest rate and maturity date of selected bonds, will determine the total savings realized for the district.

Committee's Recommendation

Your Committee recommends that the Board approve the Administration's actions to have state law amended to allow MPS the flexibility to apply funds from the sale of property toward the reduction of NSI bond debt.

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

* * * * *

(Item 3) Informational Report on President Bush's FY 2007 Education Budget Request

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

Administration's Report

1. The first phase of determining funding levels for federal education programs arrived with the President's introduction of his budget for the 2007 fiscal year. In FY06, for the first time in ten years, Congress reduced year-to-year spending levels for the U.S. Department of Education. The President's recently introduced budget continues that trend and further cuts funding for federal education programs by $1.5 billion (the reduction totals $3.1 billion when one-time Hurricane Aid is included).

2. Of the more than 140 programs that are disbanded in the President's FY07 budget, 42 are education programs. Among those, Comprehensive School Reform, Even Start, education technology, Safe School and Citizenship, arts education, and the $1.18 billion vocational education state grant are all eliminated. GEAR UP and Smaller Learning Communities grants would also lose funding. In a statement, Education Secretary Margaret Spellings said the 42 programs slated for elimination are "small and ineffective."

3. For the 2005-06 school year, in a few of those respective program areas, MPS received the following amounts:

- Comprehensive School Reform $1,003,222
- Education Technology $1,220,808
- Safe School and Citizenship (Title IV) $1,540,301
- Vocational Education.....$2,007,851
- GEAR UP .....$2 million (typically)
- Smaller Learning Communities $279,490

4. Title I funding under the No Child Left Behind Act is frozen at the FY06 level. Overall, NCLB-specific funding within the education budget is increased by 4.2 percent and is up significantly since its introduction in 2001. Conversely, funding under the Act remains significantly below spending levels originally authorized by Congress. Overall, Education Department spending is reduced by 5.5 percent (including Hurricane Aid).

5. In part, savings achieved through the elimination of the 42 education programs are used to fund the President's High School Reform Initiative, America's Opportunity Scholarships for private vouchers and tutoring, and his initiative to improve math and science instruction in K-12 schools. The budget also includes $200 million for a new school improvement program. The program does, however, allow state departments of education to retain 100% of the funding for state-level activities.

6. Although not frozen at FY06 levels, IDEA special education funding receives a marginal increase. With special needs enrollment expected to increase nationally, IDEA funding is likely to be reduced on a per-pupil basis. Far from Congress's stated goal of funding the program at 40 percent, the FY07 proposed allocation would fund just 17 percent of the per-pupil cost, down from 17.8 percent in FY06. Funding for Medicaid-funded school-based services programs is also reduced or eliminated under this budget.

7. The attachments provided with this item provide further detail on the President's FY07 proposals. Depending on the action taken by Congress, final funding levels will typically be determined in the final months of 2006 or in January of 2007.

Director Blewett moved that the Board quickly respond to Wisconsin's Federal legislators and the Federal executive by letter opposing wordings such as the small and ineffective and cuts in all programs mentioned in Items Two and Three, including IDEIA funding and cuts in Arts Education.

The motion prevailed, the vote being as follows:

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

Noes—None.

* * * * *

(Item 4) Action on a Request to Partner with Hunger Task Force on Efforts Related to Improved Childhood Nutrition

Background

1. The percentage of students eligible for free and reduced-price lunch in the Milwaukee Public Schools (MPS) system is among the highest in the nation at 75%. Studies have repeatedly shown that proper childhood nutrition is an essential part of having students in their classrooms, healthy and ready to learn. By working with parents and community partners, MPS continues its efforts to reduce health-related barriers to learning and to ensure that proper student nutrition is at the root of those efforts. The MPS Administration and Division of School Nutrition Services (SNS) in particular have engaged in successful, cooperative efforts with the Hunger Task Force, and as that partnership moves forward, the Administration envisions increased cooperative efforts at the legislative level as well.

Administration's Analysis

2. In recognition of the ongoing partnership with the Hunger Task Force, and in anticipation of joint legislative efforts at the state and federal levels, the Administration would like to endorse a more formal partnership between Milwaukee Public Schools and the Hunger Task Force in order to more effectively address the barriers which children face related to hunger.

Strategic Plan Compatibility Statement

3. This partnership and its related end goals meet the Vision and Mission goals under Board Governance Policy 1.01 and Administrative Policy 1.01.

Statute, Administrative Policy, or Board Rules Statement

4. This partnership and its related goals meet the requirements under Administrative Policy 9.04, Community Involvement in Decision Making.

Fiscal Impact Statement

5. There is no fiscal impact associated with this item.

Committee's Recommendation

Your Committee recommends that the Board recognize the Hunger Task Force as a valued community partner and develop a more formal alliance when working on legislative issues related to student nutrition.

Director Blewett moved to approve the recommendation.

The motion prevailed, the vote being as follows:

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

Noes—None.

* * * * *

(Item 5) Action to Request the Wisconsin Department of Transportation to Avoid Negative Impacts on Milwaukee Public Schools' Students, Staff, and Facilities in the Design and Reconstruction of Area Freeways

Background

1 The Southeastern Wisconsin Regional Planning Commission (SEWRPC) in 2003 recommended expanding 127 miles of freeway in the seven-county region. In Milwaukee, freeways that would be expanded under the SEWRPC plan include I-94, I-894, I-43, I-794, and US 45. In addition, "design and safety" improvements would expand and change the configuration of Interchanges throughout the region.

2. The plan calls for razing an estimated 201 homes and 28 businesses in the region. Of these, some 140 homes and 13 businesses are in the City of Milwaukee, according to SEWRPC figures.

3. The Wisconsin Department of Transportation now is beginning environmental and engineering studies for reconstruction of the I-94 North-South corridor from south of the Illinois state line to the Holt Ave. interchange. The study area also includes I-894 from I-94 to 35th St.

4. The SEWRPC plan estimates reconstruction and expansion of I-94 North-South will require the removal of 72 homes to accommodate design and safety improvements. Jeff Mantes, Director of Milwaukee Public Works, estimates that this would remove at least $15 million from the city's tax base. The loss in tax base that will occur if Milwaukee freeways or interchanges are expanded will have a negative impact on MPS's already difficult financial status.

5. SEWRPC estimated the cost of the regional freeway reconstruction plan at $6.2 billion (year 2000 dollars), but failed to propose a funding source. The cost of the I-94 North-South reconstruction now is estimated at $1.6 billion.

Administration's Analysis

6. The SEWRPC regional freeway study did not analyze the impact of the agency's recommendations on neighborhoods or schools.

7. Milwaukee Public Schools has numerous schools and facilities adjacent to or very near freeways, including Garland and Lowell Elementary along the I-94 North-South corridor. MPS Facilities and Maintenance (FSM) offices are immediately adjacent to I-43. During reconstruction of the Marquette Interchange, the Wisconsin Department of Transportation even used part of the FSM site as a staging area without first seeking MPS's permission or consent. Other sites in close proximity to freeways include Riley Elementary, Elm Elementary, Roosevelt Middle School, Green Bay Ave. Elementary, Lincoln Ave. Elementary, 8th Street School, and Sarah Scott Middle School.

8. The SEWRPC study did not consider specific effects of air pollution in areas immediately adjacent to the expanded freeways, or upon students and staff who attend and work at schools immediately adjacent to freeways. While the SEWRPC study did claim that expanding freeways would reduce certain air pollutants overall, other studies suggest any reductions in air pollution may be offset by increased traffic and changes in travel habits.

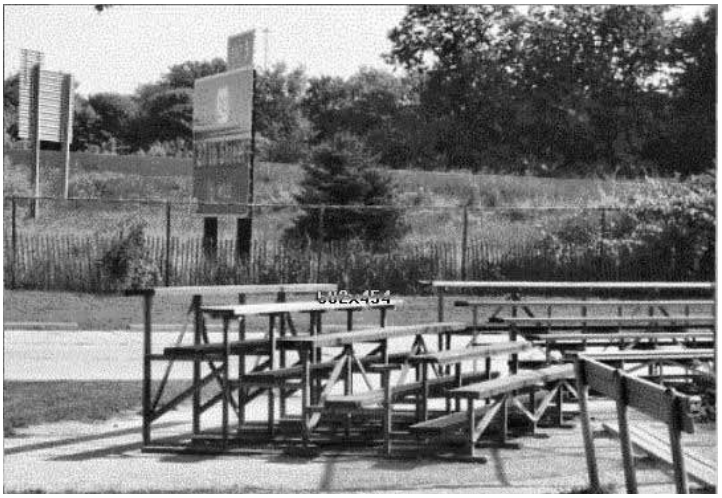


Garland Elementary School Playground: The freeway runs behind the "Garland" sign in the background

9. Numerous studies show that proximity to heavy traffic has a negative impact on children's health. The journal *Pediatrics* reports that increased respiratory problems in children are associated with proximity to high-traffic areas:

> Increased respiratory tract complications in children (e.g., wheezing, chronic productive cough, and asthma hospitalizations) have been associated with residence near areas of high traffic density (particularly truck traffic). Other investigators have linked various childhood cancers to proximity to traffic.

10. The Asthma and Allergy Foundation named Milwaukee the fifth-worst city for asthma for 2006, citing — among other things — the city's worse-than-average poverty rate and worse-than-average air quality.



Lowell Elementary: bleachers with freeway sign in the background

11. Expanding freeways adjacent to schools may increase traffic near those schools, making the journey to and from school more hazardous for children, while the increased noise attributable to larger freeways may disrupt learning at schools adjacent to or near freeways.

12. SEWRPC staff, at the request of the City of Milwaukee, have proposed that SEWRPC's Regional Transportation Planning Advisory Committee re-examine the inclusion of 19 miles of Milwaukee freeway in the freeway expansion plans. These miles include I-94 from the Mitchell Interchange in Milwaukee to Silver Spring Dr. and from the Zoo Interchange to the Mitchell Interchange. Removing the 19 miles from the expansion proposal would not preclude freeway expansion in those areas, but would eliminate the presumption of expansion. Expansion could be considered again as part of preliminary engineering as reconstruction is planned for specific stretches of freeway.

Strategic Plan Compatibility Statement

13. This item 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 complies with state statutes and administrative rules.

Fiscal Impact Statement

15. This item does not authorize expenditures.

Implementation and Assessment Plan

16. Upon the Board's approval of this item, the Administration will write letters to the Southeastern Wisconsin Regional Planning Commission, the Wisconsin Department of Transportation, and other local and agency officials informing them of the Board's action. The Administration will also monitor freeway reconstruction planning and advocate for the position adopted by the Board of School Directors.

Committee's Recommendation

Your Committee recommends that the Board:

1. request the Wisconsin Department of Transportation to avoid negative impacts on neighborhoods, schools, and children in its redesign and reconstruction of freeways in the City of Milwaukee;

2. request the Wisconsin Department of Transportation to consult closely and cooperatively with the Milwaukee Public Schools during environmental and design studies for freeway reconstruction in Milwaukee regarding potential impacts on school students, staff, and facilities; and

3. oppose any reconstruction or expansion plans for any portion of freeway in Milwaukee which do not specifically and fully remediate the impact of the project(s) on Milwaukee Public Schools students, staff, and facilities in a manner agreeable to the Milwaukee Board of School Directors.

Director Morales moved that the Milwaukee Board of School Directors oppose the proposed freeway expansion in the City of Milwaukee; and that it demand that the Milwaukee Board of School Directors and the Superintendent of the Milwaukee Public Schools be included in decision-making regarding freeway expansion, reconstruction, or redesign in the City of Milwaukee.

The motion prevailed, the vote being as follows:

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

Noes—President Johnson—1.

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NEW BUSINESS

(Item A) (Considered earlier in the meeting)

(Item B) Reports of the Board's Delegates

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

Delegate: President Johnson

A. Previous Month's Summary

1. On Thursday, January 9, 2006, a meeting was held with division leaders or their representatives to discuss their roles and responsibilities in the upcoming federal review, which takes place the week of February 26. Records and materials are due in the Head Start Office on Wednesday, February 22.

2. The Head Start Program has been notified that there will be a 1% deduction in the federal Head Start grant effective immediately. This decrease was discussed with the Policy Council, and a vote was taken to approve the decrease in the salary line item for an unfilled position. The proposal will be submitted to the Board.

3. Head Start staff has been very busy taking classroom inventories and documenting their monitoring of each Head Start classroom. This information will be made available to the federal review team as part of the monitoring review process.

4. Mable Jones, consultant, will continue her work with Head Start staff on Tuesday, February 21 through Wednesday, February 23, 2006. Policy Council members and Board members are encouraged to participate in the training. Specific times will be communicated to all parties.

5. Lead from peeling paint was discovered in numerous Head Start classrooms. Facilities and Maintenance was notified, and corrective action was taken immediately. The peeling paint was removed, and the areas given a fresh coat of paint.

6. Dorothy St. Charles and Ann Terrell attended the Wisconsin Head Start Association's Fourth Annual Training Conference. They attended workshops on the "The Culture of Poverty," building communication systems, and PRISM Monitoring. They had the opportunity to hear from and connect with Roberta Gassman, Secretary of the Wisconsin Department of Workforce Development, and with the head of Region V, Kay Willmoth, Director of the Family and Child Development, Administration for Children and Families, U. S. Department of Health & Human Services. They also participated in a brainstorming session with other state Head Start directors on the impact of funding cuts and Head Start reauthorization legislation.

B. The Federal Review Team is requesting, as part of its on-site activities, to observe a Policy Council meeting and to meet with members of the Milwaukee Board of School Directors.

C. The next Policy Council meeting will be held on Wednesday, March 1, 2006, at 5:30 p.m. in Room 103 of the MPS Central Services Building. The agenda is as follows:

1. Review of By-Laws
2. Feedback on Disabilities Play
3. 2005-06 Budget Update

* * * * *

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

Delegate: President Johnson

A. Previous month's summary:

1. Elizabeth Burmaster, State Superintendent of Public Instruction, is the newest MPA Executive Partner.
2. The "Characteristics of a High Performing Urban Classroom" document is ready for printing. Funding for printing costs is being sought.
3. The "critical friend" for the Assurant Health Foundation grants has been hired through additional grant funding. Personnel from schools with Assurant Health Foundation Grants that fund FAST, Best Men, and Best Friends programs attended a meeting, along with program personnel and Assurant Health Foundation representatives, on January 31 regarding this additional support, where they met their new critical friend.
4. Seventeen teachers attended the informational meeting on February 1 at Riverside University High School regarding the Action Research Fellow opportunity for teachers, sponsored by the NEA Foundation and MetLife Foundation. Action Research Fellows' work will center on closing achievement gaps to improve student achievement; conducting action research in their classrooms and schools; engaging the public and elected officials in community conversations about public education; and publishing and disseminating findings and recommendations nationwide. Applications will be read and teachers interviewed for the 15 fellowships.
5. Presentation proposals for the national conference, "Embrace the Challenge: Closing the Achievement Gaps through Partnerships and Leadership," have been reviewed. Additional conference planning activities continue.
6. Activity registration process planning for the March 24 MPS Banking Time Professional Activity Day is in progress, and registration will begin in February.
7. Budget planning work has been done for both 2005-06 and 2006-07.
8. Wallace Fellows grant work continues.
9. Meetings with members of the NEA Grant Focus School learning team have been taking place concerning the progress of their grants. Each school has identified an achievement gap to address.
10. The NEA Foundation has requested a site visit concerning the grant. A date has not yet been set.
11. A renewal site visit was conducted at UWM on February 8 and 9, 2006, concerning the Carnegie/AED Teachers for a New Era grant. Site visitors were very impressed with the work on induction and have asked the MPA to share the induction booklet with the new teacher center in Santa Cruz that does the majority of mentoring with new teachers in the country.
12. Collaboration continues with WEAC on ways to work together on professional development.

13. A number of members from the learning team from NEA Focus Schools attended the first session of the KEYS (Keys to Excellence for Your Schools) NEA-MSU Coaching Training on January 25-27, 2006. This is excellent training that fits in very well with current initiatives. A catch-up session is being offered on April 23 for additional people to join into this training before the second part takes place on April 24-26, 2006. It is a three-part series, with the third session planned for August.

14. A meeting is planned on February 28 for MPS, MTEA, MPA and WEAC representatives to discuss how KEYS training may beused in MPS for school improvement.

15. A representative of the Governor's office visited Hamilton High School on January 25, where the NEA grant induction work was highlighted. The representative was impressed.

16. Work is continuing on the STEM (Science, Technology, Engineering and Mathematics) initiative. Another meeting was held with GE Healthcare on February 9. Planning for the next step has begun. The MPA Executive Partners have established a working committee around this initiative.

17. Dr. Christine Anderson, MPA Executive Director, will be honored with the 2006 Women Putting Their Stamp on Metro Milwaukee Award in the category of Education at the United States Postal Service Women's History Month Awards Luncheon on March 24, 2006, at the Midwest Airlines Center.

18. There was high attendance at the February math teacher leader meetings. Morning sessions focused on formative assessments, and afternoon sessions on algebra content.

19. The math mini-grant application deadline was extended to February 22. There is approximately $150,000 available for award to schools. Proposals are to focus on increasing math-content knowledge or concentration on CABS.

20. Recruitment is beginning for new math teachers-in-residence (TIRs) to replace those whose terms expire at the end of this school year. All grade levels will again be represented.

21. The Teacher & Principal Quality Work Group is beginning discussions on how to build upon the work that has been completed and move forward with professional development for induction and initial teachers. The work group will also be continuing the work on National Board Certification.

22. Literacy coaches are focusing on writing and reading and this year are strongly emphasizing the oral component of the comprehensive literacy framework. An in-depth focus on research in the literacy framework will be added in the next school year.

23. Academic tutor training sessions targeted at service learners were conducted at UWM and Marquette University.

24. Training CDs or videos for tutors and parents covering reading, writing, and math in the comprehensive literacy and mathematics framework and tutoring interventions need to be developed. Funding is needed.

25. The next phase of tutor training will be to strengthen community-based tutoring.

26. Discussions are taking place concerning funding for implementation of ideas from the Family Literacy & Tutoring Work Group.

27. Application will be made this year for the Federal Parent Information and Resource Center grant.

28. Work is being done on the pilot of a walk-through around the Characteristics of a High Performing Urban Classroom.

29. The Council of Great City Schools will do an instructional program review on February 28-March 3, 2006. It will be designed to complement the work on the evaluation of literacy coaches and specialists and will look at the reading initiatives. Findings and recommendations from the evaluation of literacy coaches and specialists done by WCER should be available some time in February.

30. Participation in the Education Trust study that is looking at patterns of teacher distribution as they vary by student achievement has been going on for a little more than one year. The second meeting of all participating districts and state departments has taken place with another round of data analysis. The Research and Evaluation Work Group has begun looking at the data. Data illustrating emerging patterns will be brought to the Differentiated Compensation Task Force when available. The next step will be for the Differentiated Compensation Task Force to examine the data and develop policy and practice recommendations related to teacher distribution in MPS.

31. The school climate survey window for staff has been extended at the request of schools. Staff response received has been several hundred more than last year.

32. The Research and Evaluation Work Group has discussed how to roll out and reintroduce the MPA Report to the schools this year.

33. The vertical scale of the new state tests appears very different from that in previous years. The state is reviewing the concerns.

34. Sixteen schools have been invited to pilot a professional development program on grade-level value-addedness; so far, 15 have agreed to participate. Pilot schools, which include elementary, middle, high, K-8 and 6-12 schools, represent all four value-added quadrants. The pilot program will show data for each grade level and help pinpoint areas where work is needed. The kickoff meeting took place on February 16. Before the end of the school year, there will be a meeting with the learning team and a meeting with the entire staff. The professional development toolkit that is being developed for use by all schools will be modified based on feedback from the pilot schools.

35. Learning Targets are being revised. There will be an additional columns for reading and math that refer to the state assessment framework. Student-friendly language has been created for language arts and is desired for all learning targets, at least through Grade 8.

36. The third NEA Focus School Professional Development Day was held on January 21. Learning teams learned about and worked on alignment with the goal of having the ability to accurately match assessment and instruction to the Learning Targets.

B. The next meeting to be held on March 17, 2006.

C. Upcoming agenda items will include:

- New Mathematics Course
- Wallace Fellows
- Learning Team Evaluation

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RESOLUTIONS

Resolution 0506R-026

By Director Balistreri:

WHEREAS, The Milwaukee Board of School Directors encourages the input and involvement of both the public and district staff in the budget process; and

WHEREAS, District policies, procedures, and practices need to be aligned to the changes in educational programs being offered to ensure efficient and effective operations throughout the district; and

WHEREAS, Many of the district's most successful schools have different staffing, curricular, staff-development, and fiscal needs than do traditional school; and

WHEREAS, The district currently operates under a decentralized budget systems to provide schools with the maximum flexibility in funding available; and

WHEREAS, The current system does not afford schools the ability to continue high-quality educational programs, central to the school's mission, within current budget allotments while working to eliminate deficits; and

WHEREAS, With a change in leadership at some schools, deficits were inherited and not the result of inadequate budgeting of current school leaders; and

WHEREAS, School leaders and governance councils have continually expressed concerns regarding the schools' budgets not supporting the specialized educational programs offered; and

WHEREAS, Taking administrative control of a school's budget should be a matter of policy, and the Board has not authorized such a plan of action, and there has been no public involvement on such decision making; now, therefore, be it

RESOLVED, Public testimony be given prior to any assumption of budgets of schools with deficits, to ensure public input and consideration of special circumstances within a school community; and be it

FURTHER RESOLVED, That this resolution take effect immediately upon the Board's approval.

Referred to the Committee on Finance/Personnel

Resolution 0506R-027

By Directors Blewett, Hardin and Morales:

WHEREAS, On August 28, 2003, the Milwaukee Board of School Directors approved a one-year waiver of Administrative Policy 8.32(2), Student Expulsion: Other Criminal Offenses, to allow the Independent Hearing Panel the authority to offer every student who is expelled without services the opportunity to participate in the district's voluntary community service program for expelled students, the Responsible Investigative Talent Zone Service Program (RITZ), as a condition for early reinstatement into the school system; and

WHEREAS, The RITZ program has now ended, while the number of expulsions within the district continues to increase; and

WHEREAS, It is this Board's civic and legal responsibility to educate all of Milwaukee Public Schools' children to the best of our ability; and

WHEREAS, The development of programs that offer alternatives and preventative measures to expulsion is needed to properly serve at-risk students; and

WHEREAS, Ideas adopted by other school systems include giving academic credit for civic courses and community service, with some districts and schools actually making them a requirement for graduation; and

WHEREAS, In November 2001, Alamosa Schools in the state of Colorado received a grant from the Colorado Department of Education to develop alternatives to help students at risk of expulsion and to support students who are unable to avoid mandatory expulsion; and

WHEREAS, Some specifics of the program included:

- More hours of instruction
- Instruction on restorative discipline strategies and peaceful conflict resolution
- Family-based group therapy
- Computer-aided instruction
- Peer and teacher intervention with at-risk students; and

WHEREAS, The study conducted to determine the success of the Alamosa program produced compelling evidence that the processes yielded a decrease in expulsions and student-suspension days (reduction in risk of expulsion), shorter lengths of suspension, fewer student absences, and increased student academic performance; now, therefore, be it

RESOLVED, That the Board direct the Administration to develop a plan for a pilot program with options and alternatives to expulsion, and to address the feasibility of granting academic credit to students who successfully complete the program; and be it

FURTHER RESOLVED, That the Board instruct the Administration to come back, by the May 2006 Board cycle, with a comprehensive program of alternatives to expulsion and a plan for implementation to begin with the 2006-07 school year.

Referred to the Committee on Innovation/School Reform.

The Board recessed from 9:30 to 9:46 PM.

The Board adjourned at 11:08 P.M.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
MARCH 7, 2006

Special meeting of the Board of School Directors called to order by President Johnson at 6:28 PM.

Present—Directors Balistreri, Blewett (6:30 PM), Dannecker, Goldberg, Hardin, Horton, Morales (7:00 PM), Spence, and President Johnson — 9.

Absent—None.

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

March 7, 2006

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Kenneth Johnson, a special meeting of the Board of School Directors will be held at 6:00 P.M. on Tuesday, March 7, 2006, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the following purposes:

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

2. to discuss litigation strategies and possibly to take action.

In regard to Item 1, and pursuant to Wisconsin Statutes, Section 19.85(1)(f), the Board may retire to executive session for the purpose of considering disciplinary data of specific persons. The Board may reconvene in open session to take action on matters discussed in executive session.

In regard to Item 2, and pursuant to Wisconsin Statutes, Section 19.85(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 for the following purposes:

1. to consider resignations of members of the MATC (Milwaukee Area Technical College) Appointment Committee; and

2. to nominate and take action on the nominations of candidates to fill the vacancies on the MATC Appointment Committee.

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

REPORTS OF SPECIAL COMMITTEES

Action on Reports of the Independent Hearing Panel of the Milwaukee Board of School Directors

The Director, Office of Board Governance/Board Clerk, presented 13 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 23rd, 24th, 27th and 28th and March 1st and 2nd, 2006.

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

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

Noes—None.

* * * * *

With respect to Item 2, Director Spence moved that the Board retire to executive session, pursuant to Wisconsin Statutes, Section 19.85(1)(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—Diectors Dannecker, Goldberg, Horton, Spence and President Johnson—5.

Noes—Directors Balistreri, Blewett, and Hardin—3.

The Board retired to executive session at 6:48 PM.

The Board reconvened in open session at 7:55 PM.

President Johnson advised the Board that Mr. Dashel Young, Mr. Bruce Thompson and Mr. Tim Sheahy have tendered their resignations to the Milwaukee Area Technical College Appointment Committee.

Director Spence moved to accept the resignations.

The resignations were accepted, the vote being as follows:

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

Noes—None.

President Johnson nominated Dashel Young, Ada Rivera and Devon Turner to fill the vacancies created on the MATC Appointment Committee.

Director Blewett moved that for this year only, the Board of School Directors appoint Board members only given the litigation in front of us so that in any circumstance, Milwaukee Public Schools will be able to have representation on the MATC Board Appointment Committee.

Director Spence moved to amend by adding “and that the Board give direction to the City Attorney's Office, to myself as your representative, to join in the request for a Declaratory ruling to resolve the legal question as to whether or not the statute requires Board members only to serve as the four additional members to the MATC appointment committee or whether this Board is free to appoint non-directors to be additional members appointed to the MATC Appointment Committee.”

Director Dannecker moved a substitute motion, that the City Attorney's Office join in the Declaratory action to seek clarification regarding whether non-Board members may be appointed by the Milwaukee Board of School Directors to the MATC Appointment Committee and to affirm the President's nominations to the MATC Appointment Committee.

At the request of Director Blewett, the question was divided by unanimous consent.

The question being on the first part of the substitute motion, “that the City Attorney's Office join in the Declaratory action to seek clarification regarding whether non-Board members may be appointed by the Milwaukee Board of School Directors to the MATC Appointment Committee,” it was adopted, the vote being as follows:

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

Noes—None.

The question being on the second part of the substitute, to confirm the President's nominations of Dashel Young, Ada Rivera and Devon Turner to the MATC Appointment Committee, it was adopted, the vote being as follows:

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

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

The Board adjourned at 8:37 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
MARCH 30, 2006

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

Present—Directors Balistreri, Blewett (7:01 PM), Dannecker, Goldberg, Hardin, Horton, Morales, Spence, and President Johnson— 9.

Absent—None.

Before commencing the meeting, President Johnson requested a moment of silence in memory of Raheim Patrick, a seventh-grade student at Malcolm X Academy, who was tragically killed on March 23, 2006.

AWARDS AND COMMENDATIONS

Rufus King High School's Forensics Program (Speech and Debate) Continues to Win Top Awards at Local, State, and National Competitions

Rufus King's Forensics Program collectively includes 60-70 students in speech and debate squads that compete locally, statewide, and nationally.

The most successful of the squads is Student Congress, which models the legislative, parliamentary process in the United States Congress. Last summer, Rufus King student Eva Lam ('06) was the first Wisconsinite in 20 years to win a championship title (House of Representatives) at the National Forensic League (NFL) National Tournament, which she did as the second student ever to win the title concurrently with earning the Presiding Officer Award (and consequently, was the first female to ever earn that honor). Eva's teammate, Samuel Daly ('05) (now enrolled at Columbia University in New York), placed sixth in the Senate and, along with House semi-finalist Kyle Szarzynski ('05) (who is now enrolled at the University of Wisconsin), earned a "Schwan's School of Excellence in Debate" award at the NFL Tournament, a rare and amazing feat to say the least. Recently, Eva became the first female to win Congress at the Harvard University National Invitational, a rigorous feat in itself.

A complete roster of the Rufus King Forensics Team follows:

Rufus King 2005-06 Forensics Team					
Name		Year	Speech Squad Event (noted if only Policy Debate or Congress; cross-involvement in squads noted to right)	Congress	Policy Debate
First	Last				
Amjad	Asad	2007	Public Address	Y	Y
Asad	Asad	2007	Oratory	Y	Y
Javairia	Asad	2008	Policy Debate		Y
Kevin	Bailey	2008	Extemporaneous	Y	Y
Michael	Balistreri	2008	Group Discussion	Y	
Colin	Benton	2009	Group Discussion	Y	Y
Darryl	Benton II	2006	Group Discussion	Y	Y
Arin	Dietz	2008	Group Interp	Y	
Timothy	Dombeck	2009	Policy Debate		Y

Rufus King 2005-06 Forensics Team					
Name		Year	Speech Squad Event (noted if only Policy Debate or Congress; cross-involvement in squads noted to right)	Congress	Policy Debate
First	Last				
Brandon	Fox	2006	Solo Serious		
Margaret	Formoe	2007	Farrago		
Lindsay	Fullington	2007	Moments/History		
Joseph	Gardner	2009	Radio	Y	Y
Kendall	Gilmore	2006	Oratory		
Logan	Glasenapp	2009	Four Minute	Y	
Bryson	Green	2008	Radio		
Alicia	Halvensleben	2007	Student Congress	Y	Y
Alexandria	Harris	2008	Four Minute		Y
Sarah	Hinkfuss	2006	Extemporaneous		Y
Lovie	Hutson	2007	Prose		
Keith	Howard	2007	Group Discussion	Y	
Besma	Jaber	2008	Policy Debate		Y
Ariel	Jackson	2008	Policy Debate		Y
Serina	Jamison	2006	Poetry		
Michael	Johnson	2006	Group Discussion	Y	
René	Kissell	2009	Oral Interp		
Margaret	Kleiber	2008	Group Interp		
Robin	Kraidich	2009	Congress	Y	
Eva	Lam	2006	Congress	Y	Y
Myra	Lam	2007	Radio	Y	Y
Kenric	Lewis	2008	Policy Debate		Y
Paris	Lewis	2009	Poetry	Y	
Martha	Mahmoud	2008	Policy Debate		Y
Hope	Marshall	2009	Storytelling		
Willina	McCoy	2009	Prose		
Molly	McGuire	2007	Lincoln-Douglas	Y	Y
Schuyler	Meredith	2006	Poetry	Y	
Shaneila	Milton	2007	Poetry		Y
Yesenia	Montenegro	2006	Group Interp		
Franella	Ngaboh-Smart	2007	Policy Debate		
Nicholas	Nowak	2006	Farrago	Y	Y
Maxwell	Parker	2009	Group Discussion	Y	Y
Kathryn	Quesnell	2008	Solo Serious	Y	Y
Noel	Reid	2009	Four Minute	Y	
Miloran	Robinson	2009	Four Minute	Y	Y
Shakara	Robinson	2007	Solo Serious	Y	
Elle	Rodriguez	2007	Congress	Y	
TalorMarie	Rudolph	2009	Congress	Y	Y
Jacinta	Saffold	2008	Policy Debate		Y
Ashley	Schiefelbien	2009	Moments/History		
Claire	Schuerman	2008	Congress	Y	Y
Toby	Schwartz	2006	Solo Serious		
Julia	Shaw	2007	Four Minute	Y	Y
Nicole	Stage	2006	Group Interp		
Emily	Summers	2009	Policy Debate		
Kalia	Vang	2009	Farrago		
Taylor	Walls	2007	Policy Debate		Y
Roxanne	Watts	2006	Poetry		

Rufus King 2005-06 Forensics Team					
Name					
First	Last	Year	Speech Squad Event (noted if only Policy Debate or Congress; cross-involvement in squads noted to right)	Congress	Policy Debate
Brandon	Weathersby	2007	Policy Debate		Y
Colin	Winkelmann	2007	Demonstration	Y	Y
Ahong	Xiong	2009	Farrago		

Speech and debate competition forces students to think critically speak spontaneously and express themselves creatively. An academic *sport*, forensics employs many of the same types of coaching strategies as athletics, although the preparation and "conditioning" are a little different. Students will spend anywhere from a handful to a dozen hours a week researching debate topics, staying abreast on current events, memorizing a play script or drafting and perfecting a speech.

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.

Mr. Adam Jacobi, Rufus King IB alumnus and current teacher, has directed the forensics program since 1997. Mr. Jacobi sits on the executive committees of the Wisconsin Forensic Coaches' Association (as state congress director), Wisconsin Debate Coaches' Association (as president-elect), Southern Wisconsin NFL District and for Congress at the National Debate Tournament of Champions. Respected nationwide, Mr. Jacobi is a tournament official at both the NFL and NCFL national tournaments, and is a consulting educator for the NFL's and U.S. State Department's International Debate Exchange Program. Mr. Jacobi, published in the NFL's *Rostrum* magazine, has been contracted to write an instructional book on Student Congress. Mr. Jacobi also works with Alverno College's National Humanities Council to host a major annual invitational tournament, and teaches Student Congress at the Florida Forensics Institute.

Please visit our Web site, www.rufuskingforensics.com, for more information.

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 Mary Ellen Paulson, O.P.
Substitute Teacher

Sr. Mary Ellen Paulson, or "SME" as she is affectionately known throughout the district, has served as a substitute teacher for Milwaukee Public Schools since 1985. Sr. Mary Ellen is well known and highly respected throughout the district by fellow educators and students alike.

Sr. Mary Ellen started her education career in 1948. Since then she has served as a classroom teacher, principal, and superintendent. In addition, she opened the first industrial children's day care in Wisconsin and served as a school psychologist. Currently, she is bringing her expertise and enthusiasm for teaching to the students of Milwaukee Public Schools as a substitute teacher.

Though she has experienced many rewards as an educator, Sr. Mary Ellen summarizes her greatest reward in the following manner: "To be affirmed by the administrators, teachers, support personnel, others on school staff, but most especially for the recognition and appreciation shown by students."

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

* * * * *

Special Recognition & Presentation

Spanish Immersion Students Create Winning Video

A video project by students at Milwaukee Spanish Immersion School (MSIS) was recently named the Wisconsin on Demand Viewer's Choice Award winner. The video titled "If You're Not Drug-free, You Can't Hang With Me" was an entry in the Time Warner Cable Hang Tough Video Contest.

The following fifth-grade MSIS students wrote the script for the video and worked with a teacher, Ms. Toni Fink, to complete the project:

Chelsey Davila
Jasmine Erwin
Daisy Garcia
Melissa Medina
Steffoni Spiller

These students and their teacher will be present at this evening's Board meeting to introduce and show their winning video.

The Time Warner Cable Hang Tough Video Contest is held each year to use cable television as a positive medium to reduce violence and drug abuse. Students create 30-second spots encouraging others to live healthy lifestyles and "Hang Tough" against drugs and violence.

Entries from two other Milwaukee Public Schools — Story Elementary and Bruce Guadalupe — also were among the 20 finalists. Students from each school that participated in the contest are the following:

Story School	Bruce Guadalupe
Dearlo Berkhalter	Marco Alicea
Darelle Burch	Diego Campos
Harry Lee	Alejandro Cortes
Devin McGee	Joey Del Real
Ue Vue	Richie Lopez

Other Awards and Commendations

Students

Attorney General Peg Lautenschlager joined Milwaukee Police Department Officers and MPS administrators to present the top awards to winning students for the 2006 Amber Alert — Missing Children Poster Contest. Winners of the contest and their schools are the following:

Students	Schools	Principals
Gabriella Johnson	Golda Meir School	Thomas Hanley
Jonte' Robinson	Hi-Mount Community School	Shannon Murray
Ferrol Jackson	Keefe Avenue School	Erica Hendricks
Tanisha Warren	McNair Academy	Renee Hampton

In an effort to educate children across the country about child safety, the United States Department of Justice, through its Office of Juvenile Justice and Delinquency Prevention, Child Protection Division, sponsors a National Missing Children's Day poster contest in coordination with Amber Alert for fifth grade students to create artwork that will represent America's efforts to search for missing children and bring them home safety to their loved ones. Milwaukee Chief of Police Nanette Hegerty and Milwaukee Public Schools are proud supporters of these efforts, as is the Wisconsin Department of Justice.

The theme of this year's poster contest was "Bringing Our Missing Children Home."

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The following MPS students are recipients of the 2005-2006 Dr. Martin Luther King Jr. Writing Contest Awards:

Grade 1 Group Project Winner: Elm Creative Arts School, Grade 1 classroom, led by teacher Kathy Beck.

Grades 2 and 3:
First Place — Taylor Dinkins, 3rd grade, Golda Meir
Second Place — Tashonda Wilson, 3rd grade, Elm Creative Arts
Third Place — Morgan Hines, 3rd grade, Golda Meir

Grades 4 and 5:
First Place — Jacob Sanchez, 4th grade, Elm Creative Arts
Second Place — Sara Backus, 5th grade, Hartford University School
Third Place — Daris Moore, 4th grade, Dover Elementary

Grade 6:
First Place — Ahmee Marshall Christensen, 6th grade, Golda Meir
Second Place — Deja Garner, 6th grade, Golda Meir
Third Place — Dennis Lewis, 6th grade, Golda Meir

Grades 7 and 8:
Second Place — Daijajuan Alexander, 8th grade, Frances Starms Discovery Learning Center
Third Place — Rosina Bowe, 7th grade, Roosevelt Middle School of the Arts

Grades 9 and 10:
First Place — Brandon Hawthorne, 10th grade, Hamilton HS
Third Place — Morgan Nager, 9th grade, Riverside University HS

Grades 11 and 12:
First Place — Lakusha Graham, 12th grade, Project Stay Senior Institute

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The Metropolitan High School Chess Team, consisting of Xue Xiong, Cha Xiong, Channing Sabir, Channing Sabir and Quintin Patrick and coached by David Rach and Marvin Johnson, recently won the *Division III Chess Championship* held at Marquette University.

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Amber Williams, a student at Audubon Middle School, has been selected to attend the *People to People World Leadership Forum* in Washington, D.C. She will earn high-school credit as she studies the history of leadership and explores some of the United States' most prominent monuments and institutions with other promising middle-school students from across the nation. She will also participate in activities at the Smithsonian Institute, Colonial Williamsburg, the National Museum of American History, and on Capitol Hill.

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The 2006 Herb Kohl Foundation Scholarship Program awarded *Excellence Scholarships* to high-school students who demonstrate brilliance and high motivation to achieve. These students display leadership outside the academic setting and show strong promise for succeeding in college and beyond. *Excellence Scholarship* award winners include:

- Julia Chou, Rufus King High School
- Eva Lam, Rufus King High School
- Martinez White, Juneau High School

The 2006 Herb Kohl Foundation Scholarship Program Initiative Scholarship recipients show outstanding initiative in the classroom and strong promise for succeeding in college and beyond, but have not yet received other academic-based scholarships. Recipients of the *Initiative Scholarship* include:

- Aleigha Bednarek, Veritas High School
- Vanessa Gutierrez, Bradley Technical High School
- Savanah Jackson, Project STAY Senior Institute
- Joan Luciano, Loyola Academy
- Fiasha Woods, Grandview High School

Excellence Scholarship winners are chosen by a statewide committee of civic leaders, representatives of education-related associations, and the program's cosponsors: The Wisconsin Newspaper Association, the Wisconsin Department of Public Instruction, the Wisconsin Council of Religious and Independent Schools (WCRIS) and Cooperative Educational Service Agencies. Initiative Scholarship recipients are chosen by their respective schools

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Britany Cox and Jazmine Washington, tenth-grade students at Madison University High School, have won a $10,000 grand prize for their school by writing an essay for the THINK OVER YOUR SCHOOL CHALLENGE co-sponsored by MTV Music Television, the Bill & Melinda Gates Foundation, and What Kids Can Do, Inc. Students in more than 1,000 high schools submitted entries. The challenge encouraged high-school-age students to be proactive in their education by submitting essays describing how they would make over a part of their high schools to improve their leaning.

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Matthew Gilly, an eighth-grader at Fritsche Middle School, won the Grand Prize in the History Channel's "Decoding Da Vinci" contest. Contestants, who ranged from 6^{th} to 12^{th} grade, each created a timeline illustrating Leonardo Da Vinci's life using their chosen media — video, audio, Powerpoint presentation, illustration, object, or written submission. Matthew's chosen medium, a DVD, won him a trip to Washington, D.C., and a $250 American Express gift card.

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Schools

First-grade students at Hampton Avenue Elementary School were recently given the Spirit of Bell Ringing Award by the Salvation Army. The students wrote thank-you letters to the men and women who stand outside ringing a bell and collecting money for the poor. The Salvation Army produced a calendar featuring the letters and drawings created by the first-graders.

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Staff

The 2006 Herb Kohl Foundation Fellowship Program recipients are teachers chosen for their superior ability to motivate and inspire their students. They are also recognized for their leadership and service within and outside the classroom. Each recipient and her school received a $1,000 grant. Fellowship recipients include:

- Mary Beth LaHaye, Hawley Environmental School
- Brenda Martinez, ALBA School
- Barbara Rehagen, Allen-Field Elementary School

Each year, the Herb Kohl Education Foundation chooses 100 teachers from across the state as recipients of Fellowship awards. Fellowship recipients are chosen for their superior ability to inspire a love of learning in their students, their ability to motivate others, and for their leadership and service within and outside the classroom.

Fellowship recipients are chosen by a statewide committee of civic leaders, representatives of education-related associations and the program's cosponsors: The Wisconsin Newspaper Association, the Wisconsin Department of Public Instruction, the Wisconsin Council of Religious and Independent Schools (WCRIS) and Cooperative Educational Service Agencies.

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At the March Principals' meeting, the Wisconsin PTA leadership and the Milwaukee Public Schools PTA leadership presented Superintendent William G. Andrekopoulos with the *Wisconsin PTA Joan Dykstra Friend of Children Award*.

The Superintendent was selected to receive this award for a variety of reasons, including his efforts to partner with the PTA through many avenues and his success in undertaking the task of educating and informing the MPS community of the importance of true parental involvement.

As a friend of children, Superintendent Andrekopoulos has facilitated various partnerships with a number of educational and community-based groups and parents to address important issues relative to our students, such as safety at sporting events, overall safety in the schools, wellness, attendance, and closing the achievement gaps. He has made sure that parents are represented on all policy-making and advisory committees for Milwaukee Public Schools.

The team effort which Superintendent Andrekopoulos has exhibited and achieved through his work with the PTA, Milwaukee Board of School Directors, Milwaukee Partnership Academy, Milwaukee Teachers' Education Association (MTEA), Milwaukee Metropolitan Association of Black School Educators (MMABSE), Office of the Mayor, Department of Public Instruction, and various community agencies makes him a true friend of children.

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The Milwaukee Public Schools Foundation, Inc., sponsors the *Teacher EXCEL Grant Program*, a mini-grant program which promotes excellence in the classroom through creative classroom projects or activities that enrich student-learning experiences. The grant program is supported by the following:

- 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. Employees may designate their contributions to the MPS Foundation.
- Contributions made in memory of Ann Shansky, who was an elementary teacher in MPS for 34 years. Ms. Shansky was an advocate of early childhood education and dedicated her life's work to education and development of children.

This is the sixth consecutive year in which the MPS Foundation has sponsored the grant program. Over this period, about 300 grants have been awarded, totaling about $237,000. This year, 51 grants were awarded. The following is a list of this year's grant award winners and descriptions of the projects funded:

School	Staff	Project
Description		
Audubon Technology & Communication Center	Celinda Dyer & Jennifer Fax	"Equal Opportunity Reading" $750
Equal Opportunity Reading is a project to obtain non-fiction and higher-level trade books for the classroom library for 128 seventh-grade students. The project will increase access to reading materials and help close the reading achievement gap.		
Bay View High School	Todd Feiter & Gail Germanson	"Very Special Arts" $700
The aim of this project is to develop and expand the role that art can play in the life of the school's cognitively disabled students who have great artistic talents and abilities. Students will be involved in creating pieces of art, such as note cards and posters, as well as packaging them for sale. The school will display the creations in the school's art display case. Students will also visit the Milwaukee Art Museum.		
Bradley Technology and Trade High School	Robin Morgan	"Graphic Silk Screen" $750
This funded project will allow about 100 eleventh and twelfth grade communications students to utilize the silk screen and textile design equipment to produce various textile projects. Students will be able to transfer their theoretical knowledge of screen printing from lectures and coursework to hands-on application of knowledge through silk screen production.		
Bradley Technology and Trade High School	Paul Fix	"Creative Touch Photography" $750
Senior multimedia students will operate as professional photographers to the school. They will improve their technical, business, and artistic skill while rendering important services to the school community. This experience will aid those aiming at post secondary education and vocations in the multimedia field		
Brown Street Academy	Todd Hartwig	"Moving into the Digital Age" $700
Students at Brown Street Academy will create unique and personalized literacy projects reflecting their future real world experiences using iLife Apple software and a digital camcorder. Presentations will connect across the curriculum including science, social students, and language arts projects and activities. The initial projects would involve the school's spring Science Fair in which students will develop multi-media presentations.		
Burbank Elementary School	Linda Van Lanen	"Take-Home Literacy Bags" $750
Thirty first grade students will take home literacy bags containing fiction and nonfiction books, songs, poems, hands-on educational activities and/or games that they can share and complete with their family. The bags will extend language arts, math, science, and social studies curriculum beyond the limits of the classroom. These bags are not intended to replace other homework or reading activities but will supplement and enhance the basic curriculum while providing additional opportunities to practice and acquire skills and knowledge.		
Dr. Benjamin Carson Academy of Science	Patti Blair & Rhona Schnoll	"Enhanced Guided Reading" $750
The Enhanced Guided Reading project will provide supplementary classroom materials and provide two field trip experiences to 30 first grade students and will encourage families to become more involved with their children's reading at home. To improve student access to reading material at home, the students will apply for a library card and take a field trip to the local public library. A second field trip will be to a local nonprofit literacy agency where students will be able to select donated books to take home and keep. Families will be encouraged to continue to return to the public library and the nonprofit agency to access reading material during the school year and summer. The project will also provide materials for the classroom's Literacy Center, which includes a listening center, word center, writing center, independent reading center and computer center.		

School	Staff	Project
Description		
Cass Street Elementary School	David Dulmes & David Kahn-Pettigrew	"Taking Flight: On the Wings of Birds, Airplanes, & Rockets" $750
The purpose of this project is to provide students the opportunity to learn about flight. Students will discover the properties of air and the principles of flight as well as use various models to experiment with thrust, lift, drag, and gravity. Students will be involved with hands-on activities, conduct experiments using the scientific processes of questioning, predicting, experimenting, collecting and displaying data, and reaching a conclusion. Literacy components are integrated in project activities.		
Clarke Street Elementary School	Stefanie Miller-Ahmed & Janelle Herro	"Elementary Reading, My Dear Watson" $550
Fifty-five third and fourth grade students will read chapter books about young detectives and complete study guides. When they are familiar with the genre of mysteries, the students will write their own mysteries. The culminating activity will involve students solving a mystery by using fingerprints, composite sketches, and their detective notebooks. They will also solve mysteries on the computer.		
Community High School	Joel McElrone	"Recreation of the Amazon River" $750
Special education high school students will recreate a section of the Amazon River by constructing a terrarium complete with plants and fish indigenous to the Amazon River and in the process learn how animals fill various niches with the river. The students will create and observe this project, devising a timeline for growth and adaptation of the life forms involved in the project. The project will help students make connections using life forms and ecology from another part of the world to illustrate how different, yet alike, our worlds are.		
Custer High School	Sharon Kolade	"Geometry Authors" $750
Approximately 125 tenth grade students will create and write children's books focusing on geometric concepts with illustrations. The project will integrate reading, writing, geometry, and art. The theme of the books will focus on positive messages about how to deal with issues facing children and teens today. The student authors will read their books to students at an elementary school and books will be donated to the memory project for northern Uganda children.		
Dover Street School	Mary Healy & Kim Johnson	"Under the Sea" $750
Approximately 30 students from a self-contained special education classroom (K-5th grades) and a second grade inclusion classroom will have the opportunity to explore"under the sea" to develop knowledge and understanding about sea animals and their habitats learning the fundamentals of reading through the content area of science. Without getting wet, the students will participate in the Very Special Arts Artist in Residence Program which will reinforce reading and science concepts introduced in the classroom through music and dance using the"sea" theme. At the end of the science unit, students will perform a short program of dance, music, and visual arts for the entire school for the purpose of demonstrating their learned motor movements and sharing their knowledge about sea animals and their habitats.		
Elm Creative Arts School	Kathy Beck	"Underwater Extravaganza" $730
Eighty first grade students will take a fascinating journey through our underwater world. The students will dive into literature to investigate the habitats of plants and animals that live in the oceans as well as experience hands-on activities related to the oceans. The arts will be integrated into this unit as the students take their acquired knowledge and perform a musical for the entire school body, parents, and others about our underwater world.		

School	Staff	Project
Description		
Fairview Charter School	Danielle Hassforth	"Creating I-Movies and Power Point Presentations across the Sixth Grade" $750
This project will allow the sixth grade students of Fairview to produce a variety of original multi-media presentations. The students will burn their presentations onto CD's, videos, and DVD's, which will be available for students in lower grades to use as teaching tools and references for student learning. The project will allow students the opportunity to learn about technology and the curriculum in a unique and creative way. Literacy skills will be enhanced through the creation of presentations across the curriculum with an emphasis on social studies and science.		
Fernwood Montessori School	Julie Buckholt	"The Magnificent Microscopic World" $750
Fernwood will establish a classroom microscope station in which seventh and eighth grade students can view prepared slides. During the spring semester, students will meet with a biology professor at Alverno College to learn how to prepare microscope slides from plant and animal materials. With this new information, students will create slides of plant and animal cells to study under the microscope. Students will become acquainted with real world applications of scientific principals, increase their observation and record keeping skills, maintain a log of their work and develop written reports.		
LaEscuela Fratney	Tina Garcia	"Books in a Bag for K4"– $750
Books in a Bag for K4 will support the home / school connection for families. Students will take home weekly books in a bag in a language spoken at home, such as English or Spanish. These take-home books will increase the number and variety of books available to parents and encourage families to read books at home together. The project will emphasize the importance of reading daily creating lifelong readers with parent modeling and continued teacher support.		
Fritsche Middle School	Sandra Wiesen-Johnson & Virginia Lawton	"Math Isn't a Curse" $620
The project will expose all sixth grade students to interrelationships between math, reading, writing, and problem solving. Students will experience first hand the usefulness of mathematics in all areas of work through a Math on the Job Fair with parents offering expertise about their jobs and its math use. The end result will be reduction of the anxiety often associated with math.		
Garland Elementary School	Amy Onderak	"On Wisconsin!" $750
Fourth grade students will be involved in a cross-curricular project that incorporates social studies, writing, language arts, and technology. With a focus on the learning targets and state standards, the students will learn about the history of Wisconsin through visiting Old World Wisconsin in Eagle and also by taking a trip to the State Capitol building in Madison. As a continuing project, students will use the Internet and other sources to research a report about a person, place, or event that has had a profound impact on our state. The school will have a"Wisconsin Day" celebration where their multi-media presentation will be presented to parents and other members of the learning community.		
Grant Elementary School	Ann Tesch & Sue Cira	"Wonderful Winter" $750
Wonderful Winter is a cross-curricular winter unit that reinforces academic, social and physical objectives. The students will participate in ice skating lessons where they will expand their fine and gross motor skills. In the classroom, the students will conduct experiments related to motion and graph, analyze, and compare U.S. Speed Skating times recorded at the 2006 Winter Olympics. The activity will create awareness of current events as the students read newspaper articles to gain needed information. Ice skating lessons will enrich and reinforce the children's knowledge of healthy living.		

School	Staff	Project
Description		
Hampton Elementary School	Tequila S. Kurth	"Community Co-Authors" $750
This project, in support of the school's educational plan, involves improving the reading/language arts skills of fifth grade students by offering a variety of lessons and hosting several events that will get families involved with their children's education. Parents will be asked to"co-author" a children's book, assisting students in writing original stories. The books will be bound and ready for publishing, and parents and students will share their stories with other students at the school, as well as with the community via public readings at local bookstores. A final honorary program will be held at the school to recognize the efforts of all.		
Happy Hill Elementary School	Linda Witzeman	"Making Math Meaningful" $750
Making Math Meaningful will introduce and reinforce the vital mathematical strands of numbers and operations, algebra, geometry, measurement, data analysis, and problem solving and reasoning to kindergarten students through the use of Big Books for Math. Learning activities will be sent home, along with books that correlate to the ones used in class to connect and continue the school learning experience at home.		
Hartford University School	Helen Kalili	"What Community Means & What Impact Do I Have on Our Community?" $750
Students in grades three through eight will explore and carefully consider their home and school communities and the effects these communities can, will, and do have upon the students. Photographs will be taking of the communities and the photos will be developed and displayed throughout the school building. Students will write expository pieces explaining their findings related to community, and they will read and learn about the communities of others. Parents and community members will be welcomed to participate in this project.		
Humboldt Park School	Jane Suminski	"Up on the Roof" $750
Up on the Roof will provide sixth-, seventh-, and eighth-grade students the opportunity to utilize positive environmental practices including managing water, improving air quality, moderating building temperatures, and creating habitats for birds, bees, and butterflies within the school setting. Students will participate in constructing garden beds from children's swimming pools. They will select appropriate plants and then plant and care for them. Students will share the findings of their research to school and community members of a local church on the use of rooftop gardens, rain gardens and rain barrels as a means to reduce excess water in the sewer system.		
Lincoln Avenue Elementary School	Monica Czyzewski	"Family Night Delight" $750
Family Night Delight is a project that will bring together students, their caregivers, and community members in order to emphasize the importance of reading and writing and promote inquiry-based science and math. 100 first grade families will be invited to family nights once a month to spend time learning bout math and science content and skills through activity centers, small group, and large group activities. The activities will encourage cooperation, problem-solving, decision making and critical thinking skills.		
Lincoln Avenue Elementary School	Peggy Dillman & Michelle Weisse	"Performing Arts Appreciation" $750
Third-graders will be exposed to various forms of the performing arts by being given the opportunity to attend a play, an opera, and the Milwaukee Symphony Orchestra. Docents and performers from these venues will be invited to visit the classroom prior to the field trips to prepare students to enjoy and learn from the performance. After each performance, students will do reflective writing activities to enhance and extend the experience beyond the field trips itself.		

School	Staff	Project
Description		
Lincoln Center of the Arts Middle School	Dagmar B. Heck	"Let's Cook" $750
Let's Cook will introduce 22 sixth-grade special needs students to different ethnic groups and cultures while learning professional food preparation practices and the value of good nutrition. Through hands-on experiences, students will learn about the safe handling and preparation of foods, the reading of recipes, cost-effective shopping, and the nutritional value of the recipes' ingredients. The project will integrate language arts, math, social studies, and science.		
Lincoln Center of the Arts Middle School	Robert Cunningham	"Reading Buddies" $750
Reading Buddies will enhance students' reading abilities, writing skills, general comprehension, and interpersonal communications. The middle-school students will serve as mentors and reading buddies to younger students at a nearby elementary school.		
Lloyd Street Global Education School	Pamela Wiemer & Denise Smith	"Super Summer Readers" $750
Super Summer Readers offers students and parents activities and materials to help maintain and/or improve reading and writing skills during the summer of 2006. Students will receive work packets and other necessary supplies to complete over the summer. Through the use of fiction and nonfiction books, students will build background knowledge and understanding of the world around them. Goals connected to the learning targets will be set for the students and incentives will be provided to students who participate.		
Lowell Elementary School	Angela Dembinski & Diane Piedt	"Leap into Learning" $720
The purpose of this project is to help English as a Second Language kindergarten students increase their English vocabulary and English academic skills. The project will also help parents whose native language is not English. A LeapPad, book, and activities will be sent home weekly with the students. Fifth grade students will demonstrate to kindergarten students how to use the materials.		
Maple Tree Elementary School	Dennis Herbst & Christie Mulligan	"Keepers of the Culture" $650
Third-grade students will be reintroduced to the stories, music, art, and pride of the African culture. This history will be learned through reading, Internet research, and performing African fables. Students will work with the art and music specialists to create authentic costumes, learn simple drumming, chants, handclapping games, and create scenery. Students will perform the fables in play form at a culminating event. The project will build student self-confidence and improve reading and comprehension skills.		
Milwaukee Academy of Aviation, Science, & Technology	Dawn Marie Blurton	"Researching Aviation" $750
Researching Aviation is an English language arts and journalism project to encourage and enrich the school's ninth grade learning experience through the development of a school-wide publication. The project will strengthen students' research and writing skills using 21st century web-based research tools. The publication will present aviation history, prominent aviation pioneers, and relevant topics for further study within the school environment.		
Milwaukee Education Center Middle School	Gwendolyn F. Sutton	"Trailblazers and Change-makers" $715
Seventh grade students will research the accomplishments of individuals from diverse cultures who excelled in their fields and effected social change in America. This project integrates reading, language arts, social studies, and communications skills. Students will research, write and produce their own bio-drama, written in first person, applying effective written and oral language skills to communicate a powerful message.		

School	Staff	Project
Description		
Milwaukee French Immersion School	Jane E. Nickodem & Jill Mulhern	"Using the Power of Children's Literature in the Teaching of Writing" $740
This program will allow Milwaukee French Immersion School to acquire a collection of picture books to read to the children regularly in order to share the richness of exemplary children's literature and encourage independent reading. The books will also be used to improve students' writing using "Writer's Workshop" through which the students will be taught the Six Traits of Writing.		
Milwaukee School of Languages	Bryon Hancock	"Density" $565
Ninth-grade students will conduct two laboratory assignments using mass and density laboratory equipment. Students will use metric math, prepare a hypothesis, construct lab procedures, test the hypothesis, and draw and defend their conclusions. Students will analyze lab findings and write a comparative analysis demonstrating their understanding of density, mass, and weight.		
Milwaukee Spanish Immersion School	Margaret Fischer & Victoria Miller	"Island Creations" $530
This cross-curricular project for third grade students integrates literacy, social studies, and science. Using modeling clay of different colors, students will create a physical relief map of an island. Students will then create a paper map of their island and write a persuasive essay on why people should visit their island. They will present the essays orally and show both the three and two- dimensional maps they created. The student presentations will be videotaped.		
Morgandale Elementary School	Andrea Payan	"Walking to a Healthy Lifestyle" $720
Students will learn about walking as a way to build a healthy lifestyle through a project that uses pedometers to support increased walking. The students will log their steps, write about their experience and attempt to persuade their schoolmates to adopt walking as a healthy choice through a persuasive essay.		
Samuel Morse Middle School	Tamera L. Ellis & Edwina Gholston	"Taking it to the Streets" $750
The Taking it to the Streets project provides extra-curricular volunteer activities for 50 middle school sixth and eighth grade students. Students will develop a positive work ethic, improve their self-image, and learn the value of providing services to others. Eighth grade students will provide tutoring and mentoring for the sixth graders in the program. Each month students will visit Lutheran Manor Nursing Home and read to the residents as well as volunteer at various non-profit agencies. Students will track their hours of service.		
Neeskara Elementary School	Julie Benning	"Milwaukee Mania" $750
Sixty-five third-grade students will experience the sights and sounds of Milwaukee focusing on two of the social studies learning targets. Through field trips around Milwaukee, students will learn about the people, architecture, and historical and cultural events that led to the city's development. Students will write about their experiences and learning, which will be compiled to create a non-fiction book on Milwaukee.		
Project STAY Senior Institute	Cathleen Hunt & Erin Witty	"Economic Literacy" $720
This project builds economic literacy through hands-on group learning, including participation in the Stock Market Simulation competition. Student teams will invest a hypothetical $100,000 in stocks and compete for the best portfolio performance. Students will be responsible for daily and weekly activities, including learning to read the stock tables in the business section of the newspaper, actively using the Internet and other technology related sources, in class problem-solving activities, and the necessity to work in cooperative groups.		

School	Staff	Project
Description		
Pulaski High School	Kevin Schenk & Marc Prather	"Transportation Career Fair Leadership Development" $750
The senior auto shop class will lead the planning and operation of a Transportation Career Fair for 300 high-school students to network, obtain career information, job contacts, and other technical education experiences. The auto program will be promoted to middle-school students who will be invited to attend the career fair at Pulaski High School. Adults working with this project will focus on leadership development to make this a sustained, student driven project. Staff will help the senior auto students train the junior auto students on the tasks involved in coordinating this event to maintain project leadership.		
Ronald Reagan College Preparatory High School	Ryan Jay Wilson	"Finding Biology" $750
Finding Biology will help students create meaningful understanding of abstract biological phenomena. Through the construction, observation and maintenance of a saltwater reef aquarium, students will have a concrete example of the concepts they are learning in the classroom. Activities will include the collection, analysis, application, and evaluation of data. Students will conduct research, keep an observation notebook, make predictions and inferences, and write a paper on their findings.		
Riley Elementary School	Susan Plewa, Sara Rolf, Kathy Gordon, & Maryann Grzesiak	"Family Library Safari" $750
The Family Library Safari is designed to bring school families and teachers together to enjoy stories and activities from some of the best authors of children's literature. Families will be invited to monthly evening sessions focused on literacy activities and families will respond to the stories with activities such as Readers' Theater, poetry writing, puppet making, graphing, cultural celebrations, musical expression, and game design. Take-home packets with books and other materials will be available for families to use at home.		
Riverside University High School	Jeffery J. Anderson	"Literacy Enhancement Bound for Success" $750
The creative writing of eleventh- and twelfth-grade students will be published, bound, and available for the entire school community. The expertise of 14 national writing project instructors will be used to emulate best practices and engage students in this literary endeavor across all content areas. Parents will also be encouraged to contribute writing samples for publication.		
Riverside University High School	Eitan Benzaquen	"Technological Gains" $750
Teachers of special needs students in self-contained classes will use updated technology to modify lessons they receive from core content teachers, make necessary accommodations, and then deliver it to students in a timely manner more closely aligned to the regular education classrooms. Use of a multimedia projector will allow teachers to spend less time reconfiguring the content and students will remain abreast with their regular education classmates. The projector will be particularly useful in the English classroom for communications and writing lessons.		
Sherman Multicultural Arts School	Marti Anderson	"Animal Adventures" $750
Young children with special education needs will participate in a variety of in-classroom activities to develop their oral communication skills, motor skills, and creative thinking skills. The active learning experiences will be structured within an animal thematic unit with a special focus on the animals of Africa. Several of these activities will be joint activities with the regular education kindergarten classes, including a field trip to the zoo.		

School	Staff	Project
Description		
Stuart Elementary	Marianne Soldavini & Heather Gruber	"Milwaukee Memories" $750
Thirty-two English as a Second Language and regular education students from third, fourth, and fifth grade will go on field trips to explore places in Milwaukee. These trips will help the students gain knowledge about our city and expand their background knowledge in social studies and science topics. They will write essays about their experiences and what they have learned, which will be compiled in a group memory book.		
Thirty-Fifth Street Elementary School	Anthony Perkins	"The Wild, Wild West of Reading" $750
Third-grade students will be engaged in an integrated social studies and language arts thematic unit focusing on 19th-century western United States. Supplemental material used in this thematic unit will include poetry, western songs, maps, class sets of chapter books, trade books, videos, and hands-on activities. The unit will culminate with a dramatic performance wherein the students will act out a drama about pioneer or western life before an all-school audience.		
Twenty-First Street Elementary School	Jayne E. Jaskolski	"Cross Curricular Literacy Project" $750
A variety of supplemental classroom materials will be used in this early childhood special needs classroom to strengthen the development of critical pre-emergent literacy skills of these young children. Cross-curricular activities will include language activities, pre-writing skills, use of technology, and music.		
Vieau Elementary School	Mary Thundercloud	"Clay Connections" $750
Twenty-nine eighth-grade students will express their artistic individuality by designing and creating two- and three-dimensional clay sculptures. Through this project, the students will utilize their imaginations and develop their own individual styles and enjoyment of art. The students will also develop an appreciation for the aesthetic beauty of art and become aware of the amount of work needed to complete a project. Clay Connections will integrate reading and social studies in this art project.		
Wisconsin Conservatory of Lifelong Learning	Char Harteau & Katie Bollman	"Supporting Connecting Courtrooms to Classrooms" $750
This project will extend and expand the activities of a joint project with the Milwaukee County Court System in which students learn about federal and state laws, county government, the legislative, executive and judicial branches, and explore and research the law and legal process. The project will include parent/guardian participation in field trips to the Milwaukee County Courthouse, the State Capitol building in Madison, Marquette Law School, and another MPS school where students will produce a mock trial. The project integrates learning in the areas of reading, social studies, oral communications, and writing.		
Zablocki Elementary School	Kelly A. Shannon	"Cache Me If You Can" $750
Zablocki School families will learn about geocaching, a relatively new activity that combines hiking, treasure hunting, and the Global Positioning System (GPS). The purpose is to share this technology so families may discover another way to enjoy the out-of-doors together. The initial activity will take place on a weekend and then families will be able to check out GPS devices for a weekend at a time for future family adventures.		

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APPROVAL OF MINUTES

The minutes of the regular Board meeting of February 23, 2006, were approved as printed.

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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 35 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 March 6, 7, 8, 9, 10, 13, 14, 15, 16, 20, 21, 22, 23, 27, and 28, 2006.

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

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

Noes—None.

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COMMUNICATIONS FROM THE SUPERINTENDENT

(Item A) Self-Insurance for Worker's Compensation

Office of the
Superintendent of Schools

TO THE BOARD OF SCHOOL DIRECTORS:

It is Milwaukee Public Schools' long-standing practice to be self-insured for liability under the Wisconsin Worker's Compensation Act.

In order to maintain this self-insured status, Milwaukee Public Schools is required every three years to reapply and provide the Department of Workforce Development a resolution, passed by its governing body and signed by its chief executive, stating its intent and agreement to self-insure. Wisconsin Administrative Code 80.60(3) imposes this mandate upon all Wisconsin political subdivisions and taxing authorities.

Therefore, it is the recommendation of the Superintendent that the Board adopt the following resolution at its regular meeting on March 30, 2006:

WHEREAS, The Milwaukee Board of School Directors (MBSD) is a political subdivision of the State of Wisconsin; and

WHEREAS, The Wisconsin Worker's Compensation Act (ACT) provides that employers covered by the Act either insure their liability with worker's compensation insurance carriers authorized to do business in Wisconsin, or to be exempted (self-insured) from insuring liabilities with a carrier and thereby assuming the responsibility for their own worker's compensation risk and payment; and

WHEREAS, The State and its political subdivisions may self-insure worker's compensation without a special order from the Department of Workforce Development (Department) if they provide the Department with a resolution every three years of their election to continue to self-insure, agree to faithfully report all compensable injuries, and agree to comply with the Act and rules of the Department; and

WHEREAS, The MBSD at its March 30, 2006 meeting approved the continuation of the self-insured worker's compensation program, in compliance with Wisconsin Administrative Code DWD 80.60(3); and

NOW, THEREFORE, BE IT RESOLVED That the MBSD does intend and agree as follows to continue to:

1. self-insure its worker's compensation liability
2. faithfully report all compensable injuries
3. comply with the Act and the rules of the Department
4. authorize the Department of Human Resources, Benefits and Insurance Services Division, to submit the application documents required for renewal of MBSD's self-insurance status for worker's compensation benefits prior to April 21, 2006.

Respectfully submitted,



William G. Andrekopoulos
Superintendent of Schools

Director Spence moved to accept the Superintendent's recommendation and adopt the resolution.

The motion prevailed, the vote being as follows:

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

Noes—None.

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COMMUNICATIONS FROM THE BOARD CLERK

(Item A) Suspension of Board Rule 1.02(1), 1.02(2), & 1.01(1) and Rescheduling of the Regular April 2006 Board Meeting & Annual Organizational Meeting

Office of
Board Governance

TO THE BOARD OF SCHOOL DIRECTORS:

Board Rules 1.02(1) and 1.02(2) provide that the Board shall hold its regular meeting on the last Thursday of each month, except in April when the final meeting of the year is to be held on the Thursday prior to the fourth Monday of April. Under the provisions of these Rules, the April 2006 Board meeting would be held on April 20, 2006, during Milwaukee Public Schools' spring break.

Also for your consideration, Board Rule 1.01(1) dictates that the Board shall conduct its annual Organizational meeting on the fourth Monday in April, which would be April 24, 2006.

In past years, Board members have requested to not hold the regularly scheduled April Board meeting during spring break; therefore it is being brought your attention in advance so that the Board may take any action that it deems appropriate.

Please note that, if in fact the Board chooses to change the regularly scheduled Board meeting, the annual Organizational meeting, or both, the Board would need to first vote to suspend Board Rules 1.02(1), 1.02(2), and 1.01(1) respectively, prior to making related schedule changes.

LYNNE A. SOBCZAK
Director/Board Clerk

Director Hardin moved to suspend Board Rules 1.02 (1), 1.02 (2), and 1.01 (1).

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

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

Noes—None.

Director Spence moved to reschedule the regular April Board Meeting to Tuesday, April 26, 2006, and the Annual Organizational Meeting to Thursday, April 27, 2006.

The motion prevailed, the vote being as follows:

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

Noes—None.

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REPORTS OF STANDING COMMITTEES

Separate consideration was requested of the following items:

Report of the Innovation/School Reform Committee, Item 1, adoption of the protocol for a collaborative response to child neglect and to enter into an interagency agreement with the Milwaukee Board of School Directors, the Milwaukee Police Department, the West Allis Police Department, the Milwaukee County District Attorney's Office, the Bureau of Milwaukee Child Welfare, and the Milwaukee County Sheriff's Department;

Report of the Innovation/School Reform Committee, Item 7, a request for termination of the Phoenix High School Charter Contract and termination of the Phoenix Program and Instrumentality Charter School;

Report of the Innovation/School Reform Committee, Item 10, follow-up on Milwaukee high school redesign two-year report and focus group results;

Report of the Legislation, Rules and Policies Committee, Item 1, a request for legislative changes to facilitate NSI debt refunding;

Report of the Legislation, Rules and Policies Committee, Item 2, a request to brief the Committee on Legislation, Rules & Policies on the work of the Milwaukee Alliance for Attendance and on Assembly Bills 821 And 822;

Report of the Legislation, Rules and Policies Committee, Item 3, report and follow-up to a resolution regarding military recruitment;

Report of the Legislation, Rules and Policies Committee, Item 4, recommended revisions to Administrative Policy 5.01, Facilities;

Report #1 of the Finance/Personnel Committee, Item 5, authorization to enter into FY07 pupil transportation contracts; and

Report #1 of the Finance/Personnel Committee, Item 8, authorization to declare various district-owned properties as surplus.

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

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

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] Authorization to Adopt the Protocol for a Collaborative Response to Child Neglect and to Enter into an Interagency Agreement with the Milwaukee Board of School Directors, the Milwaukee Police Department, the West Allis Police Department, the Milwaukee County District Attorney's Office, the Bureau of Milwaukee Child Welfare, and the Milwaukee County Sheriff's Department

Background

1. The purpose of this Protocol is to engage in joint cooperation in the identification, investigation, and management of child-neglect cases in a way that minimizes trauma to the child victim, empowers families, and maximizes the information available for optimal case management.

2. The agencies who are party to the "Interagency Agreement on a Collaborative Response to Child Neglect" wish to collaborate in order to emphasize sharing of information and ongoing communication among agencies, while working toward the ultimate goals of preventing child neglect in the Milwaukee County community.

3. By adopting the Interagency Agreements, the Milwaukee Board of School Directors would still be abiding by its obligations under state and federal laws regarding the confidentiality of pupil records:

a. Sec. 118.125(2)(n), Wis.Stats., provides that, for the purpose of providing services to a pupil before adjudication, a school board may disclose pupil records to specified governmental entities and employees and to other specified entities, if the disclosure is pursuant to an interagency agreement and the person to whom the records are disclosed certifies in writing that the records will not be disclosed to any other persons except as permitted by statute.

b. The Milwaukee Board of School Directors would be able to disclose certain pupil records to the City of Milwaukee Police Department, the Milwaukee County District Attorney's Office, the West Allis Police Department, the Bureau of Milwaukee Child Welfare, and appropriate courts of record, for the purpose of providing services to pupils before adjudication, specifically to children who may be abused or neglected.

4. The types of pupil records and information that may be disclosed pursuant to this Agreement include, but are not limited to, the following:

- attendance records;
- school social worker records;
- recent Individual Education Plans (IEPs);
- pupil health records;
- reports of internal investigations conducted by the school; and
- identification of classroom teachers, guidance counselors, school social workers, and other school staff who work with the pupil.

5. Pupil records and information shall be disclosed pursuant to this Agreement only if the person to whom the records are disclosed certifies in writing that the records will not be disclosed to any other person, except as permitted by law. MPS shall provide the forum to be used for this purpose.

Administration's Analysis

6. 16.1% of all reports made regarding child maltreatment in 2003 in Wisconsin were made by educators.

7. Neglect is the predominant type of child maltreatment. In 2003, there were a total of 6,481 neglect cases reported in Milwaukee County.

8. Children subjected to neglect experience cumulative harm that leads to a wide variety of short- and long-term consequences that may include:

- growth delay,
- impaired cognitive development,
- poor academic achievement,
- problems with attachment and self-esteem,
- behavioral problems, and
- depression.

9. This Protocol was developed as a collaborative effort which included the Milwaukee Public Schools. MPS is an active participant in the Milwaukee County Child Abuse Review Team (CART) and has previously adopted the Milwaukee County Joint Protocol on a Collaborative Response to Child Maltreatment.

10. MPS recognizes the important role of collaboration with other agencies in providing high-quality service to students and their families.

11. This Protocol/Interagency Agreement would enable school and agency staff to cooperate and share information immediately, making for a smoother investigation. A more efficient investigation, in turn, makes it possible to provide services to children sooner, ensuring more stability and assistance to families in crisis. Increased stability and family assistance supports children in their educational setting and decreases the chance of poor academic achievement.

Strategic Plan Compatibility Statement

12. 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

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

Fiscal Impact Statement

14. This item does not authorize expenditures. The Administration will use existing communication mechanisms to distribute this information to school communities throughout the district. Training will occur during the course of the business day.

Implementation and Assessment Plan

15. Upon approval by the Board and acquisition of final signed documents from all members of the Milwaukee County Child Abuse Review Team, the Administration will begin distribution of information and schedule training.

16. This information will be placed on the MPS Portal in the Administrators' Bulletin. School social workers will be trained in this Protocol and will share information with their respective school staffs.

17. MPS shall advise its school principals of their responsibilities under this Agreement. In the event of a dispute regarding whether particular pupil records or information shall be disclosed pursuant to this Agreement, the final decision shall rest with the MPS Director of the Department of Parent and Student Services.

Committee's Recommendation

Your Committee recommends that the Board approve the Joint Protocol for a Collaborative Response to Child Neglect in Milwaukee County, and approve the Administration's entering into an Interagency Agreement with the Milwaukee Police Department, the West Allis Police Department, the Milwaukee County District Attorney's Office, the Bureau of Milwaukee Child Welfare, and the Milwaukee County Sheriff's Department.

Director Hardin moved that the Board:

1. Approve the Joint Protocol for a Collaborative Response to Child Neglect in Milwaukee County, and approve the Administration's entering into an Interagency Agreement with the Milwaukee Police Department, the West Allis Police Department, the Milwaukee County District Attorney's Office, the Bureau of Milwaukee Child Welfare, and the Milwaukee County Sheriff's Department; and

2. Direct that the MPS Administration advise and provide training regarding this Protocol to all school social workers, principals, principal designees and school secretaries, who will share this information with their respective school staffs.

The motion prevailed, the vote being as follows:

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

Noes—None.

* * * * *

[Item 2] Report of the Charter School Contract Review Team and Action on a Recommendation to Initiate the Renewal Process for the Instrumentality Charter School Contract with IDEAL Charter School

Background

1. On April 25, 2002, the Board approved a five-year charter school contract establishing IDEAL (Individualized Developmental Educational Approaches to Learning) School as an instrumentality charter school. IDEAL School opened as a charter school beginning with the 2001-02 school year and ending with the last regularly scheduled school day of the 2005-06 school year. IDEAL Charter School is located in the Sholes Educational Complex at 4965 S. 20th Street.

2. The current contract specifies services for 300 full-time-equivalent student (FTEs) in four-year-old kindergarten through grade eight. The IDEAL September 2005 State Aid Enrollment Count was 191 students, while the January 2006 State Aid Enrollment Count was 193 students, including 26 students (13.5%) with special education needs.

3. The MPS Charter School Contract Review Team has conducted a review of IDEAL's compliance with its instrumentality charter school contract under MPS Administrative Policy 9.12,Charter Schools, and Administrative Procedure 9.12, Charter School Petitions and Proposals.

Administration's Analysis

4. Charter status has allowed IDEAL to establish a leadership model that differs from traditional schools: The teachers' cooperative ensures that leadership responsibilities are shared, which fosters ownership and pride in the school. The collaborative climate at IDEAL has a positive impact on the academic performance of students. Teachers share successful practices and provide support for each other through a Peer Evaluation Process. A partnership with the Southtown YMCA has proven to be successful in offering many opportunities to students and families. This effective means of using available community resources has elicited parental support and participation.

5. IDEAL has paved the way for the current multiplex initiative. Moving from a model of simply "using space" to collaboratively sharing a facility exemplifies the dedication and the cooperative nature of the IDEAL staff and families. Sharing a facility has also contributed to IDEAL's fiscal responsibility. The school has creatively arranged to share staff, space, and services. Dedicated parent volunteers contribute to IDEAL's success. IDEAL is committed to academic excellence. (See the attached student achievement graphs.)

6. IDEAL Charter School has submitted its intent to

a. renew the contract for five years;

b. reduce the enrollment from 300 to 200 student FTEs;

c. designate the location as the Sholes Educational Complex;

d. include the Junior Achievement Program as a replacement for the originally proposed JROTC program;

e. note the Carnegie Math program for accelerated eighth-grade math students;

f. document the relationship with the University of Wisconsin-Milwaukee as a replacement for the originally proposed relationship with Alverno College;

g. note the Peer Evaluation process;

h. continue transportation consistent with district guidelines as a replacement for point-to-point busing originally proposed;

i. document extended-day activities provided through the MPS Recreation Department; and

j. document that the Reflection Room has evolved into the concept of Reflection Space.

These items will be addressed during the contract renewal negotiations.

7. The Charter School Contract Review Team met on January 5, 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 two school teacher representatives 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. The MPS Charter School Contract Review Team findings and recommendation relative to IDEAL 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 recommends renewal of the instrumentality charter contract with IDEAL and that the school attend to the areas in which it was found to be non-compliant or partially compliant.

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

Strategic Plan and 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, Administration 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. The funds for this charter school contract will be approved as part of the school budgets 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 developing a renewed contract to be presented to the Board in May 2006. Funds have been reserved as part of the FY07 budget development process to cover the anticipated 200 student FTEs for the 2006-07 school year.

Committee's Recommendation

Your Committee recommends that the Board:

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

2. authorize the Superintendent's designee to initiate the contract-renewal process and draft a renewed charter school contract with a maximum of 200 student 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.

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

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[Item 3] Report of the Charter School Contract Review Team and Action on a Recommendation to Initiate the Renewal Process of the Instrumentality Charter School Contract for Audubon Technology and Communication Center Middle School

Background

1. On April 25, 2002, the Board approved a five-year charter school contract establishing Audubon Technology and Communication Center Middle School as an instrumentality charter school. Audubon Middle School became a charter school beginning with the 2001-02 school year and ending with the last regularly scheduled school day of the 2005-06 school year. The current contract specifies services for 960 full-time-equivalent students (FTEs) in grades six through eight. The Audubon 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. Audubon Charter School is located at 3300 S. 39th Street.

2. The MPS Charter School Contract Review Team has conducted a review of the Audubon Instrumentality Charter School contract compliance under MPS Administrative Policy 9.12, Charter Schools, and Administrative Procedure 9.12, Charter School Petitions and Proposals.

Administration's Analysis

3. The Charter School Contract Review Team met on December 15, 2005, and January 5, 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 the 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 (see the Charter School Contract Review Checklist attached to the minutes of your Committee's meeting).

4. The Charter School Contract Review Team recommends renewal of the instrumentality charter contract with Audubon Middle School and that the school attend to the areas in which it was found to be non-compliant or partially compliant, including student participation in the School Climate Survey.

5. The Audubon staff has implemented block scheduling and flexible grouping at all grade levels.

6. Six-trait writing helps students learn to express themselves articulately, creatively, critically, and professionally.

7. Students are empowered through the use of technology and individualized educational programming strategies that are designed to maximize their academic success.

8. Close supportive relationships between staff and students are fostered through team teaching, block scheduling, and academic coaching.

9. 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 to achieve it.

10. 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.

11. 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 FAST (Families and Schools Together) program at Audubon, parental participation at the school level has increased and affected the academic performance of these students.

12. Charter status has improved staff morale, resulting in higher staff retention.

13. Audubon has expanded its community relationships. Currently 20 Alverno College Education students provide after-school tutoring. Rockwell Automation has become a partner with Audubon and will provide an engineering computer lab beginning in 2006-07 that will focus on math and science.

14. Student achievement graphs are included in the attachments to this item, which are available with the minutes of your Committee's meeting.

15. Audubon Charter School has submitted its intent to renew the contract for five years. During contract negotiations, the Administration expects to reduce the number of contracted student FTEs based on the school's recent enrollment history.

16. The Administration requests authorization to initiate the contract renewal process.

Strategic Plan and Compatibility Statement

17. 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

18. 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

19. This item does not authorize expenditures. The funds for this charter school contract will be included as part of the school budgets in the 2006-07 Board-adopted budget.

Implementation and Assessment Plan

20. Upon the Board's approval of this item, the contract renewal process will be initiated in anticipation of developing a renewed contract to be presented to the Board in May 2006. Funds have been reserved as part of the FY07 budget development process to cover the anticipated 844 student FTEs for the 2006-07 school year.

Committee's Recommendation

Your Committee recommends that the Board:

1. approve the recommendation of the Charter School Contract Review Team to renew the charter school contract with Audubon Technology and Communication Center Middle School and that the school attend to the areas in which it was found to be non-compliant or partially compliant, including student participation in the School Climate Survey;

2. require Audubon Middle School to demonstrate significant progress in immunization compliance during the 2005-06 school year as a prerequisite to contract renewal; and

3. authorize the Superintendent's designee to initiate the contract renewal process and draft a renewed charter school contract to begin with the 2006-07 school year and to end with the last regularly scheduled school day of the 2010-11 school year.

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

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[Item 4] Report of the Charter School Contract Review Team and Action on a Recommendation to Initiate the Renewal Process of the Instrumentality Charter School Contract with Whittier Charter School

Background

1. On April 25, 2002, the Board approved a five-year charter school contract establishing Whittier Elementary School as an instrumentality charter school. Whittier School converted to charter school status beginning with the 2001-02 school year and ending 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. The Whittier 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. The school is funded in FY06 for 193 FTEs. Whittier Charter School is located at 4382 S. Third Street.

2. The MPS Charter School Contract Review Team has conducted a review of the Whittier Instrumentality Charter School's contract compliance under MPS Administrative Policy 9.12, Charter Schools, and Administrative Procedure 9.12, Charter School Petitions and Proposals.

Administration's Analysis

3. The Charter School Contract Review Team met on January 12 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 Peggy Mystrow, lead teacher, 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. The MPS Charter School Contract Review Team findings and recommendation relative to Whittier Instrumentality Charter School are attached.

4. The Charter School Contract Review Team recommends instrumentality charter contract renewal for Whittier Elementary School and that the school particularly attend to implementing the plan for improving math achievement as described in the Academic Achievement Report.

5. Whittier Charter School has submitted its intent to renew the contract for five years. Becoming a charter school has made the staff at Whittier take initiatives to keep the educational program strong and meaningful. Whittier staff and parents researched different leadership models, presented them to the school council, and devised a leadership model unlike any other in the Milwaukee Public Schools.

6. Using two lead teachers with 0.2 FTE (0.1 FTE planned for FY07), administrative support from Fritsche Middle School has empowered the staff, parents, and community to make decisions relevant to keeping the high standards of excellence that Whittier expects from all its students. This empowerment has greatly affected two major areas of Whittier's vision: Good Citizenship and Academic Success.

7. 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 character education program. Working with the teachers and staff, parents have taken on issues such as bullying to ensure that Whittier's enduring understanding of good citizenship continues. The parents have paid for the program materials and volunteer their time in each classroom.

8. Whittier's academic record is good. Since inception of Whittier's charter, teachers, staff, and parents have been able to maintain good test scores and move children forward in many areas. Collaborating on academic decisions as a staff has proven successful at Whittier. Using the six traits of writing approach has improved student writing. (See the student achievement graphs attached to the minutes of your Committee's meeting.)

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

Strategic Plan and 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 9.12, Charter Schools, and Wisconsin State Statute 118.40 relative to charter schools.

Fiscal Impact Statement

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

Implementation and Assessment Plan

13. Upon Board approval of this item, the contract renewal process will be initiated in anticipation of developing a renewed contract to be presented to the Board in May 2006. Funds have been reserved as part of the FY07 budget development process to cover the anticipated student FTEs for the 2006-2007 school year.

Committee's Recommendation

Your Committee recommends that the Board:

1. approve the recommendation of the Charter School Contract Review Team to renew the charter contract with Whittier Charter School and that the school attend to implementing the plan for improving math achievement as described in the Academic Achievement Report;

2. require the school to submit a recruitment plan to increase the enrollment of students with special education needs reflective of the school district's population as a prerequisite to contract renewal; and

3. authorize the Superintendent's designee to initiate the contract renewal process and draft a renewed charter school contract with a maximum of 200 student 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.

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

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[Item 5] Report of the Charter School Contract Review Team and Action on a Recommendation to Initiate the Renewal Process of the Non-Instrumentality Charter School Contract for Wings academy

Background

1. On September 26, 2002, the Board approved a three-year charter school contract establishing Wings Academy as a non-instrumentality charter school. Wings Academy opened as a charter school beginning with the 2002-03 school year. On April 21, 2005, the Board approved an amendment to the contract for a one-year contract extension. The contract ends on the last regularly scheduled school day of the 2005-06 school year. The current contract specifies services for 120 full-time-equivalent students (FTEs) in kindergarten through grade twelve. The Wings Academy September 2005 State Aid Enrollment Count was 105 students, and the January 2006 State Aid Enrollment Count was 109 students, including 55 students (50.5%) with special education needs in grades 2-12. Wings Academy is located in leased space at 1501 S. Layton Blvd.

2. The MPS Charter School Contract Review Team has conducted a review of the Wings Academy Non-Instrumentality Charter School's contract compliance under MPS Administrative Policy 9.12, Charter Schools, and Administrative Procedure 9.12, Charter School Petitions and Proposals.

Administration's Analysis

3. The Charter School Contract Review Team met on January 12 and February 16, 2006, to review and evaluate information provided by MPS Diversified Community Schools and various Central Services staff. On February 17, 2006, the Charter School Contract Review Team facilitator discussed the preliminary findings and preliminary recommendation as summarized in the Charter School Contract Review Checklist with Nicola Leather. On February 19, 2006, the school requested a meeting with the Charter School Contract Review Team. The meeting was held on February 23, 2006. School leaders Dani LaPorte and Nicola Leather, a student, and two external auditors attended the meeting. The Charter School Contract Review Team finalized the Charter School Contract Review Checklist and recommendation on February 23, 2006. The MPS Charter School Contract Review Team findings and recommendation relative to Wings Academy Non-Instrumentality Charter School are attached to the minutes of your Committee's meeting.

4. The Charter School Contract Review Team recommends renewal of the non-instrumentality charter contract with Wings Academy; however:

a. the asbestos-management issue (items 6 and 26 on the review checklist) must be resolved before a contract is approved;

b. the school must attend to the areas in which it was found to be non-compliant or partially compliant;

c. because the school includes a high concentration of special needs students, the school must develop an academic growth-measurement plan prior to the beginning of the school year and report the results in the annual pupil academic achievement report. MPS Assessment and Accountability and MPS Special Services could be resources in this regard.

5. The Wings Academy community believes their 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. The school provides individualize and specialized care and helps MPS meet its obligations to children with special education needs by offering children yet another alternative placement.

6. The success of Wings students correlates with the unique instructional program; positive school climate; small class size; empowerment of teachers, students, and parents; and belief in the abilities of the children who attend Wings Academy. The vast majority of students come to Wings Academy reading, writing, and calculating well below grade level. As a means of tracking academic growth and assessing program effectiveness, students are tested at least once a year with the Woodcock-Johnson III standardized assessment battery.

7. The school has also been successful in meeting the needs of at-risk students. Attendance has improved, and disciplinary referrals have decreased for many students who had been identified as at-risk before enrolling in Wings Academy. Parental involvement is expected, valued, and extraordinary.

8. Wings Academy concurs with the recommendation of the Charter School Contract Review Team and has submitted its intent to renew the contract for five years and to increase the enrollment from 120 to 150 student FTEs in kindergarten through grade twelve by the third year of the contract. The school has requested consideration of contract measures of accountability that acknowledge the unique population (at least 50% with identified special education needs), the individual testing of students using the Woodcock-Johnson III, and student progress in meeting IEP (individualized educational plan) goals. (See the student achievement graphs attached to the minutes of your Committee's meeting.)

9. The school has identified cash-flow challenges. Since 2005-06, the contracts have been modified to improve cash-flow for non-instrumentality charter schools. Wings will receive 60% of its contract amount by the end of November each year, instead of 50% as in the previous contract. Anticipated reimbursements for special education are pre-paid in August of the school year, based on information supplied by the non-instrumentality charter school.

10. The Administration requests authorization to initiate the contract renewal process.

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

Fiscal Impact Statement

13. This item does not authorize expenditures. The funds for this charter school contract will be included as part of the school budgets in the 2006-07 Board-adopted budget.

Implementation and Assessment Plan

14. Upon the Board's approval of this item, the contract renewal process will be initiated in anticipation of developing a renewed contract to be presented to the Board in May 2006. Funds have been reserved as part of the FY07 budget development process to cover the anticipated 120 student FTEs for the 2006-07 school year.

Committee's Recommendation

Your Committee recommends that the Board:

1. approve the recommendation of the Charter School Contract Review Team to renew the non-instrumentality charter contract with Wings Academy, under the following conditions:

   a. that the asbestos-management issue (items 6 and 26 on the review checklist) be resolved before a contract is approved;

   b. the school must attend to the areas in which it has been found to be non-compliant or partially compliant; and

   c. because the school includes a high concentration of special needs students, the school must develop an academic growth measurement plan prior to the beginning of the school year and report the results in the annual pupil academic achievement report; and

2. authorize the Superintendent's designee to initiate the contract renewal process and draft a renewed charter school contract with a maximum of 150 student FTEs (120 FTEs in 2006-07), to begin with the 2006-07 school year and to end with the last regularly scheduled school day of the 2010-11 school year.

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

* * * * *

[Item 6] Report of the Charter School Contract Review Team and Action on a Recommendation to Initiate the Renewal Process of the Non-Instrumentality Charter School Contract with Milwaukee Leadership Training Center

Background

1. On October 31, 2000, the Board approved a five-year charter school contract establishing Milwaukee Leadership Training Center (MLTC) as a non-instrumentality charter school. MLTC opened as a charter school in January 2001. On June 23, 2005, the Board approved a one-year contract. The contract ends on the last regularly scheduled school day of the 2005-06 school year. The current contract specifies services for 175 full-time-equivalent students (FTEs) in grades five through twelve. MLTC's September 2005 State Aid Enrollment Count was 120 students, and the January 2006 State Aid Enrollment Count was 123 students, including 37 students (30.1%) with special education needs in grades 5-10. Milwaukee Leadership Training Center leases space from Milwaukee Public Schools in the Steuben facility, 2360 N. 52nd Street.

2. The MPS Charter School Contract Review Team has conducted a review of the Milwaukee Leadership Training Center's compliance with its non-instrumentality charter school contract under MPS Administrative Policy 9.12, Charter Schools, and Administrative Procedure 9.12, Charter School Petitions and Proposals.

Administration's Analysis

3. The Charter School Contract Review Team met on January 5, 12, 19, 26, and February 2, 2006, to review and evaluate information provided by MPS Diversified Community Schools and various Central Services staff. On February 6, 2006, the Charter School Contract Review Team facilitators discussed the preliminary findings and preliminary recommendation as summarized in the Charter School Contract Review Checklist with school leader Leslie Seib. The Charter School Contract Review Team finalized the Charter School Contract Review Checklist and recommendation on February 9, 2006. The MPS Charter School Contract Review Team's findings and recommendation relative to Milwaukee Leadership Training Center Non-Instrumentality Charter School are attached to the minutes of your Committee's meeting.

4. The Charter School Contract Review Team recommends renewal of the non-instrumentality charter contract with Milwaukee Leadership Training Center. The school must attend to the areas in which it was found to be non-compliant or partially compliant. Because the school includes a high concentration of at-risk and special needs students, the school must work with Assessment and Accountability to develop an academic growth-measurement plan prior to the beginning of the school year, collect data during the school year, and report the results in the annual pupil academic achievement report. Follow-up data on students who transitioned from Milwaukee Leadership Training Center to traditional schools would also be helpful in future reviews.

5. Milwaukee Leadership Training Center provides a highly structured, disciplined, high-expectation learning environment focused on preparing students with core academic and life skills to succeed within their families, community, 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.

6. MLTC uses a military framework with emphases on attitude, attendance, and academics by holding all stakeholders to high standards of accountability. In addition to basic academic subjects, students also learn military protocol, customs, courtesies, drill, and ceremonies practices. MLTC's teachers emphasize remedial and advanced work in all skill areas using a range of project- and media-based educational strategies and technique, including small-group and one-on-one instruction and assistance, direct instruction using Scholastic Read 180, Six Traits Writing, and Renaissance Learning's Accelerated Math program.(See the attached student achievement graphs.)

7. Technology also plays a key role at MLTC. The school has 40 computers that are used for student research, word processing, and training in basic computer keyboarding.

8. Physical training is emphasized at MLTC. It has been customary that students be able to complete a three-mile run by the end of each school year. Daily physical training includes stretching calisthenics, Pilates, and jogging.

9. Student nutrition is also emphasized at MLTC. 10. Continental Properties and the Elizabeth Brinn Foundation have been strong on-going contributors of funds to support the school's operation.

11. Milwaukee Leadership Training Center has submitted its intent to renew the contract for five years and to limit the enrollment to students in grades five through nine. The school has found that this is the population most effectively served by the basic academic and social skills curriculum. The school is in the process of identifying a new school administrator and seeks to work collaboratively with MPS to ensure a seamless transition.

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

Strategic Plan and 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 9.12, Charter Schools, and Wisconsin State Statute 118.40 relative to charter schools.

Fiscal Impact Statement

15. This item does not authorize expenditures. The funds for this charter school contract will be included as part of the school budgets in the 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 developing a renewed contract to be presented to the Board in May 2006. Funds have been reserved as part of the FY07 budget development process to cover the anticipated 130 student FTEs for the 2006-07 school year.

Committee's Recommendation

Your Committee recommends that the Board:

1. approve the recommendation of the Charter School Contract Review Team to renew the non-instrumentality charter contract with Milwaukee Leadership Training Center, under the following conditions:

    a. that the school attend to the areas in which it has been found to be non-compliant or partially compliant, including staff licensure; and

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

2. authorize the Superintendent's designee to initiate the contract renewal process and draft a renewed charter school contract with a maximum of 175 student FTEs (130 FTEs in 2006-07) to begin with the 2006-07 school year and to end with the last regularly scheduled school day of the 2010-11 school year; and

3. require Milwaukee Leadership Training Center to demonstrate significant progress in immunization compliance during the 2005-06 school year as a prerequisite to contract renewal.

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

* * * * *

[Item 7] Action on a Request for Termination of the Phoenix High School Charter Contract and Termination of the Phoenix Program and Instrumentality Charter School

Background

1. On April 25, 2002, the Board approved a five-year charter school contract establishing Phoenix High School as an instrumentality charter school. The term of the contract commenced with the 2001-02 school year and ends on the last regularly scheduled school day of the 2005-06 school year. The contract is

for an enrollment of 150 students in grades 9-12. The Phoenix September 2005 State Aid Enrollment Count was 111 students. The January 2006 State Aid Enrollment Count was 112 students, including 31 students (27.7%) with special education needs.

2. The MPS Charter School Contract Review Team has conducted a review of Phoenix Instrumentality Charter High School's contract compliance under MPS Administrative Policy 9.12, Charter Schools, and Administrative Procedures 9.12, Charter School Petitions and Proposals.

3. The Charter School Contract Review Team met on January 5, 12, 19, and 26, and February 2, 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 Phillip Musickant, Phoenix Lead Teacher, and six other school representatives on January 30, 2006, to discuss the preliminary findings and preliminary recommendation as summarized in the Charter School Contract Review Checklist. On February 2, 2006, the school requested a meeting with the Charter School Contract Review Team. The meeting was held on February 16, 2006. Two school teacher representatives attended the meeting.

4. The MPS Charter School Contract Review Team findings and recommendation relative to Phoenix instrumentality charter school are attached. The Charter School Contract Review Team recommends termination of the instrumentality charter contract with Phoenix High School due to extremely low student achievement and test participation.

5. Following a review of the report from the MPS Charter School Contract Review Team, the Superintendent concurred with the recommendation to not renew the charter school contract and to terminate the Phoenix instrumentality charter school because pupils enrolled in Phoenix High School have failed to make sufficient progress toward attaining the educational goals under sec. 118.01, Stats. or the academic performance criteria established by the Board, which is ground 3 for termination by the Board as stated in the contract.:

> 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, Phoenix failed to meet any of the specified academic performance criteria (WKCE reading, English language arts, mathematics, science, and social studies performance) and met only one of the three mandatory academic performance criteria (attendance, mobility rate, and graduation percentage). The current Phoenix charter school contract specifies percentage measurements of students scoring basic, proficient, and advanced, whereas the updated model charter school contract specifies percentage measurements of proficient and advanced — a more rigorous standard.

a. On the Grade 10 Reading Wisconsin Knowledge and Concept Exam, 30% of the Phoenix students scored basic and above, compared with 70% in MPS.

b. On the Grade 10 English Language Arts WKCE, 26% of the Phoenix students scored basic and above, compared with 71% in MPS.

c. On the Grade 10 Mathematics WKCE, 5% of the Phoenix students scored basic and above, compared with 53% in MPS.

d. On the Grade 10 Science WKCE, 7% of the Phoenix students scored basic and above, compared with 44% in MPS.

e. On the Grade 10 Social Studies WKCE, 12% of the Phoenix students scored basic and above, compared with 48% in MPS.

8. Phoenix had an average daily attendance rate of 64%, compared with 83% in MPS, and a 24% mobility rate, compared with 15% in MPS.

9. Phoenix High School students have performed significantly below district averages of students at and above proficient in all years and all areas (reading, language arts, mathematics, science and social studies), as demonstrated on the attached grade 9 Terra Nova and grade 10 Wisconsin Knowledge and Concepts Examination (WKCE) graphs for the 2000-01, 2001-02, 2002-03, 2003-04, and 2004-05 school years.

Strategic plan and 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.

Fiscal Impact Statement

12. This item does not authorize expenditures.

Implementation and Assessment Plan

13. Upon the Board's approval of this item, the Phoenix High School instrumentality charter contract will expire on the last regularly scheduled school day of the 2005-06 school year, and district employees will complete their 2005-06 work at the school, consistent with bargaining unit contract calendars. The Administration will develop and implement a plan for closing the school.

14. The MPS Division of Student Services and Parent Information Center will work with parents, students, and the school leader to reassign the Phoenix students to MPS regular, instrumentality charter, non-instrumentality charter, or partnership schools.

15. District employees will be reassigned in accordance with the provisions found in bargaining unit contracts.

Committee's Recommendation

Your Committee recommends that the Board allow the Phoenix High School's instrumentality charter school contract to expire in June 2006 and terminate the Phoenix High School program and instrumentality charter school in June 2006, because pupils enrolled in Phoenix High School have failed to make sufficient progress toward attaining the educational goals under sec. 118.01, Stats., or the academic performance criteria established by the Board, which is ground 3 for termination by the Board as stated in the contract.

Director Goldberg moved to approve the Committee's recommendation.

The motion prevailed, the vote being as follows:

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

Noes—None.

* * * * *

[Item 8] Action on Request for Termination of the Juneau High School Charter Contract and Termination of the Juneau Instrumentality Charter School

Background

1. On April 25, 2002, the Board approved a five-year charter school contract establishing Juneau High School as an instrumentality charter school. The term of the contract commenced with the 2001-02 school year and ends on the last regularly scheduled school day of the 2005-06 school year. The contract is for an enrollment of 875 students in grades 9-12. Students in the city-wide visually impaired program also attend Juneau High School. The Juneau September 2005 State Aid Enrollment Count was 927 students. The January 2006 State Aid Enrollment Count was 843 students, including 147 students (17.4%) with special education needs.

2. The MPS Charter School Contract Review Team has conducted a review of Juneau Instrumentality Charter High School's contract compliance under MPS Administrative Policy 9.12, Charter Schools, and Administrative Procedure 9.12, Charter School Petitions and Proposals.

3. The Charter School Contract Review Team met on January 5, 12, 19, and 26, and February 2, 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 Myron Cain, Juneau Principal, and three other school representatives on January 30, 2006, to discuss the preliminary findings and preliminary recommendation as summarized in the Charter School Contract Review Checklist. On February 2, 2006, the Charter School Contract Review Team finalized the findings and recommendation. The MPS Charter School Contract Review Team's findings and recommendation relative to Juneau instrumentality charter school are attached.

4. The Charter School Contract Review Team recommends termination of the instrumentality charter contract with Juneau High 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 concurred with the recommendation to not renew the charter school contract and terminate the Juneau instrumentality charter school because pupils enrolled in Juneau High School have failed to make sufficient progress toward attaining the educational goals under sec. 118.01, Stats. or the academic performance criteria established by the Board, which is ground 3 for termination by the Board as stated in the contract.

6. The Charter School Contract between the Milwaukee Board of School Directors and Juneau 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 (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.

7. 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.

8. On November 10, 2005, the Milwaukee Board of School Directors took action to close the Juneau High School building before the 2006-07 school year and to implement a transition plan. The November 10, 2005, Board item stated, "The recommendation to close the buildings is not necessarily a recommendation to eliminate school programs. The Juneau High School charter, for example, will be reviewed during the normal charter renewal process." The City Attorney's Office has reviewed the Board's action to close the school building and the charter school contract and has advised that the charter school contract with Juneau High School will expire by its own terms on the last regularly scheduled school day of the 2005-06 school year, with no further action by the Board or the Administration.

9. The MPS Division of Student Services and Parent Information Center has worked with parents, students, and the school leader to reassign the Juneau students to MPS regular, instrumentality charter, non-instrumentality charter, and partnership schools. All Juneau High School students have a Fall school assignment.

Administration's Analysis

10. In the 2004-05 school year, Juneau did not meet any of the specified academic performance criteria and met two of the three mandatory academic performance criteria. The current Juneau charter school contract specifies percentage measurements of students scoring basic, proficient, and advanced, whereas the updated model charter school contract specifies percentage measurements of proficient and advanced — a more rigorous standard.

a. On the Grade 10 Reading Wisconsin Knowledge and Concept Exam, 68% of the Juneau students scored basic and above, compared with 70% in MPS.

b. On the Grade 10 English Language Arts WKCE, 65% of the Juneau students scored basic and above, compared with 71% in MPS.

c. On the Grade 10 Mathematics WKCE, 35% of the Juneau students scored basic and above, compared with 53% in MPS.

d. On the Grade 10 Science WKCE, 34% of the Juneau students scored basic and above, compared with 44% in MPS.

e. On the Grade 10 Social Studies WKCE, 39% of the Juneau students scored basic and above, compared with 48% in MPS.

f. Juneau had an average daily attendance rate of 79%, compared with 80% in MPS.

11. The attached grade 9 Terra Nova and grade 10 Wisconsin Knowledge and Concepts Examination (WKCE) graphs for the 2001-02 through 2004-05 school years show that Juneau High School students have performed below district averages of students at and above proficient in most years and in most areas (reading, language arts, mathematics, science and social studies).

Strategic plan and compatibility Statement

12. 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

13. 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

14. This item does not authorize expenditures.

Implementation and Assessment Plan

15. The Juneau High School instrumentality charter contract will expire on the last regularly scheduled school day of the 2005-06 school year, and district employees will complete their 2005-06 work at the school in accordance with bargaining unit contract calendars.

16. District employees will be reassigned in accordance with the provisions found in bargaining unit contracts.

Committee's Recommendation

Your Committee recommends that the Board allow the Juneau High School instrumentality charter school's contract to expire in June 2006 and terminate the Juneau High School instrumentality charter school in June 2006, because pupils enrolled in Juneau High School have failed to make sufficient progress toward attaining the educational goals under sec. 118.01, Stats., or the academic performance criteria established by the Board, which is ground 3 for termination by the Board as stated in the contract.

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

* * * * *

[Item 9] Action on a Request to Approve the New Head Start School Staff Handbook and Changes to the Disabilities Service Plan and to the Head Start Policy Council's By-Laws

Background

1. Head Start By-Laws

   a. Head Start Performance Standard 1304.50(a)(1) requires that:

      Grantee (MPS Board of School Directors) must establish and maintain a formal structure of shared governance through which parents can participate in policy making or in other decisions about the program…

   b. Performance Standard 1304.50(g)(1) states

      Grantee must have written policies that define the roles and responsibilities of the governing body members and that inform them of the management procedures and functions necessary to implement a high-quality program.

   c. In accordance with the Head Start Performance Standards, the purpose of the Policy Council is to share responsibility with MPS Head Start Program in overseeing the delivery of high-quality services to children and families in accordance with Head Start legislation, regulations, and policies. Through the Policy Council and local parent committees, parents and other community representatives are empowered to actively participate in the shared decision-making process concerning program design and implementation.

2. Head Start Disabilities Plan

Head Start Performance Standard 1308.4 requires that MPS develop a disabilities service plan providing strategies for meeting the special education needs of children with disabilities and their parents. Performance Standard 1308.4(b) requires that this plan be updated annually. This comprehensive plan is a working document that provides guidance by which the MPS Head Start Program, in collaboration and cooperation with the MPS Department of Special Services, will meet the special education needs of children enrolled in MPS Head Start classes.

3. Head Start School Staff Handbook

Performance Standard 1304.51(e) requires the Grantee (MPS) have a mechanism for regular communication among program staff to facilitate high-quality outcomes for children and families. An effective staff-communication system supports an ongoing exchange of information among staff, if focused on high-quality services, and represents the best interest of children and families. *The Head Start School Staff Handbook* was developed for this purpose.

Administration's Analysis

4. Head Start administration and staff have done an analysis of the documents presented above. *The Head Start Staff Handbook* is newly developed and has been approved by the Policy Council. The Head Start Disabilities Plan and the Policy Council By-Laws have been revised with input and approval of the Policy Council.

Statute, Administrative Policy or Board Rules Statement

5. 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

6. This item does not authorize expenditures.

Committee's Recommendation

Your Committee recommends that the Board approve:

1. the new *Head Start School Staff Handbook* as attached to the minutes of your Committee's meeting;

2. changes to the Head Start Disabilities Service Plan as attached to the minutes of your Committee's meeting; and

3. changes to the Head Start By-Laws as attached to the minutes of your Committee's meeting..

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

* * * * *

[Item 10] Informational Follow-up on Milwaukee High School Redesign Two-Year Report and Focus Group Results

Administration's Report

1. During November 2005, the Committee on Innovation and School Reform (ISR Committee) and the full Board received and accepted the "Milwaukee High School Redesign 2003-2005 Two-Year Report to the Milwaukee Board of School Directors." This report engendered significant public testimony during the ISR committee's meeting.

2. The public testimony received focused exclusively on calls for ongoing support for the Milwaukee High School Redesign Initiative. Additionally, the testimony offered numerous suggestions to improve the initiative and to best support the needs of new, small high school.

3. At the November 2005 meeting of the ISR Committee, and again at the full Board meeting, the Administration committed to a deeper engagement with small high school implementers to explore their needs and recommendations and to bring back to the Board a process to fully explore the needs and to make recommendations to change administrative policy, district procedures, and district practices that will address these needs.

4. During the months of January and February 2006, the Administration convened focus groups of small high school implementers and others who had testified at the ISR Committee's November 2005 meeting. The focus groups reviewed the notes from the public testimony and identified 10 major themes and issues communicated through the testimony and present in their experience as small school implementers.

5. The identified themes and issues were developed into a survey (attached to the minutes of your Committee's meeting), which was forwarded to all small high school planners and implementers and others who testified at the ISR Committee's meeting in November 2005. The survey asked respondents to rank-order the themes and issues and provided respondents with the opportunity to make notes on the major themes and issues identified by the focus group process.

6. Fifteen survey responses were received, with the results and notes combined (attached to the minutes of your Committee's meeting). (Please note that one respondent did not rank the themes and issues, but did add notes.) The focus group convened to review and analyze the survey feedback and grouped the themes and issues as prioritized into three main issues that require further investigation. The three areas and the more specific issues are as follows:

   a. Special education (service-delivery model and supports, staffing, and student assignment)

   b. Support of the innovation (compliance versus change, expanded options for athletics and co-curricular activities)

   c. Staffing (the impact of high-area needs and the HR process, the match and mix of small high school staffs).

7. The focus group was organized into three smaller groups which prepared draft work plans as an initiating step towards in-depth exploration of the themes and issues, with the expectation that these work plans will be pursued and that, where necessary, the Administration will seek the Board's approval of recommended policy changes, and in the appropriate cases, the Administration will consider recommended procedural changes.

8. As the work of the focus groups and the launch of a team to fully explore the identified issues moves forward, the Administration is taking proactive steps to best support new, small high schools. In order to support the high school redesign efforts, the Administration is currently:

   a. requesting through MPS Human Resources an action plan that will include a component that addresses special education staffing shortfalls in hiring and placements;

   b. continuing to refine the role and responsibilities of the ombudsperson for teacher-led schools and is supporting the effort to identify additional resources to assist in the capacity building to support teacher-led schools;

   c. launching the High School Redesign Advocacy Team; and

   d. using the charter review process on an as-needed basis to assess schools' capacity to deliver high-quality instruction.

9. The High School Redesign Advocacy Team will pursue the draft work plans from the focus group's efforts cited above to make recommended changes in district procedures and practices to best support the new, small high school effort. The High School Redesign Advocacy Team — which is an MPS cross-department effort to support high school students, parents, teachers, and school leaders as we continue a focus on improving high school achievement across the district — is designed to better align central, district-wide activities to the overall high school redesign initiative. Each district department has assigned a member to the team. The team reports to the Superintendent, is managed by the coordinator of high school redesign, and is facilitated by a problem-solving facilitator.

10. The Advocacy Team is charged with exploring opportunities to change district policy, procedures, and practices to best support high-school-improvement efforts. The team will also be charged with increasing the district's capacity to support change through advocating for and advancing an organizational culture that embraces improvement through change. The Advocacy Team, which is funded in part through the Bill & Melinda Gates Foundation grant to support the small learning community strategy, will continue the work of the focus group and bring forward recommendations.

11. The High School Redesign Advocacy Team is scheduled to participate in workshops to introduce team members to small high schools and small learning community high schools. The Advocacy Team will also visit small learning community sites and small high school sites as part of the capacity building of this team. The development of the Advocacy Team will significantly increase the district's capacity to implement the small learning community model in some of our large high schools and to best support the development of all new high-school options. The High School Redesign Advocacy Team comprises the following areas:

High School Redesign Advocacy Team
Spring 2006

Departments

Academic Excellence	Diversified Community Schools	Special Services
Administrative Accountability	Finance	Student Services
Assessment & Accountability	Human Resources	Superintendent's Office
Athletics	Leadership Support	Teaching & Learning
Bilingual Multicultural	MTEC	Technology
Facilities & Maintenance	Recreation	Transportation
Career & Technical Education	School Safety	

12. The High School Redesign Advocacy Team is currently being launched with a five-part workshop series through which members will learn about small high schools, small learning communities, and the needs which school implementers have identified that may require changes to best support their work. The five-part workshop series will include the following topics:

Session 1: Team mission, vision, and charge

Session 2: Introduction to new, small high schools

Session 3: Introduction to small learning communities

Session 4: Conversations with implementers through site visits to small high schools and small learning communities

Session 5: Clarification of school implementer needs, project teams formed and charged with specific tasks

13. The High School Redesign Advocacy Team will meet in project groups to accomplish specific tasks and will meet quarterly with the MPS Superintendent to report on progress.

Director Goldberg moved to accept the Committee's report.

The motion prevailed, the vote being as follows:

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

Noes—None.

Voting "present"—Director Blewett—1.

* * * * *

COMMITTEE ON SPECIAL EDUCATION

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

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Special Education presents the following report:

(Item 1) Monthly Report on Special Education Compliance

Administration's Report

1. Service Information

*Data collected annually reflect activities that begin on July 1, 2005.

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

	2/06	3/06
Population Served	17,066	17,313

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.

	2/06	3/06
Initial Evaluations (Completed since 7/05)	1978	2429
Percentage Identified Special Education	60%	59%
Active Initial Referrals	1170	1335
Re-evaluations (Completed since 7/05)	2502	3297
Percentage Continued in Special Education	86%	86%
Active Re-evaluations	1372	1341

2. Data Management Services — Special Services Information Management System (SSIMS) March 2006 Informational Update

a. During the month of February, the HELP desk continued to assist callers with Encore-related questions.

b. Trainers continued to assist with the SSIMS/Encore Help Desk phone calls and data-quality projects.

c. Trainers were provided with training on the HEAT application for logging calls when assisting the HELP desk.

d. SSIMS/Encore training was provided for new special education teachers and other district staff. In addition, drop-in help sessions were available.

e. MPS continued to plan and analyze configurations for the Intervention and 504 modules.

f. MPS is working with 4GL to receive training for the "knowledge transfer" related to technical support

3. Update on Provision of Special Education Services

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

a. *IEP TEAM* consists of:

(1) parent/legal guardian of a child with (or suspected of having) a disability,

(2) not less than one regular education teacher of the child (if the child is, or may be, participating in the regular education environment),

(3) not less than one special education teacher or, where appropriate, not less than one special education provider of the child,

(4) a representative of the local educational agency,

(5) an individual who can interpret the instructional implications of the evaluation results,

(6) at the discretion of the parent or school district, other individuals who have knowledge or special expertise regarding the child, including related service personnel as appropriate, and

(7) whenever appropriate, the child with a disability.

b. "CHILD WITH A DISABILITY" means a child

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

(2) the term "child with a disability" for a child aged 3 through 9 (or any subset of that age range, including ages 3 through 5) may, at the discretion of the State and the Local Educational Agency, include a child who

(a) is experiencing developmental delays — as defined by the State and as measured by appropriate diagnostic instruments and procedures — in one or more of the following areas: physical development; cognitive development; communication development; social or emotional development; or adaptive development; and

(b) by reason thereof, needs special education and related services.

c. CHILD FIND

Child Find is to identify, locate, and evaluate all children with disabilities — including children with disabilities who are homeless children or are wards of the State and children with disabilities attending private schools — regardless of severity of their disabilities, and who are in need of special education and related services by a properly constituted IEP tem within the timelines set by law.

d. "SPECIAL EDUCATION" means

(1) specially designed instruction to meet, at no cost to parents, the unique needs of a child with a disability, including providing instruction conducted in the classroom, in the home, in hospitals and institutions, or in other settings; and

(2) instruction in physical education.

e. RELATED SERVICES

(1) The term "related services" means transportation and such developmental, corrective, and other supportive services as may be required to assist a child with a disability to benefit from special education, and includes the early identification and assessment of disabling conditions in children, as well as the following:

- speech-language pathology;
- audiology services;
- interpretation 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.

(2) The term does not include a medical device that is surgically implanted, or the replacement of the device.

f. SUPPLEMENTARY AIDS AND SERVICES

Supplementary aids and services are aids, services, and other supports that are provided in regular education classes or other education-related settings to enable children with disabilities to engage in education with non-disabled children to the maximum extent appropriate in accordance with section 612.

g. FREE APPROPRIATE PUBLIC EDUCATION (FAPE)

The term "free appropriate public education" means special education and related services that:

(1) have been provided at public expense, under public supervision and direction, and without charge;

(2) meet with the standards of the state agency, including an appropriate preschool, elementary school, or secondary school education in the state involved; and

(3) are provided in conformity with the individualized education program required under IDEA .A free appropriate public education is to be made available to all children ages 3 through 21 years of age, inclusive, including children with disabilities who have been expelled from school.

h. LEAST RESTRICTIVE ENVIRONMENT (LRE)

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

i. INDIVIDUALIZED EDUCATION PROGRAM (IEP)

The IEP is a written statement for each child with a disability, that is developed reviewed and revised in accordance with state and federal law, and includes;

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

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

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

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

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

(d) a statement of special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided to enable 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 nonacademic activities; and
- be educated and participate with other children with disabilities and non-disabled children;

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

(f) a statement of any 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 student achievement, the IEP must contain a statement:

- of the reason why the child cannot participate in the regular assessment, and
- the reason the alternate assessment that was selected is appropriate for the child;

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

(h) beginning no later than the first IEP to be in effect when the child is 16 (WI state law anticipated to be age 14) and to be updated annually thereafter:

- appropriate measurable postsecondary goals based on 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.

4. Continuum of Services

a. IDEA-2004 and related state laws require that a district provide the full continuum of services for each student with disabilities within its jurisdiction. Concepts that contribute to district-wide decision making as well as to decision regarding individual service needs must include careful consideration of the least restrictive environment (LRE) as defined above. The notion of education with non-disabled peers and participation in the general education curriculum are two fundamental components that contribute to high expectations and achievement outcomes for students with disabilities.

b. A significant change has 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. In other words, services are now targeted at meeting learning needs such as social-emotional functioning, communication, functional and adaptive skills, academic

needs, etc. 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.).

c. In order to ensure that a full continuum of possibilities is available to consider in the LRE decisions that are made for each student, the district has developed the capacity to provide a full range of environments and services as placement options. This range includes consultation with family members and teachers, home instruction, in-classroom services and support, team teaching, inclusive programming, minimal through complete pull-out (separate) rooms or locations within the school, as well as alternative non-MPS educational placements for students with more significant needs. Many appropriate placements include a combination of service options. The vast majority of student service needs are provided for 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).

d. 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.

e. As each school year progresses, additional students with disabilities may be identified through the IEP process, or new students with disabilities may enroll into the school. If the IEP caseload of the special education teacher or service provider increases to the level that appropriate services cannot be delivered, Central Services staff gives consideration to the addition of a teacher or educational assistant to support the school's growing needs. (See attachment #1 to the minutes of your Committee's report.] for district-wide special education caseload information.)

5. More Restrictive Placement (MRP)

a. MRP is a designation for a set of more intense services which are delivered in a variety of settings, ranging from full inclusion in regular classrooms to self contained classes, depending upon the needs of the individual students. In keeping with the necessity of offering a full continuum of services, the district has recognized the need to have some options for MRPs for students with significant learning needs whose IEPs call for more specialized service interventions. This includes the need for targeted placements for low-incidence learning needs such as vision impairment, hearing impairment, and autism. It also includes placements for students who require more intense staff allocations in order to receive the services specified in their IEPS.

b. Because not all schools have MRP units, the placements are designated as city-wide access, and Central Services staff assist with the placements in these units. Attachment #2 to the minutes of your Committee's meeting provides information regarding special education placements, multi-categorical placements, and more restrictive placements within all MPS schools as of the current school year. Attachment #3 to the minutes of your Committee's meeting provides an overview of the projected MRP unit placements across the district for the 2006-07 school year.

6. Staff Allocations

a. *Special Education Teachers*

(1) 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 its entirely and makes provisions for all required services for MPS students with disabilities. Data that reflects past district-wide and school-based history, as well as projected district-wide and school-based needs, is gathered throughout the fall in order to be prepared for the subsequent year's budget process. Administrative staff participates in strategic planning sessions throughout the fall in order to be fully informed of the expected changes and additions of schools and programs offered throughout the district. Data regarding population growth and shifts of students with disabilities is also gathered. Preliminary projections are made regarding district-wide needs during the months of November and December.

(2) 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 to students who require anywhere from 1 to 21 or more hours of direct service during a week. Most students in this group have mild to moderate educational needs and receive a large percentage of their services in the regular classroom or in resource models of support.

- ***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. The location of the MRP services is not required to be separate from the regular education classroom, although 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.

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

c. ***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 to individual students if required by the IEP). School administration and Central Services staff agree on the staffing allocations and submit the formula 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.

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

e. ***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.

f. Attachment #4 to the minutes of your Committee's meeting provides an overview of the staffing allocations for the 2006-07 school year.

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COMMITTEE ON STRATEGIC PLANNING AND BUDGET

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

TO THE BOARD OF SCHOOL DIRECTORS:

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

(Item 1) Report on Partnership School Contract Funding

Administration's Report

1. Milwaukee Public Schools (MPS), since 1986, has been offering alternative school options to students considered at risk of not completing high school.

2. Eligibility for MPS alternative and Community-Based Organizations (CBO) partnership schools is based on the statutory definition of a "child at risk" (Wisconsin State Statute 118.153), individual program criteria, permission of the parent or guardian, and availability of seats.

a. At-risk pupils are defined as those in grades five through 12 who are at risk of not graduating from high school because they are dropouts or are two or more of the following:

1) one or more years behind their age groups in the number of credits attained;

2) two or more years behind their age groups in basic skill levels (reading or mathematics);

3) habitual truants, as defined in State Statute 118.16(1) (a);

4) parents;

5) adjudicated delinquents;

6) eighth-grade pupils whose scores in each subject area on the examination administered under State Statute 118.30(lm)(am)1 were below the basic level, or who failed the examination under State Statute 118.30(lm)(am)2, or who failed to be promoted to the ninth grade.

b. A dropout is a child who has stopped attending school; does not attend a public or private school, technical college or home-based private educational program on a full-time basis; has not graduated from high school; and does not have an acceptable excuse under State Statutes 118.15(1) (b) to (d) or (3).

c. A habitual truant is a pupil who 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.

3. Beginning in school year 1993-1994, State regulations have included requirements and options for districts receiving aid for at risk students. As noted above, MPS had offered alternative programs for at risk students before these regulations were adopted. The regulations have guided MPS in the implementation of such alternatives. Specifically, MPS contracts with "appropriate private, non-profit, non-sectarian agencies" as allowed under the law.

4. In FY06, the contracted agencies and pupil full-time equivalent (FTEs) are:

PARTNERSHIP ALTERNATIVE SCHOOLS/PROGRAMS	**BUDGET FTE**
Assata	100.0
Career Youth Development	15.0
Cornerstone	100.0
Council for Spanish/Loyola	90.0
El Puente	100.0
HR Academy	100.0
HR Educational Possentem	75.0
Lad Lake/Synergy	15.0
MAAIC/Spotted Eagle	100.0
Milwaukee Spectrum	110.0
NOVA	100.0
Seeds of Health/Grandview	235.0
Shalom	100.0
Silver Spring Neighborhood Center	80.0
United Community Center	90.0
Behavioral Reassignment Programs	524.5
Total Partnership — At-risk	**1,934.5**
FY06 Gross Contract Cost:	**$14,783,449**

5. These programs provide additional educational options for parents and students. They provide relatively small school settings that focus on the educational needs of at risk students. By contract, each partnership program includes one MPS teacher. For FY06 there are 17 sites with an MPS teacher, resulting in a total cost of $1,428,000 borne by the schools.

Funding History

6. Under Wisconsin State Statute 118.153 3(c)3, the district must pay "an amount equal to at least 80% of the average per-pupil cost for the school district." Through FY01, MPS defined this amount using the district's Comprehensive Annual Financial Report (CAFR). The CAFR figure included grant and recreational funds that students from these schools could access in the partnership programs. Therefore, these funded areas were double counted in the CAFR base.

7. In FY02, the Milwaukee Board of School Directors (MBSD) approved a revised per-pupil cost formula for partnership school payments. Recognizing that the simple CAFR method "failed to identify equitable costs and increased at a rate much faster than the revenue limit", the contracts were renewed with a new per-pupil calculation. The new formula provided the same per-pupil allocation to partnerships that was given to non-instrumentality charter schools, plus $350 per pupil for building costs. This method also governed contracts for FY03.

8. The per-pupil amount for FY03 ($7,305), was maintained in FY04 and FY05 in light of the district's revenue constraints and the relatively high payments partnership's were getting compared to MPS per-pupil allocations for other types of schools.

9. In planning for the FY06 budget, the administration consulted with partnership school leaders and the Department of Public Instruction (DPI). The per-pupil calculation was then revised to account for increases in the cost of the MPS teacher and to more closely align to the statutory per-pupil requirement. The resulting per-pupil payment ($7,642 for FY06) is equal to 80% of the district's FY04 per-pupil expenditures, using a modified figure from MPS' CAFR, plus an adjustment for the increased cost of an MPS teacher. Since the partnership schools participate in district Categorical and Extension fund programs, those areas are excluded from the CAFR total. Partners with "behavioral reassignment" programs are funded at the same rate, but the per-pupil amount is paid for each seat held for an MPS pupil, regardless of when, or if, it is filled throughout the year.

Limit on contracted seats

10. A Memorandum of Understanding (MOU) [Contracting of Educational Services and Redesigning Low Performing Schools] between the Milwaukee Teachers' Education Association and the Milwaukee Board of School Directors was established in 1999 to regulate MPS student enrollment in non-MPS contracted schools. It states, *"Contracting for educational services of any kind, including those services which have previously been specifically authorized by Wisconsin Statutes (such as programs for at-risk children and early childhood education) shall not involve services for more than 8% of the total MPS student enrollment."*

11. The Fall 2006 (FY07) Third Friday projected enrollment at MPS sites (excluding Chapter 220 in suburban schools and Open Enrollment in other districts) is 91,508. Eight percent of 91,508 is 7,320. The FY07 anticipated contract FTE is 6,568.8 at this time, which is 751 below the MOU limit relative to the Fall 2006 projected Third Friday enrollment.

Comparison of the funding models

	Non-Instrumentality Charter	Partnership
FY06 gross per-pupil amount	$7,519	$7,642
Proposed FY07 gross per-pupil amount	$7,669	$8,171
MPS teacher on staff:	Not required	One required (cost: $84,000)
Administrative fee	3%	2.23%
Special Education — classroom and support services	Provided by school	Provided by MPS
Transportation	Provided by school	Provided by MPS

Proposed FY07 Funding for Partnership Contracts

12. The Administration and representatives of partnership schools continued discussions with the goal of establishing a suitable method for annually adjusting the per-pupil FTE payment amount. Partnership school representatives believe the law requires an updated per-pupil figure. Partnership school representatives emphasize that they are providing the facility cost from their per-pupil amount, and request that an annual adjustment be made to recognize the district's change in per-pupil revenue. The Administration has balanced these concerns with the Board's direction to provide equity in funding and recognition that in-kind services are provided by the district to partnership schools. The Administration also needs to manage the in-kind services in an efficient manner (i.e., not spending an undue amount of time/effort on accounting for variations in service levels).

13. Based on discussion with representatives of the partnership schools the Administration recommends the following method to determine the per-pupil allocation to partnership schools:

	Result
1. Begin with the most recently available (i.e. FY05) CAFR number	$1,149,543,941
2. Subtract from the CAFR number:	
a. Grants – Fund #1-13	(137,754,072)
b. Extension Fund Grants – Fund #3-13	(7,818,759)
c. Recreation Fund #3-80	(11,462,391)
d. Camps (W-2) - Fund #1-80	(3,110,449)
e. Teach Grants – Fund #1-23	(3,000,671)
f. IDEA Grants – Fund #1-24	(23,741,682)
Adjusted CAFR (FY05)	962,655,917
3. Divide Adjusted CAFR by district enrollment (FY05 = 100,403), to determine a per-pupil adjusted CAFR	9,588
4. 80% of the adjusted per-pupil CAFR number ("Base Number")	7,671
5. Add to the Base Number the two most recent annual State revenue limit per-pupil increases (FY06: $248, est. FY07: $252)	8,171
6. Subtract a 2.23% administrative fee ($182)	$7,989

14. This will increase the cost of Partnership contracts by approximately $670,000 in FY07, based on an allocation of 1,934 seats.

15. This method will be written into contracts as the basis of the FY07 and future annual adjustments to the partnership per-pupil amount.

16. The Administration is also planning to research the value-added outcomes of providing services to at-risk pupils in this manner. Such research will analyze the academic outcomes of pupils at the contracted sites in comparison to the outcomes for similar pupils at MPS traditional schools. A "cost-benefit" component will be included in the review.

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COMMITTEE ON LEGISLATION, RULES AND POLICIES

Director Dannecker 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 for Legislative Changes to Facilitate NSI Debt Refunding

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 a principal amount of bonds up to $100,000,000 to finance school facilities, plus an additional amount of bonds for a capitalized interest fund, for the costs of credit assurance, and for payment of issuance costs. No bonds were to be issued after October 1, 2004. 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 advanced refunding of NSI debt, should financial market conditions arise that would present an opportunity to lower the cost of the NSI debt.

4. In preparation for the possible advanced refunding of NSI debt, the attorneys of the financing team have recommended three modifications in language in the NSI-enabling legislation that will allow debt refunding.

Administration's Analysis

5. For the Board's reference, an excerpt from the current Statute 66.1333(5r) is included with this item. Proposed changes to the statute follow.

a. The last sentence of Statute 66.1333(5r)(c) should be revised to read as follows:

The bonds may not have a final maturity date in excess of 20 years and, other than refunding bonds, may not be issued later than October 1, 2004.

b. Add a new sentence at the end of Statute 66.1333(5r)(b) to read:

The authority of a 1st-class city may also issue refunding bonds to fund, refund, or advance refund any bonds previously issued by the authority under this par. (b), to fund a debt service reserve fund for such refunding bonds, to pay capitalized interest with respect to such refunding bonds, and to pay the costs incurred in connection with the issuance of such refunding bonds.

c. Revise Statute 66.1333(5r)(d)4.a. to read as follows:

The bonds to be refunded by the refunding bonds are secured by a special debt service reserve fund.

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 the District's 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. Also, the recommendation is consistent with Administrative Policy 3.0, Fiscal Management.

Fiscal Impact Statement

8. This Board action does not authorize expenditures. The financing team approved by the Board at its meeting of January 26, 2006, continues to work as authorized on a contingent basis, pending further Board authorization. Upon the occurrence of necessary financial market conditions that enable achievement of targeted goals for the NSI debt service, the Administration will return to the Board to request authority to proceed with a bond sale to facilitate refunding of a portion of the NSI debt.

Implementation and Assessment Plan

9. Following the Board's approval, the Administration will work to have the recommended legislative changes implemented in order to allow refunding of NSI debt.

Committee's Recommendation

The Committee recommends that the Board authorize the Administration to pursue amendments to state legislation to allow MPS to issue bonds for purposes of refunding NSI debt.

Director Spence moved to approve the Committee's recommendation.

The motion prevailed, the vote being as follows:

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

Noes—None.

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(Item 2) Action on a Request to Brief the Committee on Legislation, Rules & Policies on the Work of the Milwaukee Alliance for Attendance and on Assembly Bills 821 And 822

Background

1. At its meeting on February 23, 2006, the Board directed the Administration to brief the Committee on Legislation, Rules & Policies on the work of the Alliance for Attendance and on Assembly Bills 821 and 822.

Administration's Analysis

2. On June 17, 2004, State Superintendent Elizabeth Burmaster, in collaboration with MPS 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.

3. 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 from the Department of Public Instruction to fund additional social work services at Vincent and Bradley Tech high schools.

4. At the meeting of the Milwaukee Alliance for Attendance on December 2, 2004. the ad hoc committee on government suggested that the District Attorney's office send out early warning letters to parents. The ad hoc committee on law enforcement recommended reviewing the municipal court's role for faster intervention when students are truant.

5. On March 11, 2005, the Milwaukee Alliance for Attendance sub-groups met. At this meeting, Representative Peggy Krusick, State Representative from the 7th Assembly district, 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 that is required under current law. District Attorney E. Michael McCann raised the possibility of engaging child welfare services in truancy reduction efforts by adding law to make truancy "neglect" under Chapter 48, which engendered some discussion.

6. The Milwaukee Alliance for Attendance met again on May 2, 2005, and on August 25, 2005, had another summit, at which Representative Krusick presented a bill, along with analysis by the Legislative Council's analysis, that would help get needed social services to young habitual truants and their families in order to promote school attendance. Representative Krusick requested that members of the Alliance review the bill and asked for their support. MPS received an additional $250,000 from DPI to expand social work services at four additional schools — Muir and Kosciuszko middle schools and Custer and Pulaski high schools.

7. The Milwaukee Alliance for Attendance met again on January 25, 2006.

8. On November 29, 2005, Assembly Bill 821 and 822 were introduced in the Wisconsin Legislature by Representative Peggy Krusick. The following is from the Legislative Reference Bureau's analysis of the bills:

a. Current Law:

(1) 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.

(2) 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:

(a) 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) 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;

(c) 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; and

(d) 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.

(3) The *exception*s to the required activities are that:

(a) School personnel are not required to satisfy the condition of meeting with the parent or guardian under **(**2)(a) 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 ten school days after the notice was sent; and

(b) The conditions set forth in items (2)(b) through (d) 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:

(1) 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 8.a(2)(b) through (d) 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 8.a(2)(a) 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.

(2) 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 8.a(2)(a) through (d) above must be performed before a proceeding may be brought against a child 12 years of age or older.

c. Assembly Bill 822:

(1) 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:

(a) counsel the child and the parent or guardian of the child;

(b) 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;

(c) 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;

(d) 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;

(e) 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:

i. individual, family, or group counseling;

ii. homemaker or parent aide services;

iii. parental skills training;

iv. transportation to attend meetings, conferences, and activities at the child's school.

(2) 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.

d. Current Status of Bills:

(1) Assembly Bill 821 was passed out of committee on January 30, 2005, and is awaiting scheduling in the Assembly.

(2) Assembly Bill 822 never made it out of committee.

Strategic Plan Compatibility Statement

9. Supporting legislation that seeks to eliminate truancy is consistent with the basic principles guiding the overall vision, mission, and goals of the MPS Strategic Plan as adopted by the Board.

Statute, Administrative Policy, or Board Rules Statement

10. This item is in accordance with Administrative Policy 8.14(5), Truancy Intervention/Prevention.

Fiscal Impact Statement

11. There is no fiscal impact associated with this item.

Committee's Recommendation

The Committee recommends that the Board direct the Administration to add an item to its Legislative Agenda directing the Administration to lobby in support of legislation developed to implement the recommendations resulting from the "Alliance for Attendance."

Director Hardin moved that:

1. MPS neither support nor oppose Assembly Bills 821 and 822;

2. MPS neither support nor oppose any actions taken or recommendations made by the Alliance for Attendance, unless,

3. The Administration presents any action taken or recommendation made by the Alliance for Attendance to the Board for action.

Director Blewett moved a substitute motion, that the Board President, with the approval of the full Board appoint a Board member to serve on the Alliance for Attendance and report back to the Board, with the Board's representative to convey the Board's concerns related to truancy rather than supporting these or future bills.

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

Ayes—Directors Blewett, Hardin and Morales—3.

Noes—Directors Balistreri, Dannecker, Goldberg, Horton, Spence and President Johnson—6.

Vice President Dannecker in the Chair.

Director Johnson moved a substitute motion, to approve the Committee's recommendation, and to direct the Administration to add an item to the legislative agenda directing the Administration to lobby in support of the intent of AB 821 and ask the administration to follow-up with a report to the Board on the status of this legislation and make clear that we require additional resources from the State to combat truancy.

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

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

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

President Johnson resumed the Chair.

* * * * *

(Item 3) Informational Report and Follow-Up to Resolution 0506R-015 Regarding Military Recruitment

Administration's Report

1. At its meeting on September 29, 2005, the Board referred the following Resolution 0506R-015 by Directors Blewett and Morales to the Committee on Legislation, Rules and Policies, which considered it at its meeting on October 18, 2005:

WHEREAS, The fewer than four paragraphs of Section 9528 and related provisions in the National Defense Authorization Act for Fiscal Year 2002 are buried within the more than 700 pages of the No Child Left Behind Act (NCLB); and

WHEREAS, One of the provisions in Section 9528 requires school districts that receive NCLB assistance to share student information such as names and addresses of students with military recruiters and/or recruiters for institutions of higher education; and

WHEREAS, Students and their parents may not even know that such personal information is subject to disclosure to military recruiters and/or recruiters for institutions of higher education or that they have the right to prohibit the release of such information; and

WHEREAS, Current law under NCLB — by instituting an "opt-out" rather than an "opt-in" policy in releasing information to military recruiters — makes it incumbent upon high-school students and their parents who wish to maintain the confidentiality of the students' information to take active measures if they wish to enjoy the privacy that has long been taken for granted as a fundamental Constitutional right; and

WHEREAS, Students and their parents cannot be expected to take such measures to protect their rights if they are unaware that such measures are necessary; and

WHEREAS, Its is a responsibility of public education in this country to ensure that students learn not only of their civic responsibilities, but also of their civil rights; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors direct the Administration to develop a single-page opt-out form that may be filled out by either high-school students themselves or by their parents or guardians who wish to prohibit release of personal information to the military and/or institutions of higher education under NCLB; and be it

FURTHER RESOLVED, That all high schools be required to distribute these forms to students during the students' home base period within the first week of school (or — for this year only — within the first week after publication).

2. On October 20, 2005, the Milwaukee Board of School Directors approved the Committee's recommendation to adopt the resolution.

3. Section of the ESEA (20 U.S.C. Section 7908), as amended by the No Child Left Behind Act of 2001 (P.L. No. 107-110 — Armed Forces Recruiter Access to Students and Student Recruiting Information), states that:

(1) each local educational agency receiving assistance under this Act shall provide, on a request made by military recruiters or an institution of higher education, access to secondary school students' names, addresses, and telephone listings.

(2) Consent — A secondary school student or the parent of the student may request that the student's name, address, and telephone listing . . . not be released without prior written parental consent, and the local educational agency or private school shall notify parents of the option to make a request and shall comply with any request.

(3) Same access to students — Each local educational agency receiving assistance under this Act shall provide military recruiters the same access to secondary school students as is provided generally to postsecondary educational institutions or to prospective employers of those students.

4. 10 U.S.C. Section 503, as amended by Section 544 of the National Defense Authorization Act for Fiscal Year 2002 (P.L. 107-107), states that:

(1) Each local educational agency receiving assistance under the Elementary and Secondary Education Act of 1965 (i) shall provide to military recruiters the same access to secondary school students as is provided generally to postsecondary educational institutions or to prospective employers of those students; and (ii) "shall, upon a request made by military recruiters for military recruiting purposes, provide access to secondary school student names, addresses, and telephone listings, notwithstanding section 444(a)(5)(B) of the General Education Provisions Act (20 U.S. C. 1232g(a)(5)(B).

(2) A local educational agency may not release a student's name, address, and telephone listing under subparagraph (a)(ii) without the prior written consent of a parent of the student if the student, or a parent of the student, has submitted a request to the local educational agency that the student's information not be released for purposes covered by that subparagraph without prior written consent. Each local education agency shall notify parents of the rights provided under the preceding sentence."

5. At its meeting on August 25, 2005, the Milwaukee Board of School Directors authorized the Administration to itemize the ways in which the opt-out information is being made available to parents and to specify all cost-effective means of getting this information out to parents.

6. The following information was previously provided relative to Resolution 0506R-005, regarding the military recruitment aspects of No Child Left Behind, which included the eight avenues through which the Administration indicated it would disseminate information (and has since done so) to parents regarding their ability to opt out of releasing a student's personal information to the military:

a. The forms have been published in the *2005-2006 Parent/Student Handbook on Rights, Responsibilities and Discipline*.

b. The military recruitment opt-out form is available on the MPS portal (ESEA — subfolder: Armed Forces and College Recruitment). Also available is Administrative Procedure 7.32(2)(a), Career Guidance: Guidelines Relating to College Admission Counselors and Military Recruiters Visiting High Schools; access to students by military recruiters Q&A; joint letter from Secretaries Paige and Rumsfeld; DPI Bulletin "Access by Military Recruiters" (pdf); and the opt-out forms.

c. The forms will be supplied to schools by Student Services after budget adjustments have been made and funds have been transferred from Title I to Student Services; however, in the interim, schools are encouraged to photocopy the forms from the back of the *Parent/Student Handbook on Rights, Responsibilities and Discipline* and to have these available for students and parents.

d. Student Services is working with the Department of Technology to have the auto-dialer system set up to make the calls to all high-school students regarding the opt-out provision as soon as possible.

e. The Director of Parent and Student Services will speak with the high-school principals at the October 2005 principals' meeting to request that the opt-out provision and copies of the relevant forms are included in the high-school handbooks.

f. A postcard has been drafted to be sent to all high schools and parents of high-school students informing them of the opt-out provision.

g. In working with the Division of Technology, the Department of Student Services found that the Parent Assistant is not an effective or appropriate venue in which to include the opt-out form; however, the form is on the MPS Portal in a downloadable format.

h. Information relative to the opt-out provision and form will be linked from multiple sites on the MPS portal, including from the *Parents* section.

i. Information on the military recruitment opt-out provision has been included in the Milwaukee Public Schools' Free Tutoring Catalogue (Title I Supplemental Services Providers — 2005-06).

j. The Director of Parent and Student Services met with branches of the military to brief them on district policy and procedure and to review concerns regarding access.

7. On September 29, 2005, the Administration responded to a request for information from the Office of Board Governance regarding Director Blewett's resolution relative to the military recruitment aspects of No Child Left Behind.

8. On October 18, 2005, the Administration, in response to Resolution 0506R-015 by Director Blewett regarding a single-page opt-out form that may be filled out by either high-school students themselves or by their parents or guardians who wish to prohibit release of personal information to the military or institutions of higher education under NCLB, agreed to make such forms available to high-school students.

9. An informal survey was developed at the beginning of the school year to ascertain how often military or college recruiters visit MPS high schools and to what degree might military or college recruiters engage students outside of the established MPS protocol. A copy of the survey is attached, and a summary of the results is provided below:

a. High schools are not required to keep data on military or college recruiter access. As a result, schools have limited data available on the number of recruitment efforts that have taken place. Schools did, however, provide data based on recollection or very limited documentation.

Recommendation: If the district wants to collect data on recruitment of high-school students by military and college recruiters, we must tell the schools what data we want and require them to collect it and turn it in.

b. High-school principals have generally established processes to be used by guidance counselors when scheduling recruiters into the building. Access for military and college recruiters has been treated differently at some schools, but generally access is consistent for the military and college recruiters.

Recommendation: Offer schools guidance on following administrative procedures for military and college recruiters.

c. The information provided by high schools indicates that military and college recruiters target different schools at different intensity levels based on the recruiters' target audience.

Recommendation: Encourage schools to develop good working relations with both military and college recruiters to ensure that students have the opportunity to be exposed to a wide range of postsecondary options. Schools should ensure that their guidance programs include the provision of career information to students. This is best done through a "career awareness" approach — a series of career activities held throughout the school year.

Director Blewett moved that the Board receive the report and approve the draft guidelines and the revised opt out form.

The motion prevailed, the vote being as follows:

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

Noes—None.

Temporarily absent—Director Hardin—1.

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(Item 4) Action on Recommended Revisions to Administrative Policy 5.01, Facilities

Background

1. Because the district has more property than it needs and, over the upcoming months and years, the district may be desirous of disposing of various properties, the Administration is recommending changes to Administrative Policy 5.01, Facilities.

Administration's Analysis

2. The proposed modifications are intended to clearly identify the goals related to the disposition of surplus school property and Board standards and sites.

Strategic Plan Compatibility Statement

3. 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

4. This item recommends revisions to Administrative Policy 5.01, Facilities, sections 1(a), 2(b) and (c), and 9.

Fiscal impact statement

5. This item does not authorize expenditures.

IMPLEMENTATION AND ASSESSMENT PLAN

6. The proposed revisions to Administrative Policy 5.01 will be made and implemented upon adoption by the Board.

Committee's Recommendations

Your Committee recommends that the Board adopt the revisions to Administrative Policy 5.01, Facilities, as follows:

Administrative Policy 5.01
Facilities

(1) Facility Planning

(a) The Board shall have before it at all times a long-range building program to serve as a guide for capital improvements. This program shall be ~~ten~~ five years in duration and shall contain projects for both preservation and expansion of capacity. This program shall be reviewed and revised annually or whenever the Board modifies the facility standards.

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(2) Facility Standards

(b) Disposition of Surplus School Property

1. Subsequent to the designation of a property as surplus, the appropriate city, county, and other planning agencies shall make recommendations regarding potential future use(s). All properties designated as surplus must be approved as such by the Board prior to advertising for sale.

2. Based upon the recommendations from the ~~appropriate planning agencies, needs of the school system, and input from the staff~~ Administration, the following priorities shall be utilized in disposition:

1st — ~~Exchange for property required for completion of projects in the Capital Improvement Program.~~ Sale, for non-public purpose, with the goal of returning as many properties to the tax base as possible.

2nd — ~~Sale/lease to other governmental agencies.~~ Lease with maintenance and operations activities performed by the district. Lease must cover all cost to the Board of School Directors.

3rd — ~~Sale/lease for non-public purpose, with the goal of returning as many properties to the tax base as possible.~~ Sale/lease to other governmental agencies.

3. The sale of any surplus property shall be at fair market value, at a minimum.

~~4. As a general practice, all leases shall be executed to minimize or eliminate all cost to the Board of School Directors.~~

(C) Board Standards on Sites

1. When demographic conditions suggest, ~~S~~school sites ~~should continue to~~ may be acquired in advance of need, with sites in the established portion of the city included.

2. School locations should be spaced proportionally to the projected disposition of students throughout the city so that the following minimum distances serve as suggested criteria in order to accommodate all areas of the city equally:

Elementary schools .....0.5-mile radius*
Middle schools .....0.75-mile radius
High schools.....1-mile radius

*Note: *Radius* refers to distance from the school to the edge of a circle within which no other school of the same level is located.

3. In an effort to equalize the educational environment in the Milwaukee Public Schools, the school system should attempt to provide the following site sizes for new and existing schools:

Elementary .....7 acres
Middle.....10 acres
High .....20 acres

4. The City and County of Milwaukee, through the utilization of available local, state, or federal funding, shall be given the major responsibility of acquisition and development of all additional open space/recreational acres in accordance with applicable Board policies relating to site.

5. Every attempt shall be made to provide off-street parking at all schools to the greatest degree possible.

6. The Board shall adopt a ~~ten~~ five-year capital plan which is to contain projects for both preservation and expansion of capacity. It shall be reviewed and revised annually during the budget process ~~as new information on finances or demographics becomes available~~ or whenever the Board modifies the facility standards.

7. The approved policy of the Board regarding community involvement in capital improvements shall be followed.

8. For both upgrading facilities and new construction, reasonably uniform standards of space for all programs or services shall be developed for all grade-level organizations. Spaces shall be designed in the most efficient, economical, and flexible manner.

9. Appropriate space for art, music, library, parent centers, science, computer technology, bilingual and ESL, where applicable, shall be provided in all schools.

10. Enrollment of exceptional education students in all schools shall be proportional to district averages, and students shall be accommodated in their neighborhood schools wherever feasible. Distribution of severely and medically fragile students should be expanded to create additional educational opportunities as close to their homes as possible.

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(9) School Properties Disposal

In disposing of surplus school buildings and sites, the Board shall be guided by the following priorities based upon recommendations from various planning agencies, the needs of the school system, and input from the staff:

1st — ~~In Exchange for property required for completion of projects in the Capital Improvement Program.~~ Sale, for non-public purpose, with the goal of returning as many properties to the tax base as possible.

2nd — ~~Sale/lease to other governmental agencies.~~ Lease with maintenance and operations activities performed by the district. Lease must cover all cost to the Board of School Directors.

3rd — ~~Sale/lease for non-public purpose, with the goal of returning as many properties to the tax base as possible.~~ Sale/lease to other governmental agencies.

Director Spence moved to approve the Committee's recommendation.

Direcctor Blewett moved a substitute, to approve the report with all language in (2) (b) (2) struck prior to the words "the following priorities shall be utilized in disposition:"

(2) Facility Standards

(b) Disposition of Surplus School Property

1. Subsequent to the designation of a property as surplus, the appropriate city, county, and other planning agencies shall make recommendations regarding potential future use(s). All properties designated as surplus must be approved as such by the Board prior to advertising for sale.

2. ~~Based upon the recommendations from the appropriate planning agencies, needs of the school system, and input from the staff~~ Administration, The following priorities shall be utilized in disposition:

The substitute motion prevailed, the vote being as follows:

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

Noes—Director Blewett—1.

Voting "present"—Director Balistreri—1.

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COMMITTEE ON FINANCE/PERSONNEL
REPORT #1

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

For your review, below is a contract award recommendation for the March, 2006, Finance and Personnel Board Meeting. Adequate funding is available in the accounts as noted below.

ELECTRICAL SERVICE REVISIONS
South Division High School

Prime Contractor
Braun Electric
2829 Royal Avenue
Madison, WI 53713

Low Bidder, Base Bid of.....$145,400.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total	Minority	Women	Type of Business	# of Subcontractors
No	10% HUB	11% MBE	30	1	3	Corporation	1

Funds are budgeted for the South Division High School electrical service revisions project from FY06 Electrical Code Compliance Construction Fund, contracted services, account code FAR00OSMSD ECNCECC6 (W.O. #2-581600). Project is to begin on April 3, 2006 and is scheduled for completion on August 18, 2006.

North Division High School

Prime Contractor
Roman Electric Co., Inc.
640 S. 70th Street
Milwaukee, WI 53214

Low Bidder, Base Bid of.....$95,540.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total	Minority	Women	Type of Business	# of Subcontractors
No	10% HUB	10.4% MBE	215	11	14	Corporation	1

Funds are budgeted for the North Division High School electrical service revisions project from FY05 Major Remodeling Construction Fund, contracted services, account code FAR00MRPND ECNCHSD5 (W.O. #2-581598). Project is to begin on April 3, 2006 and is scheduled for completion on August 18, 2006.

EXTERIOR WINDOW & DOOR REPLACEMENT
Hampton Elementary School — Windows

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

Low Bidder, Base Bid of $264,000.00, plus $8,400.00 for Mandatory Alternate Bid #1, to provide tinted 1" thick glazing identified as Type 3 as indicated in Specification Section 08800, for a total contract of.....$272,400.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total	Minority	Women	Type of Business	# of Subcontractors
Yes	0% HUB	100% MBE	35	6	4	Corporation	1

Funds are budgeted for the Hampton Elementary School window replacement project from FY04 Deferred Maintenance Construction Fund, contracted services for windows/doors, account code FAR00980HP ECNCWND4 (W.O. #2-596368). Project is to begin on April 3, 2006, and is scheduled for completion on November 10, 2006.

Hampton Elementary School — Doors

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

Low Bidder, Base Bid of.....$110,000.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total	Minority	Women	Type of Business	# of Subcontractors
Yes	0% HUB	100% MBE	35	6	4	Corporation	1

Funds are budgeted for the Hampton Elementary School exterior door replacement project from FY04 Deferred Maintenance Construction Fund, contracted services for windows/doors, account code FAR00980HP ECNWND4 (W.O. #2-596368). Project is to begin on April 3, 2006 and is scheduled for completion on November 10, 2006.

LaFollette Elementary School — Windows

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

Low Bidder, Base Bid of $407,590.00, plus $15,652.00 for Mandatory Alternate Bid #1, to provide tinted 1" thick glazing identified as Type 3, as indicated in Specification Section 08800, for a total contract of.....$423,242.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total	Minority	Women	Type of Business	# of Subcontractors
Yes	0% HUB	100% HUB	41	3	7	Corporation	1

Funds are budgeted for the LaFollette Elementary School window replacement project from FY04 Deferred Maintenance Construction Fund, contracted services for windows/doors, account code FAR00980LF ECNCWND4 (W.O. #2-596369). Project is to begin on April 3, 2006 and is scheduled for completion on November 10, 2006.

LaFollette Elementary School — Doors

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

Low Bidder, Base Bid of.....$95,000.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total	Minority	Women	Type of Business	# of Subcontractors
Yes	0% HUB	100% MBE	40	10	5	Corporation	1

Funds are budgeted for the LaFollette Elementary School exterior door replacement project from FY04 Deferred Maintenance Construction Fund, contracted services for windows/doors, account code FAR00980LF ECNCWND4 (W.O. #2-596369). Project is to begin on April 3, 2006 and is scheduled for completion on November 10, 2006.

GYMNASIUM AIR CONDITIONING

Starms Early Childhood Center

Prime Contractor
Doral Corporation
427 E. Stewart Street
Milwaukee, WI 53207

Low Bidder, Base Bid of $94,242.00, plus $9,150.00 for Mandatory Alternate Bid #1, to provide insulation and jacket for new and remodeled equipment, piping and ductwork, per Section 15580, for a total contract of.....$103,392.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total	Minority	Women	Type of Business	# of Subcontractors
No	10% HUB	20.5% MBE	110	8	4	Corporation	5

Funds are budgeted for the Starms Early Childhood Center gymnasium air conditioning project from School Funds, account code MBM00BDESC EMMB, building modifications (W.O. #2-660105). Project is to begin on April 3, 2006 and is scheduled for completion on June 1, 2006.

MASONRY CHIMNEY RESTORATION

Milwaukee French Immersion School

Prime Contractor
Pukall Co., Inc.
752 Beech Street
Grafton, WI 53024

Low Bidder, Base Bid of.....$72,330.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total	Minority	Women	Type of Business	# of Subcontractors
No	10% HUB	10.4% MBE	20	2	1	Corporation	1

Funds are budgeted for the Milwaukee French Immersion School masonry chimney restoration project from Major Maintenance Construction Fund FY06, contracted services for masonry, account code FAR00MM2SB ECNCMSN6 (W.O. #2-674377). Project is to begin on May 15, 2006 and is scheduled for completion on June 30, 2006.

PLUMBING SYSTEM MODIFICATIONS

Pulaski High Schoo — Domestic Water Heater Replacement

Prime Contractor
Faust Company, Inc.
401 N. 63rd Street
Milwaukee, WI 53213

Low Bidder, Base Bid of.....$217,800.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total	Minority	Women	Type of Business	# of Subcontractors
No	10% HUB	12% MBE	18	2	2	Corporation	2

Funds are budgeted for the Pulaski High School domestic water heater replacement project from Major Maintenance Construction Fund FY06, contracted services for plumbing, account code FAR00MM2PK ECNCPLB6 (W.O. #2-636939). Project is to begin on April 3, 2006 and is scheduled for completion on August 18, 2006.

Pulaski High School — Pool Surge Tank Replacement

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

Low Bidder, Base Bid of.....$59,740.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total	Minority	Women	Type of Business	# of Subcontractors
No	10% HUB	10% MBE	185	12	10	Corporation	2

Funds are budgeted for the Pulaski High School pool surge tank replacement project from Major Maintenance Construction Fund FY06, contracted services for plumbing, account code FAR00MM2PK ECNCPLB6 (W.O. #2-675136). Project is to begin on April 3, 2006 and is scheduled for completion on August 18, 2006.

CHILLER REPLACEMENT

Vincent High School

Prime Contractor
Doral Corporation
427 E. Stewart Street
Milwaukee, WI 53207

Low Bidder, Base Bid of.....$341,000.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total	Minority	Women	Type of Business	# of Subcontractors
No	20% HUB	20.3% MBE	110	8	4	Corporation	8

Funds are budgeted for the Vincent High School chiller replacement project from Major Maintenance Construction Fund FY06, contracted services for heating/ventilating, account code FAR00MM2VN ECNCHVA6 (W.O. #2-674493). Project is to begin on April 3, 2006 and is scheduled for completion on June 1, 2006.

COIL & UNIT VENT REPLACEMENT

Edison Middle & High School

Prime Contractor
Doral Corporation
427 E. Stewart Street
Milwaukee, WI 53207

Low Bidder, Base Bid of.....$489,000.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total	Minority	Women	Type of Business	# of Subcontractors
No	10% HUB	33.5% MBE	110	8	4	Corporation	5

Funds are budgeted for the Edison Middle & High School coil & unit vent replacement project from Major Maintenance Construction Fund FY06, contracted services for heating/ventilating, account code FAR00MM2ED ECNCHVA6 (W.O. #2-674494). Project is to begin on April 3, 2006 and is scheduled for completion on August 18, 2006.

CONSTRUCTION CONTRACTS

Total construction contract dollars awarded.....$2,424,844.00
Total dollars HUB participation.....$1,194,259.00
% of HUB participation.....49.25
% Minority employees within company.....16.53
% Women employees within company.....16.34

Authorization to Make Purchases

Copies of all bids are sent to ten resource centers for minority- and women-owned businesses for posting and distribution to any interested suppliers:

African-American Chamber of Commerce
Business Educational Consortium Inc.
The Business Council Inc.
Disadvantaged Business Development for Milwaukee County
Hispanic Chamber of Commerce
Milwaukee Indian Economic Development Agency
Milwaukee Minority Chamber of Commerce
Milwaukee Urban League
Wisconsin Business Resource Center Inc.
Wisconsin Women's Business Initiative Corporation

Authorization to Purchase Two Uninterruptible Power Supply Systems

The Administration requests authorization for a sole-source purchase of two uninterruptible power supply (UPS) systems from Liebert Corporation. MPS currently owns two Liebert UPS systems, which provide the District's two Core Data Centers with battery backup in the event of a power failure.

It is the intent of the District to standardize on a single UPS vendor for ease of maintenance and support. The two new UPS systems will work in conjunction with the existing ones, which currently operate at 90% of capacity. The District cannot continue to operate its Core Data Centers at this level. The new UPS systems will provide needed relief by distributing the electrical load and allowing for future growth. Using the same UPS manufacturer allows MPS to leverage its investment in training and support.

The cost of the two UPS systems will not exceed $61,100. The budget code to be charged is: FAR00MMZAB-ECNC (Facilities Remodeling — 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*	$61,100	NA	NA	NA	NA	NA	NA	NA	NA

Purchasing Request Summary – March 2006

Total contract dollars to be awarded.....$61,100
Total dollars eligible for HUB participation.....$ 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

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 January 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	$ 46,232,944	$ 936,355,114	$ 201,499,583	$ 447,286,566	$ 489,068,548	48%
Categorically Aided	178,897,030	29,536,713	208,433,743	19,854,465	64,681,384	143,752,359	31%
School Nutrition	29,742,979	954,734	30,697,713	3,413,875	9,751,540	20,946,173	32%
Construction	24,347,033	48,385,710	72,732,743	13,243,640	27,724,986	45,007,757	38%
Extension	11,366,461	658,306	12,024,767	8,099,827	9,069,204	2,955,563	75%
Total All Funds	$ 1,134,475,673	$ 125,768,407	$ 1,260,244,080	$ 246,111,390	$ 558,513,680	$ 701,730,400	44%

Below is a summary of expenditures as of January 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	$ 46,232,944	$ 936,355,114	$ 72,658,018	$ 518,509,272	$ 417,845,842	55%
Categorically Aided	178,897,030	29,536,713	208,433,743	14,671,083	100,856,394	107,577,349	48%
School Nutrition	29,742,979	954,734	30,697,713	2,550,182	16,741,260	13,956,453	55%
Construction	24,347,033	48,385,710	72,732,743	3,014,348	72,273,292	459,451	99%
Extension	11,366,461	658,306	12,024,767	552,339	8,007,065	4,017,702	67%
Total All Funds	$ 1,134,475,673	$ 125,768,407	$ 1,260,244,080	$ 93,445,970	$ 716,387,283	$ 543,856,797	57%

[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 January 31, 2006.

SCHOOL OPERATIONS FUND

Expenditures and encumbrances through January totaled $518,509,272, or 55% of the revised budget.

District Contingent Fund — The balance at January 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 — January 31, 2006	$ 978,000

CONSTRUCTION FUND

Expenditures and encumbrances through January totaled $72,273,292, or 99% of the revised budget.

EXTENSION FUND

Expenditures and encumbrances through January totaled $8,007,065, or 67% of the revised budget.

REVENUES AND EXPENDITURES
CURRENT YEAR VERSUS THREE YEAR AVERAGE
As of January 31, 2006

	Revenues		Expenditures	
	Percent Realized		Percent Expended	
	Current Year	3-Yr Avg	Current Year	3-Yr Avg
School Operations	48%	47%	55%	56%
Categorically Aided	31%	35%	48%	53%
School Nutrition	32%	37%	55%	56%
Construction	38%	21%	99%	85%
Extension	75%	79%	67%	59%

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 February 2006.

DATE	TIME	SCHOOL	INJURIES	REPORTABLE	CONTRACTOR
2/1/06	3:10	Burbank	No	No	Lamers
2/2/06	3:00	Lloyd	No	No	Lamers-N
2/2/06	3:40	Cudahy Ms/Hs	No	No	Dairyland
2/2/06	4:20	Pulaski H.S.	No	No	Lakeside
2/6/06	6:52	Homestead H.S.	No	Yes	Bee Bus
2/8/06	4:38	Roosevelt M.S.	No	No	Lakeside
2/13/06	7:20	Keefe/LaFollette	No	No	Dairyland
2/13/06	4:00	Scott M.S.	No	No	Laidlaw
2/14/06	7:30	Carson	No	No	Lakeside
2/14/06	4:35	WCLL	No	No	Lamers-S

DATE	TIME	SCHOOL	INJURIES	REPORTABLE	CONTRACTOR
2/16/06	4:01	King H.S.	No	No	Lakeside
2/16/06	4:10	Milw German	No	No	Lakeside
2/17/06	8:25	Bell M.S.	No	No	Lamers-S
2/17/06	2:40	Fairview	No	No	Dairyland
2/17/06	2:45	Manitoba	Yes	Yes	Lamers-S
2/17/06	3:02	Hawthorne	No	No	Laidlaw-N
2/22/06	8:44	St. Aemilian	No	No	Joy Farm
2/22/06	2:30	Browning	No	No	Dairyland
2/22/06	5:00	Milw Schl Lang	No	No	Laidlaw-55th
2/23/06	7:42	Walker M.S.	No	No	Bee Bus
2/23/06	4:17	Roosevelt M.S.	No	Yes	Bee Bus
2/24/06	2:25	Parkview	No	No	Lakeside
2/28/06	7:45	Milw Sign Lang	No	No	Lakeside
2/28/06	2:30	Clemens	No	Yes	Lakeside
2/28/06	3:05	Barton	No	No	Laidlaw
2/28/06	3:54	Seda	Yes	Yes	Lakeside

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
Alcott	Debra O'Connor	$26.65	K5 Field Trip
Alcott	Target	$447.60	Take Charge of Education Program
Bradley Tech	Fleck Controls	$2,500	Donation to Engineering Academy-Robotics
Bradley Tech	MSOE	$1,000	Donation to Engineering Academy-Robotics
Elm	Kathleen Schuh-Ries	$500	Computer for the Special Education Room
Elm	Kathleen Schuh-Ries	$100	Refrigerator for medication storage
Fernwood	Target	$319.42	Monetary donation to school
Italian Immersion Program	Italian Community Center	$1,000	Marketing Italian Immersion Program
Italian Immersion Program	Italian Conference Center, Inc.	$1,000	Marketing Italian Immersion Program
Lancaster	Target	$104.18	Take Charge of Education Program
Lincoln Center of the Arts	Anonymous	$2,150	Vito Tenor Sax - Band
Maple Tree	Debra Jupka	$520	Hats, gloves, scarves, camera
Maple Tree	Target	$123.14	Monetary donation to school
Maple Tree	Anne Booth	$100	Thanksgiving Baskets
Meir	SBC Employee Giving Campaign	$120	Opportunities Fund
Milwaukee Education Center	Alverno College	$3,000	Support for participation in Project CALL
Milwaukee German Immersion	Ruth Roberts	$50	Donation (Memorial)
Milwaukee French Immersion	Mr. and Mrs. Drana	$200	Fundraiser Donation

School	Donor	Amount	Gift or Purpose
Riley	Lincoln State Bank	$250	For K4 Field Trips and other expenses
Riley	Target	$312.55	Take Charge of Education Program
Riverside	Jarene Hiller	$500	Spring Baseball Trip to Florida
Riverside	David G. Krill	$50	Spring Baseball Trip to Florida
Riverside	Sal Bando	$100	Spring Baseball Trip to Florida
Riverside	Lawrence Clancy	$25	Spring Baseball Trip to Florida
Riverside	Michael C. Collopy	$150	Spring Baseball Trip to Florida
Riverside	Mary C. Fowlkes	$50	Spring Baseball Trip to Florida
Riverside	John C. Hight	$50	Spring Baseball Trip to Florida
Riverside	Ray and Joanne Morris	$20	Spring Baseball Trip to Florida
Riverside	Robyn H. O'Neill	$250	Spring Baseball Trip to Florida
Riverside	Timothy and Victoria Strattner	$150	Spring Baseball Trip to Florida
Riverside	Patrick T. Horne	$100	Spring Baseball Trip to Florida
Riverside	Donald and Diane Bezella	$200	Spring Baseball Trip to Florida
Riverside	R. Michael Ehr	$25	Spring Baseball Trip to Florida
Vincent	ProPac Marketing, Inc.	$500	Football Program
WHS Expeditionary Learning	Staff Right, Inc.	$459.50	Algebra Books
WHS Expeditionary Learning	Robert and Diane Jenkins	$459.50	Algebra Books
Webster	Target	$138.22	Take Charge of Education (Student Incentives)
Whittier	Whittier PTO	$1,400	Purchase Classroom Supplies

Committee's Recommendation

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

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

* * * * *

(Item 2) Action on Monthly Personnel Matters: Approval of Classified Personnel Transactions; Approval of Certificated Appointments; Approval of Leaves of Absence; Report on Resignations; and an Affirmative Action Report

Approval of Classified Personnel Transactions

Name and Assignment	Position and Salary	Date
	APPOINTMENTS	
Donald Flynn Technology	Systems Programmer $57,233.30/yr.	02-22-06

Sudong Lee Technology	Systems Programmer $57,233.30/yr.	02-20-06
Sophia Roethle Fratney	School Secretary I $21,458.22/yr.	03-06-06

CHANGES IN STATUS

Laura Burgos Burbank	Handicapped Children's Assistant $15,352.46/yr.	02-27-06
Valerie Hamilton Muir	Handicapped Children's Assistant $15,352.46/yr.	02-28-06
Deborah Reuter Dept. of Special Services	School Secretary I $34,405.80/yr.	03-13-06
Latasha Wise Elm	Handicapped Children's Assistant $15,352.46/yr.	02-27-06

Approval of Certificated Appointments — Teachers

Code	Teachers	Division	Salary	Yrs. Exp. Credit	Start Date
r	Sarah Borges English as a Second Language	B	$32,439.00	1	03/03/2006
r	Andrea Brown Westfahl Music	B	$32,439.00	1	02/21/2006
r	Michelle De Wane English	B	$38,194.00	5	02/21/2006
nr	Lisa Larsen EC:EEN	B	$33,878.00	2	02/27/2006
r	Jessica Musial MRP-EBD	B	$33,878.00	2	02/16/2006
r	Tatiana Sikorsky Art	B	$32,439.00	1	02/21/2006
r,a	Tricia A. Toston Grade 3	B	$32,439.00	1	01/30/2006

CODES

(a) Reappointment without tenure
(nr) Non-Resident who must become a resident
(r) Resident who must remain a resident

Approval of Leaves of Absence

	Present Assignment	Effective From
Illness Leave, to June 15, 2006:		
Audrey White	Webster	January 24, 2006
Maternity Leave, to June 15, 2006:		
Jacqueline Capstran	Grand	March 14, 2006
Rachel Kloss	Milwaukee Sign Language	March 13, 2006
Melissa Mann	Wisconsin Conservatory of Lifelong Learning	March 30, 2006

Personal Leave, to June 15, 2006:

Brian Temke	Bradley Tech	May 24, 2006

Extension of Illness Leave, to June 15, 2006:

Avis Mosby II	Leave	January 30, 2006

Report on Resignations

Name	Position	Effective Date
Giovanna Carini	Teacher	06/17/05
Annette Bufford	Teacher	02/10/06
Fermin Burgos	Principal	06/23/06
Thomas Burke	Teacher	06/15/06
Anne Burns	Teacher	06/15/06
Maria Castaneda	Teacher	02/03/06
Constance Davey	Teacher	06/15/06
Tracey Edmond	Teacher	03/07/06
Joanne Ferber	Teacher	06/15/06
Nelson Foley	Teacher	03/05/06
Sondra Hanson	Teacher	04/25/06
Sidney Hatch	Teacher	12/03/05
Garnetta Jacocks Moore	Teacher	02/16/06
Susan Knudson	Teacher	03/30/06
Brian Long	Teacher	03/03/06
Karen Malone	Teacher	06/15/06
Dennis Miles	Teacher	03/09/06
Tamairo Moutry	Teacher	02/10/06
Kathleen Neuman	Teacher	06/30/06
Joshua Rusch	Teacher	02/10/06
Mark Vlaj	Teacher	03/02/06
Patricia Vollbrecht	Teacher	04/11/06
Robert Wilker	Teacher	06/15/06
Carita Wright Lee	Teacher	02/15/06
Correction to July 2005 Board Report		
Jennifer Noffsinger	Teacher	06/17/05

Affirmative Action Report

The Affirmative Action Report for February 2006 is attached to the minutes of your Committee's meeting. This is an informational report, and no action is required.

Committee's Recommendations

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

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

* * * * *

(Item 3) Action on Recommended Administrative Appointments and Promotions

Committee's Recommendation

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

2(r)	Arletta Browning	Assistant Principal Audubon Middle School	Schedule III, Range 11Z $63,245.74
4(r)	Ramon Cruz	Student Services Coordinator Division of Student Services	Schedule III, Range 9A $73,218.95
5(r)	Brian Rolbiecki	Building Operations Supervisor Facilities and Maintenance Services	Schedule III, Range 7A $58,531.04

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:

2 African American
4 Hispanic
5 White
r Resident who must remain resident

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

* * * * *

(Item 4) Action on a Resolution Adopting an Amendment to the Plan Document for the MBSD Supplemental Early Retirement Plan for Teachers

Background

1. On December 1, 2004, the administration and the Milwaukee Teachers Education Association (MTEA) signed an agreement (copy attached) that adds a new appendix to address salary and benefits provisions for the employment of retired MPS certificated employees as full-time contracted teachers (50% or more of full-time teaching schedule) under the MBSD/MTEA — Teacher Contract.

Administration's Analysis

2. The MBSD Supplemental Early Retirement Plan for Teachers (Teachers Plan) needs to be amended to include the suspension of benefits provision for such rehired retired certificated employees who elect to suspend their Wisconsin Retirement System (WRS) annuities. This provision will suspend Teachers Plan benefits during the period of such employment. Upon subsequent retirement and resumption of the WRS annuity, the Teachers Plan permanent benefit shall be recalculated based on the applicable formula as of the subsequent retirement date, and the special supplemental benefit will recommence for the remainder of time to age 65 in accordance with Teacher Plan provisions.

3. The Teacher Plan will continue to pay benefits for such rehired retired certificated employees who elect to continue their WRS annuities.

Strategic Plan Compatibility Statement

4. The recommendation to amend the Teacher Plan document to include applicable negotiated agreements is consistent with the practice of fiscal responsibility.

Statute, Administrative Policy or Board Rules Statement

5. The recommendation will ensure that the Teachers Plan is accurately codified and will maintain its qualified plan status under applicable Internal Revenue Code.

Fiscal Impact Statement

6. There is no fiscal impact to report that pertains to the Teachers Plan amendment.

Implementation and Assessment Plan

7. The Teachers Plan document needs to be amended to include Article XIV, Suspension of Benefits, effective January 3, 2005, as was drafted by the Office of the City Attorney.

Committee's Recommendation

Your Committee recommends that the Board adopt the following resolution:

RESOLUTION AMENDING THE MILWAUKEE BOARD OF SCHOOL DIRECTORS' SUPPLEMENTAL EARLY RETIREMENT PLAN FOR TEACHERS

WHEREAS, the MBSD Supplemental Early Retirement Plan for Teachers is a qualified plan under Section 401(a) of the Internal Revenue Code; and

WHEREAS, on December 1, 2004, the Administration and the MTEA signed an agreement that provides for a suspension of benefits for rehired retired MPS certificated employees who are rehired to full-time teaching positions (50% or more of full-time teaching schedule) under the MBSD/MTEA-Teacher contract and who elect to suspend their WRS annuity; now, therefore, be it

RESOLVED, by the Milwaukee Board of School Directors, the Teachers Plan is hereby amended to include the following Article XIV Suspension of Benefits:

Article XIV - Suspension of Benefits

Section 14.1 General Rule: Notwithstanding any contrary Plan provision, a Pension benefit that is currently being paid will be suspended during the period the Participant receiving such benefit satisfies the conditions of Section 14.2 through 14.5 for benefits suspended on or after January 3, 2005.

Section 14.2 Suspension Conditions: A Pension benefit that is currently being paid will be suspended during the period the Participant receiving such benefit satisfies the following conditions:

A. The Participant is a retired Milwaukee Public Schools certificated employee who is receiving a Pension benefit under the Plan; and

B. The Participant is re-employed by the Milwaukee Public Schools in either a full-time contracted teaching position or 50% or more of full-time teaching schedule on or after January 3, 2005; and

C. The Participant elects to suspend his or her Wisconsin Retirement System pension during the period of such re-employment.

Section 14.3 Suspension Period: Pension benefits will be suspended at the beginning of the month in which all of the conditions of Section 14.2 are satisfied. Such suspension will continue until such Participant terminates employment with Milwaukee Public Schools.

Section 14.4 Resumption of Payment: Upon terminating employment with Milwaukee Public Schools a Participant whose Pension benefits have been suspended shall file a claim for Pension benefits to resume or commence as provided in Section 8.9.

At such time the Participant may elect to receive Pension benefits in the form Pension benefits were paid prior to the suspension of payment, or under any other form of payment available under Section 6.1, and may also elect to recommence his or her previous monthly Special Supplemental Benefit under Section 5.5 for the remainder of time until the Participant attains age sixty-five (65).

Pension benefits (other than the Special Supplemental Benefit) which are suspended pursuant to this Article XIV will be recalculated pursuant to the terms of the Plan in effect when such Participant terminates employment with Milwaukee Public Schools.

Section 14.5 Benefits Not Suspended: If a Participant whose Pension benefits are currently being paid satisfies the conditions of Section 14.2(A) and (B), but does not elect to suspend his or her Wisconsin Retirement System pension, Pension benefits will not be suspended; and be it

FURTHER RESOLVED, that the Superintendent and/or other appropriate employees of the district are hereby authorized and directed to implement this amendment to the Teachers Plan.

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

* * * * *

(Item 5) Authorization to Enter into FY07 Pupil Transportation Contracts

Background

1. Four (4) specialty transportation contracts serving special education and homeless students end this year. The contracts service orthopedically impaired students (OI), Early Childhood (EC) students with special education needs, students in the Community Assessment and Training Program (CATP), and homeless/shelter students who require special service until more permanent housing can be found. In each case, due to the requirements of the services, the number of potential responsible vendors for a bid is limited. Thus, these contracts have not been through a bid process in recent years. These contracts represent 11% of the transportation expenditures for FY07.

Administration's Analysis

2. The Administration is seeking approval of a three-year extension for the four (4) specialty transportation contracts mentioned above. Extension of the contracts will ensure continuation of high-quality service for some of our most needy students. Negotiations with the current vendors could reduce MPS costs by $1,015,629 over the three-year term. Based on the cost savings projected, and the limited number of qualified vendors available to bid, the Administration believes extension is the best course of action. Below is a brief description of each service and the rationale for requesting the extension.

a. Orthopedically Impaired (OI)

(1) This service is for students who are in wheelchairs and require a lift bus. Presently, 319 students use this service on 55 Laidlaw Education Services (Laidlaw) buses. Since the special education student population is very mobile, and the vehicles can transport only 2-6 students per bus, it is critical that the OI contract be awarded in its entirety. The contractor must have the flexibility and capacity to dynamically change vehicles as student needs change. At about $45,000-$55,000 per bus, the capital cost for the equipment limits potential vendors. It is unlikely that another vendor could acquire the equipment in time for September 2006. Laidlaw has provided high-quality and responsive service in the past. The FY07 budget request for this service is $2,479,566.

(2) Laidlaw has agreed to a 0% increase in rates for FY07. Costs were projected to increase 3.5% in FY07; thus an extension could save the district $86,785 in FY07 ($2,479,566 x 3.5% = $86,785). Since the first-year costs are lower, inflation-adjusted bus rates in subsequent years would also be reduced. In addition, the fuel adjustment benchmark would be raised to $2.00 in FY08, thus further reducing costs. The Administration estimates savings of $107,613 in FY08 and $84,692 in FY0, for a total of $279,000 over the term of the contact. Based on the level of service provided and cost, the administration recommends a three-year OI contract with Laidlaw Education Services.

b. Early Childhood (EC)

(1) This service, which transports special education students 3-5 years old, requires the vendor to be extremely flexible in scheduling service, in notifying parents, and in the use of vehicles. Often service must be established the next day. Many children are placed during the school year as they turn three years old. At the start of the 2005-2006 school year, 195 EC students were assigned. By November 1, 2006 the number grew to 273. Increased enrollment requires the vendor to add significant equipment and drivers as the program expands throughout the school year.

(2) The contract must be awarded in its entirety, or the district could lose a great deal of flexibility in routing, as a single vendor is able to combine schools on an as-needed basis. Few bus vendors have demonstrated an ability to manage a transportation program with this constant change of students and vehicle requirements. Only Lakeside Bus Company (Lakeside) and Laidlaw have the vehicles and administrative capacity to perform the work. Laidlaw has provided high-quality and responsive service in the past. The FY07 budget request for this service is $1,249,421.

(3) Laidlaw has agreed to a 0% increase in rates for FY07. Costs were projected to increase 3.5% in FY07; thus an extension could save the district $43,730 in FY07 ($1,249,421 x 3.5% = $86,785). Since the first-year costs are lower, inflation-adjusted bus rates in subsequent years would also be reduced. In addition, the fuel adjustment benchmark would be raised to $2.00 in FY08, thus further reducing costs. The Administration estimates savings of $54,225 in FY08 and $42,675 in FY09, for a total of $140,630 over the term of the contact. Based on the level of service provided and cost, the administration recommends a three-year EC contract with Laidlaw Education Services.

c. Homeless/Alternative Vehicle

(1) This contract provides transportation service to homeless students who are unable to use existing bus routes or Milwaukee County Transit Service and to special education students whose placements do not fit on existing special education bus routes. Presently, 310 students are transported to 109 school sites under this contract. Many of the students use this service on a temporary basis, with new students requiring service as others are placed on regular routes.

(2) This service requires the vendor to be extremely flexible in scheduling service, in notifying parents, and in the use of vehicles. Often service must be established the next day. The contract requires the vendor to add up to 10 buses within 48 hours. Only Lakeside Bus Company (Lakeside) or Laidlaw Education Services (Laidlaw) have the vehicle and administrative capacity to perform the work. Other vendors have not demonstrated an ability to manage a transportation program with this level of change in the student population. Lakeside Bus Company currently provides outstanding service. The FY07 budget request for this service is $1,787,313.

(3) Lakeside has agreed to a 3% reduction in rates for FY07. Costs were projected to increase 3.5% in FY07; thus an extension could save the district $116,176 in FY07 ($1,787,313 x 6.5% = $116,176). Since the first-year costs are lower, inflation-adjusted bus rates in subsequent years would also be reduced. In addition, the fuel adjustment benchmark would be raised to $2.00 in FY08, thus further reducing costs. The Administration estimates savings of $150,045 in FY08 and $153,635 in FY09, for a total of $419,856 over the term of the contact. Based on the level of service provided and cost, the Administration recommends a three-year Homeless/Alternative Vehicle contract with Lakeside Bus Company.

d. Community Assessment & Training Program (CATP)

(1) The CATP program provides community work-site opportunities for special education students. Students are transported to various work sites for either morning or afternoon sessions. On average, 170 students participate in this program. Students enter and leave the program on a continual basis, with the greatest change at the semester break.

(2) This service requires the vendor to be extremely flexible in scheduling service, in notifying parents, and in the use of vehicles. Often service must be established within two days. As with the Homeless/Alternative Vehicle service, Lakeside and Laidlaw have demonstrated the ability to manage this contract. Lakeside currently provides quality service and has the infrastructure to continue to provide the service. The FY07 budget request for this service is $749,453.

(3) Lakeside has agreed to a 3% reduction in rates for FY07. Costs were projected to increase 3.5% in FY07, thus an extension could save the district $48,715 in FY07 ($749,453 x 6.5% = $48,715). Since the first year costs are lower, inflation-adjusted bus rates in subsequent years would also be reduced. In addition, the fuel adjustment benchmark would be raised to $2.00 in FY08, thus further reducing costs. The Administration estimates savings of $62,916 in FY08 and $64,422 in FY09 for a total of $176,053 over the term of the contact. Based on the level of service provided and cost, the administration recommends a three-year CATP contract with Lakeside Bus Company.

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 Rule Statement

4. Approval of this item requires a waiver of the bidding requirements of Administrative Policy 3.09, Purchasing and Bidding Requirements.

Fiscal Impact Statement

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

Orthopedically Impaired (OI)	$2,479,566	TPH-0-0-TRS-DW-EPPT
Early Childhood (EC)	$1,249,421	RST-0-0-TRS-DW-EPPT
Homeless/Shelter	$1,787,313	HLT-0-0-TRS-DW-EPPT
Community Assessment & Training Program (CATP)	$ 749,453	TCS-0-0-TRS-DW-EPPT
Total	$6,265,753	

6. Approval of the Administration's recommendations will reduce MPS costs by $1,015,629 over the three-year term. FY07 savings will be distributed to schools on a per-pupil basis. Preliminary estimates are that schools would receive an additional $3.50 per pupil.

Contract	2006-07	2007-08	2008-09	Total
Orthopedically Impaired	$86,785	$107,613	$84,692	$279,090
Early Childhood	$43,730	$54,225	$42,675	$140,630
Homeless/Shelter	$116,176	$150,045	$153,635	$419,856
CATP	$48,715	$62,916	$64,422	$176,053
Totals	$295,406	$374,799	$345,424	$1,015,629

Implementation and Assessment Plan

7. Bus contracts are for FY07. The Administration will seek the Board's authorization for FY08 and FY09, as is done with other transportation contracts.

Committee's Recommendation

Your Committee recommends that the Board authorize the following contracts for the 2006-07, 2007-08, and 2008-09 school years, with the understanding that the Administration will seek Board authorization for FY08 and FY09:

1. a contract with Laidlaw Education Services to provide transportation services in the amount of $2,479,566 (budget code TPH-0-0-TRS-DW-EPPT) for orthopedically impaired students;
2. a contract with Laidlaw Education Services to provide transportation services in the amount of $1,249,421 (budget code RST-0-0-TRS-DW-EPPT) to Early Childhood students;
3. a contract with Lakeside Bus Company to provide transportation services in the amount of $1,787,313 (budget code HLT-0-0-TRS-DW-EPPT) for homeless and special education students;
4. a contract with Lakeside Bus Company to provide transportation services in the amount of $749,453 (budget code TCS-0-0-TRS-DW-EPPT) for students in the Community Assessment and Training Program (CATP).

Director Blewett moved to approve the Committee's recommendation.

The motion prevailed, the vote being as follows:

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

Noes—None.

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(Item 6) Annual Informational Report Regarding the Operations of WYMS Radio Station by Radio for Milwaukee (RFM)

Administrations' Report

1. General Background and Update

   a. On November 29 2004, the Milwaukee Board of School Directors approved the Administration's request to contract with Radio for Milwaukee (RFM) for the operations of the district Radio Station, WYMS, effective January 3, 2005. The approval of the contract with Radio for Milwaukee required an annual report regarding station operations. This informational report provides highlights of the station's operations for the calendar year 2005.

   b. As required by the contract, all operating subsidies for WYMS (with the exception of a limited-time contribution by technology management working with RFM management) have been eliminated. WYMS Radio Station was operated by RFM during the calendar year 2005 without any general fund contribution.

2. Station Technical Infrastructure

   a. The radio station's broadcast antenna is in the process of being upgraded with previously approved funds. This shared antenna, located at TV6, will be operational in April 2006. Delays were caused by concerns of Family Radio and FCC certification processes.

   b. With RFM's assistance and coordination, the station has received a $75,000 Corporation for Public Broadcasting (CPB) grant to upgrade the radio station's transmission to digital.

   c. The station's new satellite antenna was upgraded at no cost to the district by CPB. This was required due to public radio's new Content Depot program-distribution system.

   d. The station's studios in the MPS Central Services Building are in the process of a complete upgrade, at an estimated cost of $250,000, with all funds being provided by RFM.

3. Radio For Milwaukee (RFM)

   a. RFM has recruited and hired seven professionals to staff the various functions of the radio station, including a station manager, revenue manager, community and education manager, fundraising coordinator, administrative staff and the first DJ.

   b. RFM will be hiring, at a minimum, an additional five staff members over the next three to six months, including sales staff, music staff, and additional DJs.

   c. RFM has retained Public Radio Partners to coordinate its underwriting efforts.

d. RFM has retained John Sutton and Associates to coordinate its membership efforts.

e. RFM has leased a building at 5312 W. Vliet (across from MPS Central Services Building) to house its community and sales staff while the station's broadcast studio remains in the MPS building, in accordance with the agreement.

4. Funding

a. RFM obtained a $150,000 grant from CPB to re-qualify the station for Community Service Grants (CSG) funding, which will increase the yearly CPB grants by approximately $90,000 a year from their current level.

b. RFM has currently raised or has pledges for $1,000,000 for its operations.

c. RFM has retained a national fundraiser to augment its fundraising efforts.

5. Education

a. RFM has hired Genyne Edwards, the former Assistant Secretary for Tourism for the State of Wisconsin, to coordinate its educational and community outreach programs.

b. RFM is advertising locally and nationally to find a candidate with youth radio experience to be the Educational Coordinator.

c. RFM is currently evaluating curriculums from various national non-profits and school systems to use throughout the MPS system.

d. RFM has met with numerous MPS staff and teachers to get input on curriculum design and requirements.

e. RFM will contract with a curriculum/instructional design consultant to guide it through a process that will meet the needs of MPS teachers and students, as well as appropriately incorporate MPS learning targets.

f. RFM has been working with the WEB Du Bois High School to house the technical portion of the student-run Internet station. RFM has hired a nationally known consultant to work with Du Bois staff to design said technology.

g. RFM recently began working with the Milwaukee School of Entrepreneurship to provide the business portion of the student-run station. RFM was previously working with Juneau Business High School.

h. RFM will work with all of the above schools, as well as others, to create an intern program for the station.

i. The station received a $10,000 grant for students to develop the Internet radio station.

j. RFM is coordinating with the coordinator of Career and Technical Education on all elements of its educational program.

k. RFM has been in discussions with Strive Media Institute, Running Rebels, and Urban Underground regarding cooperating with RFM's educational efforts.

l. RFM has also been working with Marquette, Alverno, MIAD, and MATC, and all have agreed to participate on an advisory committee for RFM's educational efforts.

6. Programming

a. RFM has been researching and designing the new format. As per its proposal, the format will target MPS parents not served by current radio options, young professionals, and the creative and artistic communities.

b. The format will include music that appeals to the above audience, targeting the 24-44 age group, using music that is under-represented in the existing market, as well as community affairs programming, focusing on the arts and the Milwaukee and MPS communities.

c. RFM will begin the process of obtaining detailed community input for the format in May. The new programming format, which will be implemented in July 2006, will be customized to the market based on listener feedback during the following months.

7. Oversight

a. The RFM 2005 Certified Audit Report, which is currently in process, will be available in April.

b. The Administration will continue to provide operational oversight over WYMS and provide annual informational reports to the Board of School Directors.

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(Item 7) Action on Granting a Permanent Sewer Easement and a Temporary Construction Easement to the Milwaukee Metropolitan Sewerage District at Clement Avenue Elementary School for the Warnimont Avenue Relief Sewer Project

Background

1. On December 20, 2005, the Administration received a written offer and a draft of a proposed easement from the Milwaukee Metropolitan Sewerage District (MMSD) for the construction and installation of a relief sewer adjacent to Clement Avenue Elementary School as part of the Warnimont Avenue relief sewer project.

2. The Warnimont Avenue relief sewer project consists of over a mile of 48-inch sewer construction, beginning at the corner of Howard and Howell Avenues and ending at the corner of Clement and Warnimont Avenues. This installation and the associated modifications to the existing bypass structure will reduce the risk of basement backups and separate sanitary overflows in the project area.

Administration's Analysis

3. The Division of Facilities and Maintenance Services has reviewed the proposed easement and has incorporated language to minimize the impact of the project on Clement Avenue Elementary School. The division also hired an appraiser to perform a review of the proposed offer and has determined that the offer of $21,325 for the permanent sewer easement and temporary construction easement is reasonable.

4. Construction work on the school property, which will not start until after April 15, 2007, must be complete by August 15, 2007. During construction, the pedestrian access to the school will be temporarily relocated to an asphalt walkway separated from the construction area by a chain-link fence. At the completion of the project, all areas affected by construction will be restored by MMSD to their original condition. All turf areas will be replaced with sod.

5. Costs associated with the construction and restoration of MPS property will be borne by MMSD.

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 Rule Statement

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

8. Under Administrative Policy 5.01(2) (a) (6), Easements, 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

9. This item does not authorize expenditures. Upon approval of the recommendation and execution of the easement, $21,325 will be deposited into the budget for Clement Avenue Elementary School.

Implementation and assessment plan

10. Upon the Board's approval of the granting of these easements, the City Attorney will proceed to have the documents executed. Approval by the Common Council will follow Board action.

Committee's Recommendations

Your Committee recommends that the Board:

1. grant the permanent sewer easement and temporary construction easement to the Milwaukee Metropolitan Sewerage District for work at Clement Avenue Elementary School under the following terms:
   a. the Milwaukee Metropolitan Sewerage District will pay MPS $21,325 for the permanent sewer easement and temporary construction easemen;
   b. Construction work on the school property will not start until after April 15, 2007, and must be completed by August 15, 2007;
   c. during construction, the pedestrian access to the school will be temporarily relocated to an asphalt walkway separated from the construction area by a chain-link fence.
   d. at the completion of the project, all areas affected by construction will be restored by MMSD to their original condition. All turf areas will be replaced with sod; and
   e. costs associated with the construction and restoration of MPS property will be borne by MMSD; and
2. authorize the City Attorney and other appropriate officials to execute the easement documents; and
3. direct that funds in the amount of $21,325 be placed in the budget of Clement Avenue Elementary School.

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

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(Item 8) 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 under-used. Since the fall of 2004, the district has held the building at 3575 South 88th Street vacant. The former schools at 5575 North 76th Street and 3245 North 37th Street have been vacant since the fall of 2005, and the building at 2215 North Fourth Street was leased on a short-term basis in the fall of 2005. There has not been any district need identified for these sites since they were closed. Despite the savings to the district from closing these sites, they continue to cost money to heat and maintain and are a liability to the district.

2. In April, 2005, the Board authorized the Administration to advertise for the short-term lease of the four sites mentioned above. The North Fourth Street site was the only site leased as a result of this process.

3. In the past, the Board has declared properties as surplus on a case-by-case basis. Since the district has not identified a use for these four sites over the last year, the Administration is requesting that the Board declare these sites as surplus.

4. In addition to the four sites mentioned above, several other properties have now been identified by the Administration as potential sites for disposal because they are underused and there is no foreseen need for their full use. The map attached to the minutes of your Committee's meeting shows the locations of all potential surplus sites:

a. 5575 North 76th Street - 4.16 acres; 71,892 sq. ft. building
School building currently vacant

b. 3245 North 37th Street — 5.27 acres; 118,754 sq. ft. building
School building currently vacant

c. 500 East Center Street — 0.56 acres; 7.980 sq. ft. building
Administrative facility scheduled to be vacant

d. 2955 South Delaware Avenue — 0.22 acres; 14136 sq. ft. building
Underused storage building

e. 2215 North Fourth Street — 1.78 acres; 52,804 sq. ft. building
School building currently vacant

f. 3575 South 88th Street — 5.42 acres; 36,227 sq. ft. building
School building currently vacant

g. 2977 South 20th Street — 14.01 acres; 8,620 sq. ft. building
(a portion of the south side of the site)
Underused storage building

h. 3333 West Florist Avenue — 2.47 acres; 9,321 sq. ft. building
(one of three buildings on the site)
District-owned leased space

i. 4001 West Custer Avenue — 4.51 acres; 1,520 sq. ft. building
Underused playfield

j. 99th Street and West Vera Avenue — 13 acres; parcel
Vacant parcel

Administration's analysis

5. Declaring a property as surplus does not mean the district cannot continue to use these properties or that they 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.

6. The Administration continues to receive various inquiries regarding the potential availability of district real estate for sale or lease.

7. After reviewing the current use of these parcels and the potential for re-use by the district, the Administration is requesting that these properties be declared as surplus. This is intended to be an initial list; as other properties are identified, they will be brought forward to the Board for designation as surplus.

Strategic plan compatibility statement

8. 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 Rule Statement

9. In accordance with Administrative Policy 5.01, Facilities, Board authorization is required to declare property as surplus.

Fiscal impact statement

10. 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

11. 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. All properties 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 declare the following properties as surplus:

a. 5575 North 76th Street - 4.16 acres; 71,892 sq. ft. building
School building currently vacant

b. 3245 North 37th Street — 5.27 acres; 118,754 sq. ft. building
School building currently vacant

c. 500 East Center Street — 0.56 acres; 7.980 sq. ft. building
Administrative facility scheduled to be vacant

d. 2955 South Delaware Avenue — 0.22 acres; 14136 sq. ft. building
Underused storage building

e. 2215 North Fourth Street — 1.78 acres; 52,804 sq. ft. building
School building currently vacant

f. 3575 South 88th Street — 5.42 acres; 36,227 sq. ft. building
School building currently vacant

g. 2977 South 20th Street — 14.01 acres; 8,620 sq. ft. building
(a portion of the south side of the site)
Underused storage building

h. 3333 West Florist Avenue — 2.47 acres; 9,321 sq. ft. building
(one of three buildings on the site)
District-owned leased space

i. 4001 West Custer Avenue — 4.51 acres; 1,520 sq. ft. building.
Underused playfield

j. 99th Street and West Vera Avenue — 13 acres; parcel
Vacant parcel

Director Spence moved to approve the Committee's recommendation.

The motion prevailed, the vote being as follows:

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

Noes—Director Blewett—1.

* * * * *

COMMITTEE ON FINANCE/PERSONNEL
REPORT #2

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

Background

Your Committee on Finance/Personnel reports have given hearing on Monday, March 20, 2006, under Part IV, Section N(1)(e)(1), of the contract between the Milwaukee Board of School Directors and the Milwaukee Teachers' Education Association-Teachers in the matter of an appeal of disciplinary action of a one day suspension, personnel letter, and proof of completion of staff training and/or development in the area of classroom management and/or intervention techniques of a teacher.

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

Committee's Recommendation

As a result, the Committee on Finance/Personnel determines that the one-day suspension, personnel letter, and proof of completion of staff training an/or development in the area of classroom management and/or intervention techniques, is warranted by the facts and circumstances attending said teacher's conduct, and supports the suspension, personnel letter, proof of completion of staff training and/or development in the area of classroom management and/or intervention techniques, with the provision that said teacher voluntarily agrees to complete training in the area of classroom management and/or intervention techniques, prior to the 2006-2007school year, and is involved in no further disciplinary action in MPS within one year of receipt of proof of satisfactorily completing said training, that all record of this matter then be expunged from her personnel file and said teacher be reimbursed for the one-day suspension.

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

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COMMITTEE ON FINANCE/PERSONNEL
REPORT #3

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

Background

Your Committee on Finance/Personnel reports have given hearing on Monday, March 27, 2006, under Part IV, Section N(1)(e)(1), of the contract between the Milwaukee Board of School Directors and the Milwaukee Teachers' Education Association-Teachers in the matter of an appeal of termination.

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

Committee's Recommendation

As a result, the Finance/Personnel committee determines that the Administration's recommendation for termination of said teacher's employment with Milwaukee Public Schools is warranted by the facts and circumstances attending the teacher's conduct, and supports the recommendation for termination, to be effective immediately upon action by the Board.

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: President Johnson

PREVIOUS MONTH'S SUMMARY

Major Activities

- During the week of February 27-March 3, 2006, the Head Start Program was undergoing its triennial review by a Federal Review Team. The ten-member team, from all across the country, spent the first three days reviewing our Head Start systems, reviewing students records and interviewing parents, teachers, and principals. During the week, they also

interviewed a group of our community partners, two school board members and a group of parents of our focus students. They observed a parent meeting at Seher School and a special Policy Council meeting. After the Policy Council meeting was adjourned, members were interviewed. The Reviewers' feedback from the Policy Council meeting and the Community Partners meeting were that the individuals demonstrated strong partnership and support for the Head Start Program.

- Throughout the week, the Review Team talked to finance, transportation, and human resource personnel and reviewed financial and personnel records of selected Head Start staff. The Reviewers explained that the federal government was standardizing all triennials reviews. They no longer had a formal entrance meeting and they would not have an exit meeting with us. In addition, they were looking specifically for noncompliance and deficiencies in our program. However, they verbally shared the positive things they observed about our program. We were told that our Head Start systems, such as Planning; Communication; Record-Keeping; Ongoing Monitoring; Fiscal Management; Individualized Planning for Children; Curriculum; Disabilities; Facilities; Eligibility, Recruitment, Selection, Enrollment and Attendance (ERSEA), and Child Outcomes were exceptional. They were in line with the direction in which the Federal government was going with Head Start and other Federal programs.

- The team leader stated that the Federal Review Team was composed of very experienced reviewers and after observing our bilingual education was some of the best they've seen in the country. They observed in Ms. Cauley's classroom, a teacher at Thurston Woods and stated, "She should be filmed and used as a model for other Head Start teachers in the country." They also commented on our Family Partnership Associates and their positive and caring relationships with Head Start families. While there were areas identified as concerns; transportation and human resources, we had a very positive review; the best that the District has had in nine years.

- We are currently working on the Head Start Self-Assessment. The Self-Assessment is a way to monitor what is working well and what we need to improve in our Head Start Program. All stakeholders are expected to participate in the Self-Assessment process. Policy Council members and Community Partnership members have been invited to assist with the Self-Assessment. The final report will be presented to the Council and the Board and the information obtained will be used to help develop the 2006 – 2007 Head Start grant. The deadline for completing the Self-Assessment is April, 2006.

- After numerous workshops with Mable Jones, Head Start consultant, we have proposed a change in the organizational structure of Milwaukee Public School Head Start Program in order to align the program with the Performance Standards. During the months of January and February, the Policy Council has participated in a discussion on the Head Start personnel necessary to continue to implement a successful program. We have proposed eliminating and/or creating specific positions that are dictated by the Head Start Performance Standards. The Self-Assessment and Policy Council discussions and approvals are the beginning of the budget/grant application process. In a time of national budget cuts, this will enable us to utilize our Head Start grant more effectively and efficiently.

- During the month of March, five Head Start staff members and two Policy Council members participated in interviews for School Nurse Associates. We hope to hire two associates. Applicants need to be a licensed Practical Nurse. We are looking to hire one bilingual associate and have asked members of the Policy Council to assist us with recruitment. The nurse associates will assist the Health Coordinator and Nutritionist in providing health and follow-up services to Head Start children.

The next Policy Council meeting will be held on Saturday, April 8, 2006, at 12:00 noon in Room 206/208. The agenda is as follows:

- Organizational Chart and Head Start Personnel Comparisons
- Self-Assessment

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

Delegate: President Johnson

PREVIOUS MONTH'S SUMMARY:

- A meeting was held with the Children's Health Alliance of Wisconsin concerning ways to partner. The Children's Health Education Center offers resources and programs for children, teachers, parents and caregivers to help keep children healthy and safe. Its aim is to encourage children to make a lifetime of healthy choices.
- Wallace grant meetings continue with conversations on development of portfolios for the master principal.
- The MPA gave a presentation at the Holmes Partnership Conference in Chicago February 24-26, 2006. The topic was strategies in developing partnerships — lessons learned.
- A Teachers for a New Era (TNE) K-12 Partnerships Institute was held in Washington, DC March 14-16, 2006. A number of MPA Partners who are involved in this project attended. The principles of TNE are data analysis, induction and better alignment with Letters and Science and education programs. These three principles continue to guide the conversations within K-12 discussions.
- Meetings with learning teams at NEA Focus Schools have been continuing.
- Work has begun on the evaluation of the first year of the NEA Foundation grant.
- NEA Foundation President and CEO, Harriet Sanford, and Director of Programs, Carol Edwards, made a site visit to Milwaukee March 21-23, 2006. They met with members of the MPA, MTEA, WEAC, MPS, MMABSE, TNE and school Learning Teams. Representatives from Hamilton High School, Manitoba School and 21st Street School presented some of the work done at their schools in induction, professional development and best practices funded through the NEA Foundation grant. School visits were made to several other schools involved in the grant—Malcolm X Academy, Milwaukee French Immersion and Keefe Avenue. Determination will be made concerning continuation of the grant for next year.
- A meeting was held with Dave Braby of MPS concerning aligning the efforts of the PEP Grant with the work of the MPA.
- Differentiated Compensation Task Force work continues. Guidelines for furthering discussions are at the leadership level of MPS and the MTEA.
- Registration has begun for the Embrace the Challenge: Closing the Achievement Gaps through Partnerships and Leadership national conference June 28-30, 2006. The registration form and information about the conference can be found on the MPA Web site at www.milwaukeepartnershipacademy.org.
- Work in the area of mathematics through the Milwaukee Mathematics Partnership (MMP) continues. Please see the attached February and March 2006 issues of the MMP Messenger newsletter for an update.

- MPA Implementation Team Work Groups continue to address their work plans for the year. Please see the attached update reports from the Comprehensive Literacy & Mathematics Work Group and the Family Literacy & Tutoring Work Group.
- Seminars through Project CALL at Alverno College have been focusing on the Characteristics of a High Performing Urban Classroom as well as targeting higher order thinking skills with participants engaging in thinking through what it takes to write a good answer to a question that requires thinking (i.e., the kind of response called for in the WKCE constructed response items). Research on this "high quality intellectual task" by Newmann, Bryk & Nagaoka (2001) in Chicago Public Schools shows a strong impact on test scores for teachers who give their students such tasks. Participants are having their learners practice at least eight such responses for a mini action research report. Reports will be debriefed in relationship to the Characteristics of a High Performing Urban Classroom. From there, work will move to working with learning how to give descriptive, formative feedback on these kinds of tasks. Research from Stiggins (2004) and Black & Wiliam (1998) indicates that when students receive meaningful formative feedback, the gains on standardized tests are considerable.
- Professional development for teachers interested in improving their instructional skills, science inquiry and science assessment (Grades 5-12) is being offered through Project CLASS at Alverno College this summer.
- Representatives from WEAC presented information to members of the MPA, MPS and MTEA concerning KEYS (Keys to Excellence for Your Schools) training for school improvement. WEAC brought in a professional development expert from Washington, DC who is an expert on KEYS.
- A presentation of the evaluation report on learning teams was given to the MPA by the external evaluator, Antoinette Errante of the Ohio State University. The Executive Summary of this formative assessment on learning teams has been provided under separate cover.
- Henry Kranendonk, MPS Math Curriculum Specialist, shared information about mathematics readiness for the WKCE and a new mathematics course with the MPA and requested student incentives such as jobs, etc., for students who participate in this summer course. A good response was received from MPA Partners.
- Jim Casey of Cardinal Stritch University shared information with the MPA concerning the University-Industry Partnership Project on Intellectual Property. Negotiation of sponsored research agreements (particularly over intellectual property) is a barrier to industry-university research collaboration in the United States. A summit is scheduled for April 25th.
- Members of the MPA were interviewed as part of the evaluation of MPS conducted by the Council of Great City Schools.
- The Winter 2005-06 Issue of the Connections newsletter was created and distributed. It is available to all on the MPA Web site and the MPS portal. A copy has been provided under separate cover. The newsletter was sponsored by the Milwaukee Metropolitan Area Deans of Higher Education (MMADE).
- Discussions continue with GE Healthcare concerning an investment of approximately $25 million in MPS around STEM (Science, Technology, Engineering & Mathematics) to move children to higher-level thinking skills.
- A portion of a video created by Jeff Cartier at UWM about learning teams was shared with the MPA. This video will be transformed into an interactive DVD which will include information on the structure and formation of learning teams, priorities and goals, professional learning communities, teacher induction, math teacher leaders and more. It should be available by early April. UWM provided funding for its production.

- MATC is planning 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 on May 9, 2006, from 8:00 a.m. to 12:00 p.m. at the Carpenters' Regional District Council. A registration form and further details can be found on the 21st Century Urban Technical Education Project's web site (www.matc.edu/21cutep).
- Applications were received and the MPS teachers have been identified for the Action Research Fellowship sponsored by the NEA Foundation and MetLife Foundation. They will be presented at the June 16th MPA Partners Meeting. Action Research Fellows' work will center on closing achievement gaps to improve student achievement, conducting action research in their classrooms and schools; engaging the public and elected officials in community conversations about public education; and publishing and disseminating findings and recommendations nationwide.

The next meeting to be held on June 16, 2006. Upcoming agenda items will include Wallace Fellows

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COMMUNICATIONS AND PETITIONS

The Director, Office of Board Governance/Board Clerk, presented the following communication:

(Item A) Communication 0506C-005 from Ruth Varnado Requesting a Hearing on Board Decorum During Committee Hearings/Meetings

Referred to Committee on Legislation, Rules and Policies.

* * * * *

RESOLUTIONS

Resolution 0506R-028

By Director Morales

WHEREAS, The Wisconsin electorate will have the opportunity to vote November 7, 2006, on whether to add permanently a discriminatory ban on civil unions and marriage for same-sex couples to the state Constitution; and

WHEREAS, The Milwaukee Public Schools include employees, students, and families of diverse backgrounds; and

WHEREAS, The MPS policy on non-discrimination establishes the District as an anti-discrimination organization; and

WHEREAS, The MPS Vision states that, "We know that children learn and achieve more when they are cared for, when they are safe, and when they have a healthy well-being. Therefore, we must have strong and true partnerships with parents and all those in the community who influence and affect our students and families," and further that, "Our schools will be centers of community activity, safe and inviting places that attract families and staff to live in their neighborhoods"; and

WHEREAS, The proposed ban on civil unions and marriage will hurt real MPS families by permanently denying them access to critical legal, social, and financial protections that would support family stability for our employees and students; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors opposes the proposed ban on civil unions and marriage for same-sex couples in Wisconsin and encourages voters to vote "No" on the ban in November.

Referred to the Committee on Legislation, Rules and Policies.

The Board recessed from 8:47 to 9:00 PM.

The Board adjourned at 11:50 PM

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
APRIL 25, 2006

Regular meeting of the Board of School Directors called to order by President Johnson at 7:25 PM.

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

Absent—None.

President Johnson asked for a moment of silence in memory of Quadrevion Henning and Purvis Parker-Virginia.

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:

EARLEE MASON-DOVE,
TEACHER

Ms. Earlee Mason-Dove, who has served as a teacher for Milwaukee Public Schools for 34 years, is currently a third-grade teacher at Elm Creative Arts School. She credits her elementary and high-school teachers for motivating and encouraging her to work hard and to follow her dream of helping others through teaching.

Ms. Mason-Dove's greatest reward in the past 34 years of her career has been seeing the results of her work in many of her former students who have followed their own dreams and are successful young adults making a positive impact on society. She has had a positive impact on the lives of hundreds of students and is gratified by knowing that she has had the opportunity to shape and mold the lives of so many young people. Some of her former students were student teachers under her leadership.

During her tenure in MPS, Ms. Mason-Dove has been recognized for her teaching skills in a variety of ways, including an entry in *Who's Who Among America's Teachers* (1996, 2005), receipt of the Wisconsin Department of Public Instruction Cooperating Teacher Award — Marquette University, and having been named the MMABSE Teacher of the Year — 2003. Her involvement in the field of education has extended beyond the classroom through such professional development activities as serving on district textbook adoption committees and the Wisconsin Reading Comprehension Test (WRCT) Item Writing Committee.

The Milwaukee Board of School Directors and the entire school community recognize **Earlee Mason-Dove** for her dedication, outstanding leadership, and commitment to excellence on behalf of the students of the Milwaukee Public Schools.

* * * * *

Other Awards and Commendations

STUDENTS

The Brady Corporation has named 23 MPS high-school students Academic All-Stars based on their achievements. 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. These students rank in the top 10 percent of their graduating classes, participate in at least one sport activity, and perform some school or community service. At a recognition ceremony with program and scholarship drawings held on Sunday, April 23, at Cardinal Stritch University, the following MPS 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
Scottie L. Flowers and Diane Vang — Madison University 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
Shannon Roundtree — Washington High School of Information and Technology

Through the Brady Corporation's Academic All-Stars program, more than $450,000 in college scholarships has been awarded.

* * * * *

The Mock Trial team from the New School for Community Service won first place in the second annual *Street Law Mock Trial* competition sponsored by the Marquette University Law School. New School students Ilana Cohn-Gomez and James Cook won for Best Lawyer and Best Witness, respectively. The New School Mock Trial team consists of Christopher Braithwaite, Khalil Coleman, Sir-William Jones, Dyquan Northern, Elena Patterson, Jennifer Melnick, Dylan Smith, Parris Adams, Alexandra Slayden, Tiffany Koch, James Cook, and Ilana Cohn-Gomez. The cooperating teacher if Martin Horning.

* * * * *

Community Partnerships

The Milwaukee Public Schools, in its efforts to provide its students and their families with the best educational opportunities possible, has formed partnerships with many community and business groups. These include both district-wide and school-based partnerships. The Milwaukee Board of School Directors desires to make the community aware of these partnerships and the services which they offer. To that end, each month the Administration will provide information about one or more of these collaborative efforts. This month, the focus is on:

Title IV: Safe and Drug Free Schools (SDFS)
The Wellness and Prevention Office
Community Partners and Community Connections, 2005-2006

The Wisconsin Department of Public Instruction (DPI), the Wisconsin Department of Health and Family Services (DHFS), and the Centers for Disease Control and Prevention (CDC) encourage all school districts in Wisconsin to employ the Coordinated School Health (CSH) Model. The CSH Model is based upon research showing the direct link between promoting the improved health of every child and improving

student attendance and academic achievement. School health programs are key to ensuring that children are ready and able to learn. The Wellness and Prevention Office implements the research-based Coordinated School Health Model in order to:

- Promote the well-being of every child
- Help children avoid risky health behaviors
- Help children become successful students and learners.

The CSH Model is composed of six key elements:

1. Healthful school environment
2. Family and community connections
3. Pupil Services (guidance, social work, counseling, psychology, nursing, etc.)
4. Programs for students (Best Friends, Best Men, Teens Against Tobacco Use, etc.)
5. Evidence-based curriculum and instruction
6. Staff development and other programs for adults (such as wellness programs).

The Wellness and Prevention Office endeavors to implement evidence-based curricula in order to reduce high-risk health behaviors among MPS youth (#5 above). Staff development is provided to ensure that evidence-based curricula are taught and shared with MPS youth "with fidelity" — that is, evidence-based programs are only as effective as the supporting scientific research studies, if the instructors follow all the lessons correctly and in their entirety (#6 above). MPS staff from Pupil Services (#3 above) are invited to attend these trainings in order to further reinforce the message to MPS students about making healthy choices.

MPS policies and procedures related to health and wellness are reviewed every three years in order to ensure healthful school environments at all MPS sites. Healthful school environments are conducive to better attendance and higher achievement. Workshops and technical assistance are provided to assist schools with the correct implementation of related MPS policies and procedures (#1 above). For instance, the Health Education Policy, the Human Growth and Development Policy, and the HIV Policy were all reviewed, revised, and approved by the Milwaukee Board of School Directors during the 2004-05 school year.

Family and Community Connections (#2 above) and Programs for Students (#4 above) are closely intertwined. Much research shows the important roles which parents and other adult mentors play in the well-being and academic achievement of young people. Programs for students such as Best Men, Best Friends, Teens Who Care, Teens Against Tobacco Use, HIV/STD/Teen Pregnancy Prevention, and Service Learning have strong family and community connections. Community partners provide students and families with connections to health resources before, during, and after school. Community partners also collaborate with MPS to provide workshops, inservices, youth summits, parent and family nights, guest speakers, and supplemental resources and materials.

Strong community partnerships reinforce the health messages which MPS youth receive during the school day through engaging, interactive, and innovative activities and programs. For instance, the Milwaukee Adolescent Pregnancy Prevention Network (APPN), which comprises approximately 20 community agencies, including MPS and the City of Milwaukee Health Department, has collaborated to conduct four very successful youth summits around the theme of reducing high-risk sexual behaviors among middle- and high-school youth. By pooling time, energy, and other resources, the APPN is able to conduct events and programs for Milwaukee youth that far exceed what any one agency could do on its own.

Community partners and community connections have developed in the Wellness and Prevention Office for two very important reasons:

1. Evidence-based research shows that strong family and community connections play a huge role in improving the lives of young people.

2. The organizations providing grants to the Wellness and Prevention Office, such as the federal government and CDC, strongly encourage family and community partnerships in order to fully implement the Coordinated School Health Model.

A child is more likely to make healthful choices if the family and community support, mirror, and encourage the messages heard at school. Healthier children are known to have better attendance and tend to do better in school academically and socially. Community partners and community connections help MPS students and families by providing additional funds, materials, and resources to support healthy, resilient, and successful learners.

The following Safe and Drug Free Schools (SDFS) Programs have community partners and/or community connections. Under each SDFS program is a list of community partners and/or community connections and brief descriptions of the role(s) each community partner plays in the positive development of MPS youth.

Title IV, Safe and Drug Free Schools (SDFS):
(Under the direction of Dave Braby, Acting Curriculum Specialist)

The mission of Safe and Drug Free Schools (SDFS) is to provide science-based and promising ATODA (Alcohol, Tobacco, & Other Drug Abuse) prevention and intervention programs to the district. Using best practices, as defined by CDC, SDFS continues to work with community agencies to offer programs to our youth, schools, and the community.

General Drug Prevention:

- CESA I (Collaboration of Milwaukee County Drug-Free Schools Programs)
- Fighting Back, Inc. (Milwaukee County Drug-prevention programs/funding source)
- Strive Media (Youth/peer-to-peer programs)
- State Superintendent's Advisory Council for Alcohol and Other Drugs (Statewide Drug, Alcohol and other Drugs Committee)
- Statewide Data Project Advisory Team (3-year statewide grant-needs assessment and evaluation of ATODA programs)
- National Student Assistance Coordinators (Leading trends in ATODA programs)
- Milwaukee Police Department-Drug Enforcement Unit (up-to-date ATODA drug information — What's happening in the community)
- IMPACT (Peer-to-peer ATODA training in high school)

Marijuana: This project addresses the widespread use of marijuana in our district. This group of youth will train in a peer-to-peer marijuana curriculum developed by IMPACT and then present the program to other youth in grades 5 through 12.

- IMPACT (Peer-to-peer education — MS/HS marijuana education training)
- Milwaukee Police Department — Drug Enforcement Unit (marijuana education)

Take Back the Night: The mission is to provide information on the topics of sexual assault and domestic violence and on how not to be a victim. Community programs are available to assist schools and the community if an assault takes place. One of the underlying causes of abuse is drug use of various kinds. Community partners include the following:

- Marquette University — Department of Public Safety
- Milwaukee Adolescence Center

- Milwaukee Commission on Domestic Violence and Sexual Assault
- Planned Parenthood of Wisconsin
- Sexual Assault Treatment Center
- Task Force on Family Violence
- The Counseling Center of Wisconsin
- The Healing Center
- The Women's Center
- University of Wisconsin-Women's Resource Center

Violence Prevention (in collaboration with Recreation, Safe and Drug Free Schools, and the Violence Prevention Departments): The mission is to provide alternatives to violence in the schools by offering youth in our schools problem-solving and decision-making activities through a program similar to the Survive Alive House (Milwaukee Fire Department). Students will have a hands-on opportunity to "feel" what happens to victims of violence, and then they will learn alternatives to violence.

- Project Ujima
- Milwaukee Fire Department

Safety Project (Milwaukee Public Schools Safety Department): The mission is to have safe schools for all of our youth. Plans are to address the problems and provide solutions to the violence in schools that affects our youth on a daily basis.

- Milwaukee Police Department
- Milwaukee Sheriff Department

Community Drug Leadership: The mission of this group is to address the barriers to overcoming drug usage in our communities. "Four Good Ideas" to be addressed are:

1. Youth Alcohol and Drug Prevention Media Campaign to draw the community's attention to youth AODA concerns and solutions;
2. Community Dinners Project to provide families with opportunities to address their concerns and to receive technical assistance regarding young people's use and abuse of marijuana and alcohol;
3. Female Head of Household Project to increase the number of parents who are confident that their children are free from alcohol and other drugs; and
4. The Public Hearings Project to focus the community's attention on young people's use and abuse of marijuana and alcohol.

The partnership includes:

- IMPACT (Lead agency for community collaboration of ATODA issues)
- Milwaukee County Supervisors (Citizen/Community Representation — Safe Milwaukee Project)
- Greater Milwaukee Synod (faith-based)
- The Parenting Network
- Fighting Back
- Medical College of Wisconsin

- City of Milwaukee Aldermen
- Project Evaluator
- US Bank (Board member of IMPACT)
- Strive Media (youth representation)
- Milwaukee Youth and Family Development Alliance and Parent
- Downtown Rotary Club

Tobacco Education Program
(Under the direction of Sandra Thurman)

The Milwaukee Public Schools' middle, K-8, and high schools are targeting prevention of tobacco use by young people through peer education and advocacy and intervention through cessation and educational programs. The Center for Disease Control's Guidelines for School Programs to Prevent Tobacco Use and Addiction are used in the K-12 program. Each school participating in the tobacco project:

- assess its tobacco-prevention efforts
- provides an action/implementation plan to address identified needs
- participates in selected training and tobacco-related activities
- conducts peer-to-peer educational activities and cessation education as needed
- participates in discussions regarding best practices
- participates in the Wisconsin Youth Risk Behaviors Survey and the Youth Tobacco Survey.

A concentrated tobacco-prevention effort occurs in grades six through eight using a variety of strategies. For example, all students participate in the Life Skills Training program. Some students attend a three-day peer education training camp to prepare to implement the TATU (Teens Against Tobacco Use) curriculum with younger peers in the elementary schools. The peer educators develop posters or t-shirts on tobacco-related topics such as social norms, the Youth Risk Behaviors survey data, and smoke-free environment information. These traveling posters and t-shirts are displayed and used in various community exhibits. Peer leaders also regularly attend statewide youth planning meetings in Madison.

Collaboration with community partners is key to a strong tobacco program within the schools and community. Each partner is at the table for either the Milwaukee Community Tobacco Coalition or the Smoke-free Milwaukee Project or both. MPS is at the table for both. These agencies contribute resources, relevant information on data and programs/activities for Milwaukee and Wisconsin, coordinating efforts for our youth involvement, and program assistance as needed.

Key partners in the anti-tobacco efforts include:

- American Lung Association (Smoke-free Milwaukee Project, Melvin Tobacco Program MPS, FACT)
- American Cancer Association (Smoke-free Milwaukee Project and Milwaukee Tobacco Coalition)
- American Heart Association (Smoke-free Milwaukee Project and Milwaukee Tobacco Coalition)
- UMOS (Smoke-free Milwaukee Project)
- Smoke-free Milwaukee (Milwaukee Tobacco Coalition)
- Black Health Coalition (Smoke-free Milwaukee Project)
- Wisconsin Ethnic Network Collaboration (Smoke-free Milwaukee Project)

- Milwaukee Tobacco Coalition (Smoke-free Milwaukee Project)
- BVK Media (Smoke-free Milwaukee Project)
- G-Communications (Smoke-free Milwaukee Project)
- Hmong American Friendship Association (Smoke-free Milwaukee Project)
- Milwaukee Area Health Education Center (Smoke-free Milwaukee Project)
- Milwaukee Area Health Department (Smoke-free Milwaukee Project and Milwaukee Tobacco Coalition)
- State of Wisconsin-Department of Health and Family Services (Funding Source)
- Latino Community Center (Smoke-free Milwaukee Project)
- Medical College of Wisconsin (Smoke-free Milwaukee Project and Milwaukee Tobacco Coalition)
- United Community Center (Smoke-free Milwaukee Project)
- CYD (Smoke-free Milwaukee Project)
- Department of Public Instruction — Statewide Youth Tobacco Initiatives
- FACT (Fighting Against Corporate Tobacco) of Wisconsin (National Program)
- Milwaukee Adolescence Center (The Truth About Smoking Emphasis/Grade 6-8); Tobacco Education/Cessation, 9-12 Grades)
- Fighting Back, Inc. (Smoke-free Milwaukee Project, Milwaukee Tobacco Coalition)

Middle Schools Life Skills Training
(under the direction of Sandra Thurman)

Life Skills Training (LST) is an evidence-based program that seeks to influence major social and psychological factors to discourage the initiation and early use of high-risk substances such as alcohol, drugs, and tobacco. Life Skills Training middle-school (11 to 14 years old) curricula are delivered in a series of classroom sessions over 3 years. The sessions use lecture, discussion, coaching, and practice to enhance students' self-esteem, feelings of self-efficacy, ability to make decisions, and ability to resist peer and media pressure.

LST consists of three major components that address critical domains found to decrease high-risk substance use:

- Drug-resistance skills enable young people to recognize and challenge common misconceptions about substance use, as well as to deal with peers and media pressure to engage in substance use.
- Personal self-management skills help students to examine their self-image and its effects on behavior, to set goals and to keep track of personal progress, to identify everyday decisions and how they may be influenced by others, to analyze problem situations, and to consider the consequences of alternative solutions before making decisions.
- General social skills are the skills necessary to overcome shyness, to communicate effectively and avoid misunderstandings, to use both verbal and nonverbal assertiveness to make or refuse requests, and to recognize that they have choices other than aggression or passivity when faced with tough situations.

Research has shown that students who develop skills in these three domains are far less likely to engage in a wide range of high-risk behaviors. Each component focuses on a different set of skills.

The following companies provide funding, train facilitators, conduct research, and evaluate the program:

- Phillip Morris USA (Youth Smoking Prevention) Life Skills Training (LST)
- National Health Promotions (LST training center and research and evaluation)

The Best Friends and Best Men Programs
(under the direction of Patricia Kirby and Kyle Witty)

The Best Friends/Men program has a wealth of community and faith-based partners. The school partners help host and coordinate the BF and BM Family Nights and provide resources and personnel. The students interact with the partners on various projects. The following are the partners of six of the nine BF/BM schools:

- Agape Community Center
- Alverno College
- Boys and Girls Club
- New Testament Central City Church
- Our Savior' s Lutheran Church
- St. Gabriel's Church.

The community and faith-based partners are a vital part of all the programs. Students do not just go to school and home. They interact in and with the community as well. The community is a resource for information and a place for students to go and take part in positive events and activities when not in school or at home. Schools, home, and the community have to work together to develop well-rounded students who will become productive members of society. Some of the other community partners that we have are:

- The Medical College of Wisconsin: Student doctors as well as staff doctors come to the Best Friends curriculum sessions and talk to the girls about a variety of health issues.
- S.E.T. Ministries provides speakers for the BF/BM family nights as well as resources and help for the families with job readiness, childcare issues, insurance and health problems, and many other challenges that families face today.
- The Sojourner Truth House comes to speak to the Diamond Girls (members of the high-school Best Friends Program) every year about healthy relationships and what to look for in an abusive relationship. We also raise money for them. We will be presenting them with the money that we raised this year.
- The Diamond Girls and the High School Abstinence Clubs do volunteer work and community service at the Rescue Mission, the Salvation Army, and the Hunger Task Force. The Diamond Girls and High School clubs also volunteer for the Channel 10 Auction. In many of the agencies where the girls volunteer, they can witness first-hand the devastation that poor choices can create. This reinforces the need to make healthful, positive choices.

The Service Learning Program
(under the direction of Dave Weingrod)

Each of the schools that do service learning also has one or more community connections. For example, the list includes the Urban Ecology Center, Hunger Task Force, Humane Society, various homeless shelters, LAND (Lisbon Avenue Neighborhood Development Association), and many more. The primary community partners are listed below:

- Keep Greater Milwaukee Beautiful: This environmentally focused organization works with schools to implement six different service-learning projects centered around waste reduction, water retention, planting trees, community clean-ups, etc. They are providing a workshop on January 26t, to which approximately 6 schools are sending faculty.

- Urban Open Spaces: This is a statewide organization that works to provide public open space sites, including around schools. They are working with Brown Street and the surrounding community to organize the outdoor space there and to assist in a gardening project with the students.
- Technical Assistance and Leadership Center (TALC): This organization assists small high schools in their missions. Dave Weingrod is collaborating with TALC on a project with DuBois HS to conduct a "Service Learning Day" and a youth summit, both of which students will plan. In particular, we will be recruiting schools that have service learning or civic engagement in their missions.
- State Superintendent's Learning Lab and Service Learning and Civic Engagement: This is a statewide initiative sponsored by the State Superintendent's Office, which the State Superintendent also chairs. Dave Weingrod has worked with LEAP's (Learning Environment Accelerated Program) students and staff to involve them in the lab's initiative to re-look at civic education.

High-Risk Sexual Behaviors Reduction and Prevention

(under the direction of Judy Gerrity)

MPS is committed to reducing high-risk sexual behaviors of school-age youth that lead to HIV, sexually transmitted diseases (STDs), and unintended pregnancies. Title IV funding (SDFS) provides staff development, staff training, curriculum, resources, technical assistance, and support from community partners in order to meet the goal of reducing the number of MPS youth who engage in high-risk sexual behaviors.

Many of the community partners participate on the MPS HIV Advisory Committee, the Milwaukee Adolescent Pregnancy Prevention Network (APPN), and the Milwaukee Adolescent Pregnancy Prevention Workgroup (APPW). These community partners meet on a monthly basis to address community-wide issues related to reducing high-risk sexual behaviors among young people in Milwaukee. These community coalitions have combined resources, personnel, and expertise to conduct youth summits, parent education events, and staff development workshops. These community partners are as follows:

- Urban Underground
- Black Health Coalition
- UW-Milwaukee
- State DPI
- State DHFS
- Children's Health Education Center
- Medical College of Wisconsin
- Rosalie Manor
- Sojourner Truth House
- Pearls for Teen Girls
- Parent Project
- Children's Hospital
- Silver Spring Neighbor-hood Center
- Agape Neighborhood Center
- Milwaukee Commission on Domestic Violence and Sexual Assault
- The Parenting Network
- Milwaukee Fatherhood Collaborative
- IMPACT
- Neighborhood House
- Aurora Family Services
- Neu Life Community Center
- Northwest Health Center
- Brighter Futures/Community Advocates
- Comprehensive Health Education, Inc.
- St. Francis Hospital, Teen Outreach Program
- Impact Strategies, Inc.
- Milwaukee Urban League
- LGBT Community Center, Project Q
- United Way
- ARCW (AIDS Resource Center of Wisconsin)
- UMOS (United Migrant Opportunity Services)
- Latino Community Center
- Hmong American Friendship Association

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APPROVAL OF MINUTES

The minutes of the regular and special Board meetings of March 7, and 30, 2006, were approved as printed

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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 38 expulsion orders from the Independent Hearing Panel of the Milwaukee Board of School Directors.

Director Morales moved to accept the reports of the Independent Hearing Panel of March 29, 30, 31, 2006, and April 3, 4, 5, 6, 7, 10, 11, 12, 13, 24, 2006.

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

Ayes— Directors Balistreri, Blewett, Goldberg, Hardin, Horton, Morales and President Johnson—7.

Noes—None.

Temporarily absent—Directors Dannecker and Spence—2.

COMMUNICATIONS FROM THE SUPERINTENDENT

(Item A) Disallowance of a Claim

Office of
Superintendent of Schools

TO THE BOARD OF SCHOOL DIRECTORS:

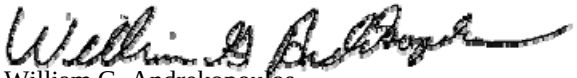
In accordance with established procedures, I present the following claim:

> Notice of Injury and Notice of Claim served on the Milwaukee Public Schools by Mr. Jason Scott Richard, attorney, on behalf of a minor and her mother, Biola Hernandez, for injuries allegedly sustained by the minor at the Hamilton High School on November 23, 2005.
>
> Claim is being made in the sum of $50,000. for the minor, and in the sum of $50,000. for her mother, Biola Hernandez.

Wausau Insurance Companies, the third-party administrator which currently investigates the general liability claims filed against the district, has requested that this claim 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 Morales, the claim was denied, the vote being as follows:

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

Noes—None.

Temporarily absent—Director Spence—1.

* * * * *

(Item B) Action on a Request for a Waiver of Administrative Policy 5.01(8)(b) and on the Merger of Granville and Happy Hill Elementary Schools

Office of
Superintendent of Schools

On April 10 and 13, 2006, I received letters from Carletta Noland, Principal of Happy Hill Elementary School, and Ellease Mayo, Assistant Principal in Charge of Granville Elementary School. Both letters request a merger of Happy Hill Elementary School, located at 7171 West Brown Deer Rd., and Granville Elementary School, located at 9520 West Allyn Street, at the Granville site, to be effective at the beginning of the 2006-07 school year. Because approval of this request requires an accelerated timeline in regard to FY07 budgeting, staffing, program design, curriculum planning, student assignment, and transportation relative to a merger, I am providing this information to you at this time.

The Administration's analysis of the request is also provided.

The Board will need 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 receive and to take action on the report of the Committee of the Whole.

Respectfully submitted,



William G. Andrekopoulos
Superintendent of Schools

Administration's Analysis

1. Pursuant to Administrative Procedures 5.01(2), Facilities Retirement, Granville and Happy Hill Schools meet the criteria for school closing and building consolidation. According to the Administrative Policy 5.01(8)(b), however, Board action is required prior to December 31 for such an undertaking; therefore, waiver of the December 31 deadline is being requested in order to respond to the staff requests from the two schools.

2. The student enrollment data support this request. During the past eight years, enrollments at both schools have decreased significantly, as detailed in the following table:

Year	Happy Hill	Granville
1998	485	397
1999	479	393
2000	461	383
2001	378	336
2002	329	311
2003	311	242
2004	287	195
2005	267	165
2006 Projection	270	159

3. Happy Hill Elementary School had a September 2005 enrollment of 267 students, including 47 students with special education needs (17.6%). All of the students are transported to Happy Hill. There are 83 students in the attendance area who attend Happy Hill School (15%), and 471 students in the attendance area who attend other MPS schools, including 14 who attend Granville (85%). The current April 2006 enrollment is 271 students. The Fall 2006 projected enrollment for Happy Hill Elementary School is 270 students.

4. Granville Elementary School had a September 2005 enrollment of 165 students, including 15 students with special education needs (9.1%). Twelve percent of the students are transported to Granville. There are 127 students in the attendance area who attend Granville School (24.5%), and 391 students in the attendance area who attend other MPS schools, including 35 who attend Happy Hill (75.5%). The current April 2006 enrollment is 164 students. The Fall 2006 projected enrollment for Granville Elementary School is 159 students.

5. As a result of continued declining enrollments, the FY07 allocations for these schools did not supply enough resources for sound educational programs. Happy Hill submitted a balanced FY07 proposed budget in mid-March; however, the budget continued to reflect the impact of declining services to children beyond the classroom teachers. Granville was unable to submit a viable, balanced FY07 proposed budget due to the low projected enrollment and a projected FY06 year-end deficit of $135,000. The school staffs began to discuss the possibility of a merger to increase enrollment, generate additional revenue, and provide specialist and supportive services to students.

6. There is a need for additional services to increase student achievement. Happy Hill and Granville are currently high-value-added, low-attainment schools in reading, and low-value-added, low-attainment schools in mathematics. The Grade 4 Wisconsin Knowledge and Concepts Examination (WKCE), Grade 3 and Grade 5 Terra Nova and MPS Writing Performance Assessment school profiles are attached.

7. Representatives of the Administration met with the Happy Hill staff on March 24, 2006, and with the Granville staff on March 27, 2006, to discuss a possible merger. On March 30, 2006, a representative team from Happy Hill visited Granville. On April 10, 2006, Happy Hill staff members toured Granville and talked with the Granville staff. The Happy Hill and Granville staffs agreed that a merger resulting in one early-childhood-through-grade-five school at the Granville site was in the best interest of students and the community. The attached letters were sent by the school administrators to the Superintendent.

8. Upon approval of the proposed merger by the Milwaukee Board of School Directors, the school communities will work together under the leadership of the Happy Hill principal, Carletta Noland, to determine the program design, curriculum, calendar, and school name. The new school will continue with the SAGE (Student Achievement Guarantee in Education) Program in five-year-old kindergarten through grade three. Granville School currently follows the year-round calendar, while Happy Hill follows the traditional calendar. It is expected that the tradition calendar will be followed in the 2006-07 school year. The School Governance Councils will be combined for 2006-07.

9. The new school will be an attendance-area school with the combined Granville and Happy Hill attendance areas. The proposed combined attendance area's map is attached. The current student diversity at Happy Hill and Granville Schools is 76% and 88% African American, respectively. It is anticipated that the merger of the two schools will not change the current student diversity.

10. Combining the two schools will enable the Happy Hill facility to be closed and the savings to 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.

11. Letters were mailed to Granville and Happy Hill parents and guardians during the week of April 17, 2006, regarding the proposed merger. Parents and guardians were invited to school meetings scheduled for April 24, 2006, at 4:00 p.m. at Granville and 5:30 p.m. at Happy Hill. In the letter, parents and guardians were also informed of the April 25, 2006, meeting of the Milwaukee Board of School Directors and the possibility of an opportunity to provide testimony at a public hearing at that time.

12. The Milwaukee Teachers' Education Association was informed of the March 24, 27, and April 10, 2006, meetings at Happy Hill and Granville, at which a possible merger was discussed. Bargaining units affected by the merger have been advised of the proposed merger and of the April 25, 2006, meeting of the Milwaukee Board of School Directors.

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 the choices in the educational marketplace.

Statute, Administrative Policy, or Board Rules Statement

14. Merger of the two schools will result in the closure of the Happy Hill 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 Happy Hill and Granville staffs as a result of the FY07 proposed budget development process, the December 31 deadline has passed. The Administration is, therefore, requesting a waiver of the December 31 deadline.

15. 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.

Fiscal Impact Statement

16. Merger of the two schools will enable the district to mothball the existing Happy Hill facility, which will result in lower operating costs for the district by approximately $192,555 for FY07. The resulting savings will be shared by all schools in the district on a per-pupil basis.

17. As an incentive for the two schools to merge, an allocation of approximately $139,523 will be added to the new school's FY07 budget. It will continue for two more years, pending annual approval of the school allocation process. The amount of the incentive, which is based on savings in non-classroom staff, is available to other schools which create district savings in facility costs through merging.

18. Funds to cover moving of furniture, equipment, and supplies from Happy Hill to Granville will come from the School Relocation Account in the Construction Fund. These costs are estimated at $27,000. Funds to cover staff expenses associated with program planning, packing, and unpacking will be charged to the local school budget.

Implementation and Assessment Plan

19. Upon the Board's 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 Happy Hill facility. The existing Happy Hill facility will remain closed for FY07.

20. The school communities will work together under the leadership of the Happy Hill principal, Carletta Noland, to determine the program design, curriculum, calendar, and school name.

21. The Administration will make the necessary adjustments to student assignment, attendance area, and transportation.

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

Superintendent's Recommendation

The Superintendent recommends that the Board:

1. grant a waiver of Administrative Policy 5.01(8)(b), as it relates to the December 31 deadline for possible school closures for the following year, specifically Happy Hill Elementary School;
2. close the current Happy Hill Elementary School, effective June 15, 2006;
3. approve the merger of the current Granville and Happy Hill Elementary Schools and the attendance areas with the new school to be located at the Granville site; and
4. allocate funds in the amount of $139,523 in the FY07 budget to the newly created school.

Director Hardin moved that the Board resolve itself into a Committee of the Whole to discuss and taken public testimony on the proposed merger.

The motion prevailed, the vote being as follows:

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

Noes—None.

The Board resolved itself into a Committee of the Whole at 7:48 PM.

The Board rose from the Committee of the Whole at 9:00 PM.

President Johnson, who chaired the Committee of the Whole, reported that the Committee had given hearing to interested parties on the matter of Item B, action on a request for a waiver of Administrative Policy 5.01(8)(b) on the merger of Granville and Happy Hill Elementary Schools.

Director Dannecker moved to accept the Superintendent's recommendation.

The motion prevailed, the vote being as follows:

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

Noes—None.

* * * * *

REPORTS OF STANDING COMMITTEES

Director Balistreri moved to suspend Board Rule 1.08 to receive the report of the Special Education Committee.

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

Ayes—Directors Balistreri, Dannecker, Goldberg, Horton, Morales, Spence and President Johnson—7.

Noes—None.

Temporarily absent—Directors Blewett and Hardin—2.

Director Goldberg moved to suspend Board Rule 1.08 to receive the third report of the Strategic Planning and Budget Committee.

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

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

Noes—None.

Temporarily absent—Director Hardin—1.

Separate consideration was requested of the following items:

Report of the Legislation, Rules and Policies Committee, Item 1, a request to amend Administrative Procedure 6.27, Time Schedules and Workload: Certificated Staff; and

Report of the Legislation, Rules and Policies Committee, Item 4, a recommendation to revise Administrative Procedure 6.23(5), Filling Centrally Assigned Administrative Vacancies.

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

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

Noes—None.

Temporarily absent—Director Hardin—1.

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:

COMMITTEE ON INNOVATION/SCHOOL REFORM

(Item 1) Action on a Request to Relocate the Foster & Williams Visual Communication Campus Beginning with the 2006-2007 School Year

Background

1. This item seeks the Board's approval to relocate the Foster & Williams Visual Communication Campus from the Marshall High School building to the Burroughs Middle School building beginning with the 2006-07 school year.

2. The Foster & Williams Visual Communication Campus opened in the fall of 2005. As a new small high school, Foster & Williams completes the kindergarten-through-12th-grade bilingual/bicultural environment of Milwaukee Sign Language School (MSLS), creating an atmosphere in which American Sign Language and deaf culture are valued and integrated throughout the educational process. Through the use of project-based learning and assessment, visual teaching and learning, and partnerships with universities, the school prepares students to meet the challenges of a diverse and complex world.

Administration's Analysis

3. In February of 2006, the Administration received a communication from Charles Marks, the principal of Milwaukee Sign Language and Foster & Williams, requesting exploration of the possibility of moving Foster & Williams from its current location at the Marshall High School building to the Burroughs Middle School building.

4. The Administration asked the MPS Department of Facilities and Maintenance to examine the feasibility of this request and found that the Burroughs Middle School facility can accommodate the anticipated full enrollment of the Foster & Williams program and the expected enrollment of Burroughs Middle School. The request supports the district's effort to maximize the use of facilities.

5. As identified in the February communication, this move will also support the program implementation of both the Milwaukee Sign Language School and Foster & Williams in several areas. The programmatic advantages of this relocation include the following:

- sharing of resources and staffing to support students in both schools;
- sharing of interpreters for deaf and hard-of-hearing students;
- development of a shared and aligned school culture that honors and incorporates deaf culture as a community and school component and builds upon the Milwaukee Sign Language School's bilingual/bicultural philosophy in Foster & Williams;
- increased enrollment of eighth-grade Milwaukee Sign Language School students in Foster & Williams, providing continuity of care for students enrolled in these schools.

6. To date, the Foster & Williams High School of Visual Arts and Communication has performed well as a new small high school. Given that this is the school's first semester, the data are promising. The first semester attendance rate was 86.6%, while the comparable rate of a large high school was 81.9%.

7. The relocation of Foster & Williams Visual Communication Campus from the Marshall High School building to the Burroughs Middle School building supports the district's efforts to use resources well, small high-school efforts to improve student achievement, and school efforts to best align staff and other resources to support student needs.

Strategic Plan Compatibility Statement

8. 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

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

Fiscal Impact Statement

10. This item authorizes expenditures. The total cost to facilitate the move of Foster and Williams from the Marshall High School building to the Burroughs Middle School building is estimated to be $625,000. These funds will be drawn from the district's Construction Fund as follows: $110,000 from High School Redesign, and $515,000 of project surplus from 2003 Qualified Zone Academy Bonds (QZAB) projects.

Implementation and Assessment Plan

11. Upon approval by the Board, the Administration will engage in activities necessary to assist the Foster & Williams Visual Communication Campus to relocate from the Marshall High School building to the Burroughs Middle School building.

Committee's Recommendation

Your Committee recommends that the Board approve the relocation of the Foster & Williams Visual Communication Campus from the Marshall High school building to the Burroughs Middle School building beginning with the 2006-07 school year.

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

* * * * *

(Item 2) Action on a Charter School Petition from the Kosciuszko Middle/Montessori School

Background

On March 20, 2006, the Kosciuszko Middle/Montessori School submitted a petition to become an MPS instrumentality charter school for the 2006-07 school year, to serve 500 students ranging in grades K3 through 8th grade. On March 29, 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 Kosciuszko Middle/Montessori charter school petition.

Analysis

1. 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. The school proposes to:

   a. develop skills in communication, cooperation, and human relations that encourage responsible social behavior and multicultural understanding;

   b. develop skills that will promote physical health, wellbeing, creative expression, and exploration of the fine arts;

   c. develop a knowledge base of information, ideas, and concepts that are necessary to make informed decisions;

   d. maintain, extend, and enrich reform efforts through the Effective Schools model; and

   e. continue to work with our community partners to institute Project Lead the Way and to increase secondary education opportunities for our students;

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 the Board's approval, the proposed FY2007 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 Kosciuszko Middle/Montessori 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 Kosciuszko Middle/Montessori High School in anticipation of the establishment of an MPS instrumentality charter school for the 2006-07 school year.

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

* * * * *

(Item 3) Report of the Charter School Contract Review Team and Action on a Recommendation to Initiate the Process for Renewal of the Non-Instrumentality Charter School Contract with Next Door Foundation, Inc.

Background

1. On May 26, 2005, the Board approved a one-year charter school contract (subsequently amended on August 25, 2005 and October 20, 2005) with Next Door Foundation, Inc., establishing Next Door Charter School as a non-instrumentality charter school. Next Door Charter School opened as a charter school to begin with the 2005-06 school year and to end with the last regularly scheduled school day of the 2005-06 school year. Next Door Charter School is located in the Next Door Foundation, Inc., Educare Center at 2545 N. 29th Street.

2. The current contract specifies services for 93 FTEs (full-time equivalent students) in four-year-old and five-year-old kindergarten. 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.

Administration's Analysis

3. The MPS Charter School Contract Review Team has conducted a review of Next Door's compliance with its non-instrumentality charter school 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 5, 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 Sharon Schulz, Executive Director of the Next Door Foundation, and other school representatives 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 findings and recommendation relative to Next Door Non-Instrumentality Charter School are attached to the minutes of your Committee's meeting. The Charter School Contract Review Team recommends renewal of the non-instrumentality charter contract with Next Door Foundation and that the school attend to the feedback provided by the Educational Plan Review Team relative to the school's Educational Plan.

5. 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 Developmental 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.

6. 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 Developmental Continuum and other assessment tools are used to assess student progress toward outcome objectives.

7. 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.

8. 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 advocates 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.

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

Strategic Plan and 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 9.12, Charter Schools, and Wisconsin State Statute 118.40, relative to charter schools.

Fiscal Impact Statement

12. The current amended Next Door non-instrumentality charter school contract states:

> Whereas, Charter School, in concert with the Buffett Early Childhood Fund, lobbied members of the state legislature to secure funding for the operational costs of the Charter School's Educare Center of Milwaukee, and
>
> Whereas, Charter School will receive $250,000 from the state in the first year of the biennium and $750,000 in the second year of the biennium; and
>
> Whereas Charter School has stated that it is not its intent to receive funding diverted from MPS programs; and
>
> Whereas, Charter School has stated that its goal is to fully restore funding for the MPS portion of the children at-risk program, using any available means to accomplish this task . . . .
>
> Charter School shall make a single payment of $250,000 to MPS no later than June 1, 2006. 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, MPS shall withhold future payments in the amount of $257,291.67 that it would otherwise be required to make. . . . .

No payment has been received by MPS to date.

13. This item does not authorize expenditures. The funds for this charter school contract will be included as part of the school budgets in the 2006-07 Board-adopted budget.

Implementation and Assessment Plan

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

Committee's Recommendation

Your Committee recommends that the Board:

1. approve the recommendation of the Charter School Contract Review Team to renew the charter contract with Next Door Foundation and that the school attend to the feedback provided by the Educational Plan Review Team relative to the school's Educational Plan;

2. require the school to make the 2005-06 payment of $250,000, plus interest, as a contingency for contract renewal;

3. require 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 Educare Center of Milwaukee as a contingency for contract renewal; and

4. authorize the Superintendent's designee to initiate the contract renewal process and draft a renewed charter school contract with a maximum of 93 student 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.

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

* * * * *

(Item 4) Report of the Charter School Contract Review Team and Action on a Request for Mutual Termination of the Community Trade and Business Center's (CTBC) Non-Instrumentality Charter School Contract

Background

1. On February 23, 2004, the Board approved a five-year charter school contract establishing Community Trade and Business Center as a non-instrumentality charter school. The term of the contract, which commenced with the 2004-05 school year, ends on the last regularly scheduled school day of the 2008-09 school year. The contract is for an enrollment of 150 students in grades 9-12. The Community Trade and Business Center's September 2005 State Aid Enrollment Count was 61 students in grades 9 and 10. The January 2006 State Aid Enrollment Count was 64 students, including 12 students (18.8%) with special education needs. Community Trade and Business Center leases space from Milwaukee Public Schools in the Malcolm X facility at 2760 North 1st Street.

2. The MPS Charter School Contract Review Team conducted a review of Community Trade and Business Center non-instrumentality charter school contract compliance at the request of the Superintendent under Administrative Policy 9.12, Charter Schools and Administrative Procedure 9.12, Charter School Petitions and Proposals.

3. The Charter School Contract Review Team met on January 5, 12, 19, 26, and February 2 and 9, 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 Robert L. Brown, Jr., Community Trade and Business Center's Executive Director, on February 10, 2006, to discuss the preliminary findings and preliminary recommendation as summarized in the Charter School Contract Review Checklist. On February 16, 2006, Robert L. Brown, Jr., and seven school supporters met with the Charter School Contract Review Team. Following the meeting, the Charter School Contract Review Team finalized the findings and recommendation.

4. The MPS Charter School Contract Review Team findings and recommendation relative to Community Trade and Business Center non-instrumentality charter school are attached to the minutes of your Committee's meeting. The Charter School Contract Review Team recommends termination of the

non-instrumentality charter contract with Community Trade and Business Center at the close of the 2005-06 school year due to violation of the contract in not implementing the educational program specified in the contract.

5. Following a review of the report from the MPS Charter School Contract Review Team, the Superintendent concurred with the recommendation to terminate the Community Trade and Business Center's non-instrumentality charter school contract.

6. On February 27, 2006, Robert L. Brown, Jr., sent a letter (see attachment) to Lynne Sobczak, Milwaukee Public Schools Board Clerk, requesting mutual termination of the Community Trade and Business Center's non-instrumentality charter school contract effective on June 30, 2006.

7. The Charter School Contract between the Milwaukee Board of School Directors and Community Trade and Business Center 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.

8. 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

9. Because only ninth-graders were enrolled in the school in 2004-05, none of the academic performance criteria were applicable.

10. On the Grade 9 Terra Nova reading exam, 35% of the CTBC students scored at or above proficient, compared with 41% in MPS. On the Grade 9 Terra Nova language arts exam, 21% of the CTBC students scored at or above proficient, compared with 34% in MPS. On the Grade 9 Terra Nova mathematics exam, 16% of the CTBC students scored at or above proficient, compared with 30% in MPS.

11. For the 2004-05 school year, Community Trade and Business Center failed to meet the two mandatory requirements. CTBC had an average daily attendance rate of 69%, compared with 82% in MPS, and a 128% mobility rate, compared with 21% in MPS. CTBC enrolled many students after the September 2004 Third Friday Count was taken, which inflated the mobility rate.

Strategic plan and compatibility Statement

12. 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

13. 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

14. This item does not authorize expenditures.

Implementation and Assessment Plan

15. 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 to become effective on June 30, 2006.

16. The MPS Division of Student Services and Parent Information Center will work with parents, students, and the school leader to reassign the Community Trade and Business Center's students to MPS regular, instrumentality charter, non-instrumentality charter schools, or partnership schools.

Committee's Recommendation

Your Committee recommends that the Board agree to the mutual termination of the Community Trade and Business Center's non-instrumentality charter school contract, to be effective June 30, 2006.

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

* * * * *

(Item 5) Action on a Request to Approve an Amended Instrumentality Charter School Contract with Milwaukee Academy of Aviation, Science and Technology to Relocate and Share Space at the Marshall High School Complex

background

1. On January 27, 2005, the Board approved a charter school contract with Milwaukee Academy of Aviation, Science and Technology High School (MAAST) as an MPS instrumentality charter school to begin with the 2005-06 school year and to end with the last day of school for the 2009-10 school year.

2. MAAST, which is currently located at the Douglas Academy Complex, 3620 North 18th Street, offers an interdisciplinary aviation and aerospace program that integrates technology throughout the curriculum. MAAST students engage in the following educational experiences:

a. acquire the written, mathematical, and higher-order thinking skills that will allow them to achieve academic excellence in higher education;

b. develop the vocational and career skills that will allow them to be successful in the workplace;

c. achieve a level of computer literacy that will allow them to meet the challenges in a rapidly changing, technologically rich society.

Administration's Analysis

3. In an item presented earlier to this Committee (see Item 1of your Committee's report), the Administration recommended that the Foster & Williams Visual Communication High School be moved from the Marshall High School Complex to Burroughs Middle School. If the Board approves this recommendation, this will give MAAST the opportunity to move to the Marshall High School Complex, located at 4141 North 64th Street, as was originally planned. The Superintendent has informed Mr. Hale, school administrator at MAAST, of the opportunity.

4. Mr. Hale, who subsequently met with MAAST teachers, staff members, students, and parents to reach a consensus, has submitted a letter to the Superintendent accepting the new space. In his letter, Mr. Hale explained that the relocation of MAAST would allow an opportunity for the staff, students, and parents to work collaboratively and to build relationships with other small schools and their communities. The transition has the potential to provide the same benefit for the other schools and organizations within the complex, which is governed by the Building Council. The Council oversees security, maintenance, space allocation, and the scheduling of joint activities, such as athletic teams and other extracurricular activities. MAAST is committed to support the shared decision-making process with students' best interest at heart.

5. The new location has sufficient capacity to allow MAAST to implement its educational program for its contracted pupil enrollment count of up to 200 full-time-equivalency (FTE) students for the 2006-07 school year, up to 300 FTE students for the 2007-08 school year, and up to 400 FTE students for the 2008-09 and 2009-10 school years of the five-year charter contract term.

Strategic Plan Compatibility Statement

6. The proposed move 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

7. This contract amendment is being presented to the Board pursuant to Wisconsin State Statute 118.40; MPS Administrative Policy 9.12, and Administrative Procedure 9.12.

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

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 regarding this Board item.

Fiscal Impact Statement

10. This item does not authorize expenditures. It is projected to cost approximately $170,000 to relocate MAAST to the Marshall High School Complex. All costs associated with moving will be provided through High School Redesign Funds.

Implementation and Assessment Plan

11. Upon approval by the Board, the Administration will engage in activities necessary to assist MAAST to relocate from the Andrew Douglas building to the Marshall High School building.

Committee's Recommendation

Your Committee recommends that the Board approve the amended instrumentality charter school contract with the Milwaukee Academy of Aviation, Science and Technology to relocate and share space at the Marshall High School Complex, located at 4141 North 64th Street, for the remainder of the contract term, to begin with the 2006-07 school year and to end on the last regularly scheduled school day of the 2009-10 school year.

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

COMMITTEE ON SPECIAL EDUCATION

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

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Special Education presents the following report:

(Item 1) Monthly Report on Special Education Compliance

Administration's Report

1. Service Information

*Data collected annually reflects activities that began on July 1, 2005.

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

	3/06	4/06
Population Served	17,313	17,537

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.

	3/06	4/06
Initial Evaluations (Completed since 7/05)	2,429	3,027
Percentage Identified Special Education	59%	59%
Active Initial Referrals	1,335	1,320
Re-evaluations (Completed since 7/05)	3,297	4,164
Percentage Continued in Special Education	86%	87%
Active Re-evaluations	1,341	1,434

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

   - During the month of March, the HELP desk continued to assist callers with Encore-related questions.
   - Trainers assisted with the SSIMS/Encore Help Desk phone calls and data-quality projects.
   - SSIMS/Encore training was provided for new special education teachers and other district staff. Drop-in help sessions were also available.
   - Mini-training sessions are being created to provide extra support for SSIMS users with the district's "Mediasite" web-based software. These SSIMS training videos will be available through the MPS Portal.
   - The Encounter Tracker User Group was provided with information related to connectivity issues by a manager of the Department of Technology.
   - MPS continues to work with 4GL to receive training for the "knowledge transfer" related to technical support. 4GL School Solutions continues to work on maintenance issues related to the functionality of the software.

3. 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 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 parent and the District.

      (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).

   b. Background Information:

      A foster parent and child welfare agency worker approached the district to express their disagreement with the findings of an IEP team's recent evaluation of a district student. The student had been receiving medical services in the community for a behavioral adjustment disorder. The team found that, based on state eligibility criteria for students with emotional behavioral disabilities, this particular student was ineligible for special education services. Initially, the foster parent wished for an independent educational evaluation. Such an evaluation would be completed by an appropriately licensed professional who is not employed by the district, without expense to the family.

   c. Intervention:

      Parents who dispute the findings of an IEP team may request an independent educational evaluation at public expense. The only exception to this entitlement is the circumstance in which the district believes that it has conducted an appropriate evaluation and then requests a due-process hearing. At such a hearing, an administrative law judge would rule on the adequacy of the evaluation.

In this particular case, neither the foster parent nor the child welfare agency worker is recognized by state special education statute as a parent — The foster parent had not been appointed by the district as a surrogate parent, while the court order temporarily assigning custody to the child welfare agency was based on a statute specifically excluded by the special education statute as qualifying the worker to function as a parent. Though the child's parent had authorized testing to determine eligibility for special education services, the parent had not disputed the findings of the IEP team and had not requested an independent educational evaluation.

d. Resolution:

This particular case could have been closed at this point because a parent had not requested the independent evaluation. Instead, the district offered to conduct an administrative review of the IEP team, a strategy which the district has begun to employ with increasing frequency: Parents who request the findings of an IEP team often are asking if something can be done to review the team's decision and decision-making process.

The administrative review was attended by a central office administrator, a special services leadership liaison responsible for the school, and a supervisor connected to the school. During the review, the information considered by the IEP team was carefully examined. In addition, the steps in the decision-making process were also reviewed. Finally, the team's internal difficulty in reaching consensus was discussed.

The examination identified an area of disability linked to the available records which had not been considered by the team. The team was directed by the special services supervisor to meet again to consider additional information and to determine eligibility for services under the category of Other Health Impaired.

The IEP team did reconvene and did find this student eligible for special education services. This finding resolved the concern of the foster parent and the child welfare agency worker.

This scenario illustrates the contribution of an administrative review to the complaint-resolution process. Such an intervention is available in addition to the statutorily defined procedural safeguards for students who are being considered for special education services.

* * * * *

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; Acceptance of the Report of Revenues and Expenses; Monthly Expenditure Control Report; Report of Contracts Awarded Between $25,000 and $50,000; 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

For your review, below is a contract award recommendation for the April 2006 Finance and Personnel Board meeting. Adequate funding is available in the accounts as noted below.

PLAYGROUND & PARKING LOT RECONSTRUCTION

James Whitcomb Riley School

Prime Contractor
Stark Asphalt
11710 W. Hampton Avenue
Milwaukee, WI 53225

Low Bidder, Base Bid of.....$227,630.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10% HUB	10.3% M/WBE	48	2	3	Corporation	2

Funds are budgeted for the Riley Elementary School playground and parking lot reconstruction project from FY06 Deferred Maintenance Construction Fund, contracted services for grounds, account code FAR00980RI ECNCGND6 (W.O. #2-636929). Project, which is to begin on June 19, 2006,d is scheduled for completion on August 18, 2006.

PLAYGROUND & TOT LOT RECONSTRUCTION

Siefert Elementary School

Prime Contractor
Stark Asphalt
11710 W. Hampton Avenue
Milwaukee, WI 53225

Low Bidder, Base Bid of.....$288,360.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10% HUB	10.2% M/WBE	48	2	3	Corporation	4

Funds are budgeted for the Siefert Elementary School playground and tot lot reconstruction project from FY05 Deferred Maintenance Construction Fund, contracted services for grounds, account code FAR00980SF ECNCGND5 and FY05 Major Maintenance Construction Fund, contracted services for grounds, account code FAR00MM2SF ECNCGND5 (W.O. #2-636931). Project, which is to begin on June 19, 2006, is scheduled for completion on August 18, 2006.

Story Elementary School

Prime Contractor
Stark Asphalt
11710 W. Hampton Avenue
Milwaukee, WI 53225

Low Bidder, Base Bid of.....$237,180.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10% HUB	10.6% M/WBE	48	2	3	Corporation	3

Funds are budgeted for the Story Elementary School playground and tot lot reconstruction project from FY05 Deferred Maintenance Construction Fund, contracted services for grounds, account code FAR00980SY ECNCGND5 and FY05 Major Maintenance Construction Fund, contracted services for grounds, account code FAR00MM2SY ECNCGND5 (W.O. #2-636932). Project, which is to begin on June 19, 2006, is scheduled for completion on August 18, 2006.

McNair Elementary School

Prime Contractor
Wm. Beaudoin & Sons, Inc.
4435 N. 127th Street
Brookfield, WI 53005

Low Bidder, Base Bid of.....$358,800.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10% HUB	11.1% WBE	50	15	6	Corporation	4

Funds are budgeted for the McNair Elementary School playground and tot lot reconstruction project from FY04 Deferred Maintenance Construction Fund, contracted services for grounds, account code FAR00980MN ECNCGND4 and FY04 Major Maintenance Construction Fund, contracted services for grounds, account code FAR00MM2MN ECNCGND4 (W.O. #2-596989). Project, which is to begin on June 19, 2006, is scheduled for completion on August 18, 2006.

TOT LOT RECONSTRUCTION

George Washington Carver School

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

Low Bidder, Base Bid of.....$89,400.00

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 George Washington Carver Elementary School tot lot reconstruction project from FY06 Major Maintenance Construction Fund, contracted services for grounds, account code FAR00MM2PA ECNCGND6 (W.O. #2-674374). Project, which is to begin on June 19, 2006, is scheduled for completion on August 18, 2006.

Franklin Pierce Elementary School

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

Low Bidder, Base Bid of.....$98,600.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10% HUB	10.1% MBE	25	9	2	Corporation	1

Funds are budgeted for the Franklin Pierce Elementary School tot lot reconstruction project from FY06 Major Maintenance Construction Fund, contracted services for grounds, account code FAR00MM2PI ECNCGND6 (W.O. #2-675836). Project, which is to begin on June 19, 2006, is scheduled for completion on August 18, 2006.

Clarke Street Elementary School

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

Low Bidder, Base Bid of.....$85,400.00

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 Clarke Street Elementary School tot lot reconstruction project from FY06 Major Maintenance Construction Fund, contracted services for grounds, account code FAR00MM2CK ECNCGND6 (W.O. #2-685812). Project, which is to begin on June 19, 2006, is scheduled for completion on August 18, 2006.

Anna F. Doerfler Elementary School

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

Low Bidder, Base Bid of.....$95,700.00

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 Doerfler Elementary School tot lot reconstruction project from FY06 Major Maintenance Construction Fund, contracted services for grounds, account code FAR00MM2DF ECNCGND6 (W.O. #2-685808). Project, which is to begin on June 19, 2006, is scheduled for completion on August 18, 2006.

PARKING LOT RECONSTRUCTION

Grantosa Drive Elementary School

Prime Contractor
Dodge Construction Co., Inc.
W1324 Cedar Drive
Ixonia, WI 53036

Low Bidder, Base Bid of $109,788.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10% HUB	11.8% M/W/DBE	14	0	2	Corporation	8

Funds are budgeted for the Doerfler Elementary School parking lot reconstruction project from FY06 Deferred Maintenance Construction Fund, contracted services for grounds, account code FAR00980GT ECNCGND6 (W.O. #2-678282). Project, which is to begin on June 19, 2006, is scheduled for completion on August 18, 2006.

DRIVER'S EDUCATION AREA PAVEMENT RECONSTRUCTION

Alexander Hamilton High School

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

Low Bidder, Base Bid of $132,918.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10% HUB	10.3% MBE	95	42	7	Corporation	4

Funds are budgeted for the Alexander Hamilton High School driver's education area pavement reconstruction project from FY06 Major Maintenance Construction Fund, contracted services for grounds, account code FAR00MM2HA ECNCGND6 (W.O. #2-674349). Project, which is to begin on June 19, 2006, is scheduled for completion on August 18, 2006.

GUTTER REPLACEMENT

Alexander Mitchell School

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

Low Bidder, Base Bid of $55,331.00, plus $13,600.00 for Mandatory Alternate Bid #1, to remove existing surface-mounted gutters and to provide new copper gutters and downspouts where indicated on drawings, for a total contract of $68,931.00

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	1

Funds are budgeted for the Alexander Mitchell Elementary School gutter replacement project from FY06 Major Maintenance Construction Fund, contracted services for roofing, account code FAR00MM2MI ECNCROF6 (W.O. #2-675147). Project, which is to begin on May 1, 2006, is scheduled for completion on July 7, 2006.

ELECTRICAL SERVICE REVISIONS

Harold S. Vincent High School

Prime Contractor
Roman Electric Co., Inc.
640 S. 70th Street
Milwaukee, WI 53214

Low Bidder, Base Bid of.....$118,661.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10% HUB	10.1% MBE	215	11	14	Corporation	1

Funds are budgeted for the Harold S. Vincent High School electrical service revisions project from FY06 Electrical Code Compliance Construction Fund, contracted services, account code FAR00OSMVN ECNC (W.O. #2-581602). Project, which is to begin on June 19, 2006, is scheduled for completion on August 18, 2006.

CONSTRUCTION CONTRACTS

Total construction contract dollars awarded.....$1,911,368.00
Total dollars HUB participation $199,352.10
% of HUB participation.....10.43
% Minority employees within company.....18.83
% Women employees within company 8.42

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 February 28, 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	$ 46,232,944	$ 936,355,114	$ 6,862,504	$ 454,149,070	$ 482,206,044	49%
Categorically Aided	178,897,030	32,165,909	211,062,939	16,784,469	81,465,853	129,597,086	39%
School Nutrition	29,742,979	954,734	30,697,713	5,324,720	15,076,260	15,621,453	49%
Construction	24,347,033	48,385,710	72,732,743	3,000	27,727,986	45,004,757	38%
Extension	11,366,461	658,306	12,024,767	231,574	9,300,778	2,723,989	77%
Total All Funds	$ 1,134,475,673	$ 128,397,603	$ 1,262,873,276	$ 29,206,267	$ 587,719,947	$ 675,153,329	47%

Below is a summary of expenditures as of February 28, 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	$ 46,232,944	$ 936,355,114	76,958,202	579,265,642	$ 357,089,472	62%
Categorically Aided	178,897,030	32,165,909	211,062,939	15,166,026	116,688,332	94,374,607	55%
School Nutrition	29,742,979	954,734	30,697,713	2,997,413	19,735,401	10,962,312	64%
Construction	24,347,033	48,385,710	72,732,743	1,470,102	72,259,084	473,659	99%
Extension	11,366,461	658,306	12,024,767	674,718	8,594,797	3,429,970	71%
Total All Funds	$ 1,134,475,673	$ 128,397,603	$ 1,262,873,276	$ 97,266,461	$ 796,543,256	$ 466,330,020	63%

[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 Expenditure Control Report

The following report, which is being 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 February 28, 2006.

SCHOOL OPERATIONS FUND

Expenditures and encumbrances through February totaled $579,265,642, or 62% of the revised budget.

District Contingent Fund — The balance at February 28, 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 — February 28, 2006..... $ 978,000

CONSTRUCTION FUND

Expenditures and encumbrances through February totaled $72,259,084, or 99% of the revised budget.

EXTENSION FUND

Expenditures and encumbrances through February totaled $8,594,797, or 71% of the revised budget.

REVENUES AND EXPENDITURES CURRENT YEAR VERSUS THREE-YEAR AVERAGE As of February 28, 2006				
	Revenues		Expenditures	
	Percent Realized		Percent Expended	
Fund	Current Year	3-Yr Avg	Current Year	3-Yr Avg
School Operations	49%	48%	62%	64%
Categorically Aided	39%	43%	55%	60%
School Nutrition	49%	45%	64%	65%
Construction	38%	23%	99%	87%
Extension	77%	81%	71%	63%

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 for contracts between $25,000 and $50,000. This report, which includes information for January, February, and March 2006, is for informational purposes only and does not require action.

Month	School	Project	Contractor	HUB Participation	Amount
Jan-06	Milwaukee French Immersion	Energy Management System Replacement	Mared Mechanical Contractors Corp.	10%MBE	$26,900.00
	Tippecanoe	Exterior Door Replacement	B & D Contractors, Inc.	100%MBE	$35,900.00
	FMS — 11th Street	Coil Replacement	Butters-Fetting Co., Inc.	10.4%MBE	$25,000.00
	Fernwood Montessori	Coil Replacement	Butters-Fetting Co., Inc.	10%MBE	$43,000.00
Feb-06	Wheatley	Main Fan, Furnace & Toilet Exhaust Fan Replacement	Doral Corporation	12.1% MBE	$22,300.00
Mar-06	MSHA	Electrical Service Revisions	Staff Electric Co., Inc.	12% MBE	$18,432.00
	Walker Middle School	Door Hardware Installation	American Building Services, LLC	10%WBE	$21,930.00
	Madison University High School	Elevator Modifications	Saeflite Elevator Co., Inc.	0%	$46,300.00
	Recreation	Duplicating Spring 2006 Recreation Guide	Express News	0%	$28,530.00
Total					$268,292.00

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
Alcott	Roundy's Supermarkets, Inc.	$114.65	We Care Program (books for the library)
Audubon	Target	$234.74	Student/Teacher Incentives
Congress	Dr. and Mrs. Spence Korte	$572.20	Coats, hats, gloves (needy children)
	Stacy Goldner	$25	Holiday Gift Baskets
	Roberta Goldner	$100	Holiday Gift Baskets
	Anthony Goldner	$70	Holiday Gift Baskets
Edison	Department of the Treasury	$1,035	3 View Sonic Monitors, Model GS-771 for Learning Program (computers)
Elm	Lost World of Wonders	$500	289 Paint brushes to be used in art classes and for regular classroom instruction
Fernwood	Roundy's	$119.41	Monetary donation to school
	Roundy's	$155.76	Monetary donation to school
Hayes	Target	$100.82	School Fundraising Program
Italian Imm.	Wisitalia	$2,000	Marketing of Italian Imm. Program
Lowell	Target	$123.82	Take Charge of Education
Milw French Imm.	Mr. and Mrs. Kraig	$50	Donation to Room 102 (money)
	Francisco Enriquez and Gabriela Diequez	$200	Monetary donation instead of fundraiser
	Patricia Newborn	$70	Monetary donation instead of fundraiser to Room 101
	Kathy Hotson	$25	Monetary donation instead of fundraiser
	Mr. and Mrs. Scott Shulick	$50	Monetary donation instead of fundraiser to Room 102
Mitchell	Kiwanis Mentoring	$700	Student Incentives and classroom supplies
Morgandale	J.J. Candies LLC	$1,150	Education (check)
Riley	Roundy's	$85.04	Various use as needed
Riverside	Roger Pillsbury	$1,000	Spring Baseball Trip to Florida
	Astor Hotel Thursday Men's Bible Study	$100	Spring Baseball Trip to Florida
	Thousand Hills Stewardship Fund/Christian Stewardship Foundation	$1,000	Spring Baseball Trip to Florida
	Eric and Ann Riemenschneider	$25	Spring Baseball Trip to Florida
	Salvatore J. Palmisano	$50	Spring Baseball Trip to Florida
Vincent	Stuart Smith	$1,000	1994 Plymouth Truck (disassembled for parts for shop class training, vehicle scrapped)
	Delta Caesar	$950	1993 Ford Station Wagon (disassembled for parts for shop class, training vehicle scrapped)
WHS/Exp. Lrng	Kelben Foundation	$459.50	Algebra 1 books

Committee's Recommendation

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

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

* * * * *

(Item 2) Action on Monthly Personnel Matters: Approval of Classified Personnel Transactions; Approval of Certificated Appointments; Approval of Leaves of Absence; Report on Resignations; and Affirmative Action Report

Approval of Classified Personnel Transactions

Name and Assignment	Position and Salary	Date
	APPOINTMENTS	
Jamie Bates Multiplex North	School Bookkeeper $35,755.20/yr.	03-27-06
Jacqueline Benford Townsend	School Secretary I $20,580.67/yr.	03-20-06
Ryan Fula Facilities & Maintenance Services	Roofer $52,000.00/yr.	03-27-06
Marie Jauregui Milwaukee School of Languages	School Secretary I $20,683.56/yr.	04-03-06
	PROMOTIONS	
Darrell Cannon Green Bay	School Engineer II $46,888.40/yr.	04-10-06
James W. Love, Jr. Technology	Senior Technology Support Analyst $53,532.72/yr.	03-27-06
	CHANGES IN STATUS	
Chatique Jackson Bradley Technology & Trade	Handicapped Children's Assistant $15,352.46/yr.	03-21-06
Maria Melendrez Milwaukee Spanish Immersion	Handicapped Children's Assistant $15,352.46/yr.	03-06-06
Cynthia Mendoza Milwaukee Education Center	School Secretary I $34,405.80/yr.	03-13-06
Rebecca Wright Carver	Handicapped Children's Assistant $15,352.46/yr.	03-08-06

Approval of Certificated Appointments

Code	Teachers	Division	Salary	Yrs. Exp. Credit	Start Date
r,a	Charissa U. Bailey K4	B	$32,439.00	1	03/13/2006

r	Nicole M. Campeau K-5 (SAGE)	B	$32,439.00	1	03/24/2006
nr,a	Jaime L. Gollmer Grade 4	B	$32,439.00	1	03/13/2006
r	Cris M. Hart Art	B	$32,439.00	1	03/28/2006
r,a	Michelle Murphy Grade 2 (SAGE)	B	$32,439.00	1	03/22/2006
r,a	Molly A. Thompson Grade 3	B	$32,439.00	1	03/24/2006

CODES

(a) Reappointment without tenure
(nr) Non-Resident who must become a resident
(r) Resident who must remain a resident

Approval of Leaves of Absence

	Present Assignment	Effective From
Maternity Leave, to June 15, 2006:		
Inge Hansen Thiel	Lee/Hi-Mount	May 29, 2006
Personal Leave, to January, 2007:		
Teresa Sanchez	ALAS	March 27, 2006
Sabbatical Leave, to June, 2007:		
Rex Green	Longfellow	August, 2006
Maureen Payne	Milwaukee Aviation	August, 2006
Tiffany Prather	New School for Community Svc	August, 2006
Study Leave, to June, 2007:		
Julie Grimme	Bradley Tech	August, 2006

Report on Resignations

Name	Position	Effective Date
Gwendolyn Adesuyi	Teacher	06/15/06
Arthur Ambrus Jr.	Teacher	03/13/06
Sherman Barrett	Teacher	06/15/06
Ilene Benning	Teacher	06/15/06
Beverly Benston	Teacher	06/15/06
Mary Berger	Teacher	06/15/06
Michael Betz	Teacher	06/15/06
Patricia Bilot	Teacher	06/15/06
Bettyann Brugger	Teacher	06/15/06
Nicolette Bryant	Teacher	06/15/06
David Buczien	Teacher	06/15/06
Myrna Caban	Teacher	06/15/06
Ethel Caronna	Teacher	06/15/06
Joseph Chojnacki	Teacher	06/15/06
Nancy Constant	Teacher	06/30/06
Stacy Crouther	Teacher	04/27/06
Mary Dess	Teacher	06/15/06
Alma DiManto Butler	Teacher	06/15/06
Charles Fair	Teacher	06/22/06
Barbara Foulks	Teacher	06/15/06

Annette Frink	Teacher	06/15/06
Carol Gaumond	Teacher	06/30/06
Mary Gerhardt	Teacher	06/15/06
Joyce Grueneberg	Teacher	04/13/06
Bruce Guenthner	Teacher	06/15/06
Ellen Harford	Teacher	06/15/06
Karen Hennessy	Teacher	06/15/06
Eileen Hesseling	Teacher	06/15/06
Joan Hurt	Teacher	06/12/06
Agnes Johnson	Teacher	06/15/06
Fred Joy	Teacher	06/15/06
Frederick Kilp	Teacher	06/15/06
Kathleen Kluth	Teacher	06/15/06
Cynthia Labucki	Teacher	06/15/06
Gary Lasch	Asst. Prin.	06/23/06
Barbara Lea	Teacher	06/15/06
Robert Lehmann	Coordinator	06/21/06
Regina Lohre	Teacher	06/09/06
Joan Martinez	Teacher	06/16/06
Kerry Mayer	Teacher	06/15/06
Gerald McDonald	Teacher	06/15/06
Maria Melnyk	Teacher	06/15/06
Helga Miedtke	Teacher	06/15/06
Laura Mueller	Teacher	06/15/06
Maureen Mulcahy	Teacher	06/15/06
Jessica Musial	Teacher	03/17/06
Amara Mustapha	Teacher	06/15/06
Tari Neumann	Teacher	06/15/06
Susan Nowak	Teacher	06/15/06
Dorothy Nowakowski	Teacher	06/15/06
Nana Ollenburg	Teacher	06/21/06
Catherine Osborne	Teacher	06/15/06
Wendy Pawlak	Teacher	06/15/06
William Phillipson	Teacher	06/15/06
Paul Pignet	Teacher	06/15/06
David Polacheck	Teacher	06/15/06
Lonnie Post	Teacher	06/01/06
Holly Ramsey Clary	Teacher	06/15/06
Lessie Ray	Teacher	06/15/06
Richard Rolland II	Teacher	06/15/06
Dana Rosenthal	Teacher	07/14/06
Leola Rush	Teacher	03/31/06
Laureen Sanders	Teacher	06/22/06
Robert Serafin	Teacher	06/15/06
Susan Shultis	Teacher	06/15/06
Nancy Skwarek	Teacher	06/15/06
Barbara Stewart	Asst. Prin.	06/23/06
Carol Strobel	Teacher	06/15/06
Scott Temperly	Teacher	06/15/06
Sandra Thurman	Teacher	06/15/06

Nancy Tierney	Teacher	06/15/06
Fiona Turkseven	Teacher	03/20/06
Elizabeth Vann Wenner	Teacher	06/15/06
Richard Voden	Teacher	06/15/06
Camilla Wakeman	Teacher	03/14/06
Joseph Weber	Teacher	06/15/06
Robert Wenner	Principal	06/30/06
Jean Yellin	Teacher	06/15/06
John Zellmer	Teacher	06/15/06
Kathleen Zupko	Teacher	06/15/06

Affirmative Action Report

The Affirmative Action Report for March 2006 is attached to the minutes of your Committee's meeting. This is an informational report, and no action is required.

Committee's Recommendations

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

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

* * * * *

(Item 3) Action on Recommended Administrative Appointments and Promotions

Committee's Recommendation

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

2(r)	Kimberly Lee	Assistant Principal Grand Avenue Middle School	Schedule III, Range 11Z $63,777.25
2(r)	Cathy Golden	Manager, Student Assignment — Special Education, Department of Parent and Student Services	Schedule III, Range 9A $63,605.09
2(r)	Stacy Gilder	Special Education Supervisor Department of Special Services	Schedule III, Range 8C $53,847.05
2(r)	Mateba Harris	Special Education Supervisor Department of Special Services	Schedule III, Range 8C $53,847.05
6(r)	Patience Wade	Special Education Supervisor Department of Special Services	Schedule III, Range 8C $52,926.73
5(r)	Brenda Bacon	Pension Analyst Division of Benefits and Insurance Services	Schedule III, Range 6A $61,449.30
2(r)	Felecia Jasper	Accountant I Division of Benefits and Insurance Services	Schedule III, Range 3A $39,972.87

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:

2 African American
5 White
6 Other
r Resident who must remain resident

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

* * * * *

(Item 4) Action on a Recommendation to Close the Andrew Douglas Academy Building

Background

1. In December 2004, the Board authorized the closing of the Andrew Douglas Community Academy program effective at the end of the 2004-05 school year.

2. In May 2005, the Board authorized the changes in the school attendance area to reflect the closing of the Andrew Douglas Academy.

3. The Andrew Douglas Academy building currently contains the Milwaukee Academy of Aviation, Science and Technology; the Home and Hospital Program; Special Services Itinerant Teachers; and a Title I Parent Center.

4. The Milwaukee Academy of Aviation, Science and Technology has requested to be relocated to the Marshall Education Complex for the 2006-07 school year. A formal request to move this program will be presented to the April 2006 meeting of the Board's Committee on Innovation/School Reform.

Administration's Analysis

5. In order to fully close the building and to realize savings in the amount of $535,901, it is necessary to relocate the Special Services Itinerant Teachers and the Home and Hospital Program currently located at Andrew Douglas Academy. It is proposed that this staff of approximately 30 teachers be relocated to the Marshall Education Complex. The Title I Parent Center will be relocated to Wheatley Elementary School.

6. The savings will be directed to increasing the number of schools participating in universal free breakfast program, the implementation of which has been fully described, along with other student health initiatives, at an April meeting of the Board's Committee on Strategic Planning and Budget.

Strategic Plan Compatibility Statement

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

Statute, Administration Policy, or Board Rules Statement

8. The recommendation is consistent with Administrative Policy 5.01, Facilities, and Administrative Procedure 5.01(2), Facilities Retirement.

Fiscal Impact Statement

9. The closing of the building will generate savings in the amount of $535,901 from a reduction in utilities cost, building operations staff, and supplies. These savings will be allocated to the universal breakfast program for the 2006-07 school year.

10. It is projected that $647,300 in capital projects that were planned over the next five years will be deferred, with the funding to be used for other capital maintenance projects throughout the district.

11. It is projected to cost approximately $90,000 to relocate the Special Services Itinerant Teachers to the Marshall Education Complex.

12. It is projected to cost approximately $90,000 to relocate the Title I Parent Center to Wheatley Elementary School.

Implementation and Assessment Plan

13. Upon approval by the Board, the Administration will begin the necessary planning activities related to moving the Home and Hospital Program to the Marshall Education Complex and the Title I Parent Center to Wheatley Elementary School.

14. Consistent with the November 2005 school closings approved by the Board, the plan will be to "mothball" the Andrew Douglas Academy building for one year. The district will maintain basic levels of utilities and provide building checks by staff. This mothballing with allow the district time to consider other uses for the site or to assess the market for opportunities for lease, sale, or redevelopment.

Committee's Recommendation

Your Committee recommends that the Board:

1. approve the relocation of the Home and Hospital and Special Services Itinerant Teachers to the Marshall Education Complex and the Title I Parent Center to Wheatley Elementary School;

2. approve the closing of the Andrew Douglas Academy building effective at the end of FY06.

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

* * * * *

(Item 5) Action on Approval of the Milwaukee Board of School Directors' 403(b) Accumulated Leave Plan

Background

1. Section 403(b) of the Internal Revenue Service Code allows the Milwaukee Board of School Directors (MBSD) to offer a tax-sheltered annuity (TSA) program to its employees. Contributions and earnings under a TSA are sheltered from federal and state income taxes until withdrawn from the program.

2. Section 403(b) also allows MBSD to make *non-elective employer* contributions in three forms:

a. contributions matched to a stated amount of employee contributions

b. discretionary contributions

c. mandatory contributions

3. Currently, the MBSD's 403(b) program includes only *elective employee* contributions. The Administration recently researched the feasibility and advantages of making the payout of MBSD accumulated leave benefits as *non-elective employer* contributions to an employee's 403(b) account. Currently, the MBSD provides severance benefits and unused vacation balance payout benefits that would qualify for payout as *non-elective employer* contributions.

Administration's Analysis

4. The advantages of making a payout of the MBSD severance benefit as *non-elective employer* contributions under Section 403(b) are that such annual contributions:

a. enjoy a higher overall limit for all contributions (elective employee and non-elective employer) under Section 415, which is the lesser of 100% of includible compensation (determined over the most recent year of service, which is the most recent 12-month period of service, as provided in IRS Publication 571) or $44,000 (the 2006 annual limit) and

b. are not subject to the 7.65% employee and 7.65% employer Social Security and Medicare tax. The 2006 annual limit for *elective employee* contributions is $15,000 regular, with an additional $5,000 for over age 50 and an additional $3,000 for those eligible for catch-up.

5. In order to minimize the possibility of inadvertently exceeding the annual contributions maximum permissible under the IRS Code, only the severance benefit shall be included at this time. The MBSD severance benefit provides that, upon retirement, employees shall be paid *up to* forty (40) accumulated full days of sick leave in excess of the seventy percent (70%) of maximum full-days accumulation. Half-days are not convertible for this purpose.

6. Additionally, in order to comply with IRS Code, the employer cannot allow individuals to elect to opt out of participation and receive the amount of severance benefit directly in cash. This means that the payout of the severance benefit must be made to an individual's 403(b) account upon his/her retirement from MBSD. The Administration is in the process of making arrangements so that such payouts will be made to the individual's 403(b) vendor on record to a liquid interest-bearing account without penalties, loads, or risk of loss of principal. In the event that the individual does not have a 403(b) program, the payout will be made to a 403(b) account to be set up for the individual at MetLife, the district's third-party administrator. (It is to be noted that the Wisconsin Retirement System, which does not accept non-elective 403(b) contributions, and Prudential, which has been closed out to new contributions, are not eligible vendors for this purpose.)

7. The program document, which was drafted by the Office of the City Attorney and is attached to the minutes of your Committee's meeting, is intended to operate as the program's plan document and will serve as the prototype program for all non-represented employees and for all represented employees, subject to bargaining with their respective unions.

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 recommendation to proceed with a codified 403(b) accumulated leave program for MBSD severance benefits is in compliance with applicable Internal Revenue Service Code.

Fiscal Impact Statement

10. Effective with implementation of the program, payouts of severance benefits to those covered under the program will be exempt from the 7.65% employee and 7.65% employer Social Security and

Medicare taxes, up to the taxable wage base (i.e., the taxable wage base for 2006 is $94,200, and wages above this are not subject to Social Security tax, but are subject to Medicare tax since there is no wage limit for the Medicare tax).

11. The severance benefits paid in calendar year 2005 for the entire district were $2,042,133. Note that this does not include the amount that was also paid for employer Social Security and Medicare taxes.

Implementation and Assessment Program

12. The Administration is prepared to make the necessary arrangements with its 403(b) vendors and to adjust its payroll system to facilitate the payouts under the recommended 403(b) Accumulated Severance Program, effective May 1, 2006. No additional charges to MPS should be associated to implement these changes since this work is being done with in-house staff.

13. The Administration is prepared to open discussions promptly with the unions representing district employees, with the goal to have the 403(b) Accumulated Leave Program in place for the upcoming June 2006 retirements.

Committee's Recommendations

Your Committee recommends that the Board:

1. approve the 403(b) Accumulated Leave Program, as attached to the minutes of your Committee's meeting, to be effective May 1, 2006, which initially will include the following non-represented employees and will ultimately include those represented employees, to be effective as of the effective dates bargained with their respective unions:

   Superintendent
   Board Clerk and Director, Office of Board Governance
   Cabinet Employees
   Employees exempt from the Administrators and Supervisors Council
   Employees exempt from Local 1053; and

2. authorize and direct the Superintendent and/or other appropriate employees of the District to implement the MBSD 403(b) Accumulated Leave Program, including taking any action necessary to effectuate compliance with applicable provisions of the Internal Revenue Code governing Section 403(b) plans (including federal regulations and any future amendment of the Code or regulations).

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

* * * * *

COMMITTEE ON STRATEGIC PLANNING AND BUDGET

Director Spence presented the following reports for the Committee on Strategic Planning and Budget:

TO THE BOARD OF SCHOOL DIRECTORS:

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

Committee on Strategic Planning and Budget, Report #1

(Item 1) Informational Report on Pupil Transportation

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

Administration's Report

1. This report, which provides a three-year overview of the MPS transportation program, examines the impact of efforts such as the Neighborhood Schools Initiative (NSI) and changes in transportation zones and in school start and end times on reducing current transportation costs. It also presents a discussion of the impact of factors such as the recent Milwaukee County Transit System (MCTS) fare increases on the district's ability to meet cost reduction goals.

2. Transportation program highlights include:

a. Since the start of NSI in 2001, the number of students receiving transportation has decreased by 9,109. This is 92% of the decline in ridership after full implementation of NSI as projected in the Neighborhood Schools Plan. In FY01, 60.5% of MPS students received transportation services. In FY06, 53.5% receive transportation.

b. Since the first year of NSI implementation, the district has saved $24.8 million in transportation costs and, in FY06, is at 58% of the annual savings projected in original Plan. In FY01, pupil transportation expenditures equaled 5.77% of the district's school operations budget. In FY06, the percentage of the school operations budget for transportation dropped to 4.72%.

c. Despite rising fuel costs, transportation expenditures for FY06 will decrease by $1,387,808 from FY05.

d. Adjusting school times has significantly reduced transportation costs. The projected savings of $2.7 million was realized in the first year of implementation.

e. The proposed transportation budget for FY07 represents a $2.8 million, or 5.35%, increase over the FY06 Budget. Factors contributing to the increase are escalators in contract costs, a 20% increase in the cost of MCTS bus passes, continued high fuel costs, and expansion of services for special education, homeless, and non-public schools students.

f. A brief discussion on cost associated with moving high-school students from MCTS bus passes to yellow bus service is provided. The Administration estimates that it would cost an additional $905,794 to service 9,514 high-school students on yellow buses rather than through MCTS.

Pupil Transportation Overview

3. Pupil Transportation Services provides home-to-school and school-to-school transportation services for almost 59,000 students daily. Transportation is provided to each MPS school site, to 23 suburban districts as part of the Chapter 220 Inter-district integration program, and to more than 90 non-public schools. In addition, transportation is provided for class field trips, athletics, and after-school activities. Students are able to attend the schools of their choices through the district's transportation system.

4. The charts below provide an overview of the MPS transportation system:

STUDENTS TRANSPORTED						
				Projected	4-year Change	
Category	2003-04	2004-05	2005-06	2006-07	Number	Percent
Regular	48,382	47,454	46,109	45,186	-3,196	-6.6
Special Education	3,623	3,885	3,947	4,009	386	10.7
Chapter 220	3,279	3,281	3,108	3,045	-324	-7.1
Non-Public	5,155	5,283	5,715	5,915	760	14.7
Totals	60,439	59,903	58,879	58,155	-2,284	-3.8
Annual % Change		-0.89	-1.8	-1.3		

TRANSPORTATION COSTS (Dollars)						
				Projected	4-year Change	
Category	2003-04	2004-05	2005-06	2006-07	Number	Percent
Regular	28,248,439	28,758,218	26,927,088	29,933,077	1,684,638	6.0
Special Education	12,104,397	12,380,749	11,994,657	13,065,205	960,808	7.9
Chapter 220	9,924,565	8,255,635	8,723,422	7,651,158	-2,273,407	-22.9
Non-Public	2,006,137	2,073,348	2,373,340	2,568,497	562,360	28.0
Special Programs	4,723,250	3,624,435	3,686,070	3,913,875	-809,375	-17.1
Totals	57,006,588	55,092,385	53,704,577	56,577,863	-428,725	-0.7
Annual % Change		-3.3	-2.5	5.3		

5. The Proposed FY07 transportation budget is affected by contract CPI adjustments of 3.5% as well as by an anticipated $1.6 million fuel adjustment and new and expanded services. MCTS bus pass costs, which are included in the "Regular" category, include the 20% increase in MCTS costs that will begin on September 1, 2006.

6. Below are additional highlights of the MPS transportation program:

   a. District-wide, 53% of students receive transportation services. The number of MPS students transported has dropped by 2,810 since FY04 (-5.4%). During this period, MPS enrollment has declined by 3,843 students. The percentage of students transported has remained at 53%.

   b. 75%, or 17,769, of high-school students receive transportation services. Of that number, 3,997 are transported by school buses, while 13,772 use Milwaukee MCTS buses. The FY07 transportation budget includes $12,360,960 for high-school transportation, $6,893,205 for bus passes, and $5,467,755 for yellow bus service.

   c. 76%, or 8,641, of middle-school students receive bus service. As more students attend K-8 schools, the number of students transported to middle schools will decline. The FY07 transportation budget for middle schools is $6,668,385.

   d. 42%, or 21,928, of elementary school students receive bus service. The FY07 transportation budget for elementary schools is $20,902,658.

   e. Special education transportation services are increasing as more students require special door-to-door services. Between FY04 and FY06, the number of students requiring door-to-door services grew by 324 students. In FY07, the number is expected to grow by another 62 students. The average per-student cost for this level of transportation is $3,259, versus an annual per-pupil cost of $662 for other student transportation. Bus contracts for these services were recently renegotiated, resulting in $295,406 in savings, pending Board approval.

f. The district is required to provide transportation for out-of district tuition-waiver students. The district does not receive payments from the resident district to offset this cost. This service will cost $126,788 in FY07.

g. Service for homeless/shelter students in response to McKinney-Vento legislation, which expanded the district's obligation to provide transportation services to homeless students, has cost the district approximately $1.8 million a year since the legislation was enacted. Over 300 homeless students receive special transportation services on a daily basis.

h. The transportation budget for athletics, academic competitions, and the Special Olympics is projected to increase by $200,000 in FY07. As more students attend K-8 schools, the need to provide transportation services for athletic and academic meets and competitions is increasing.

i. MPS is required by state statute to provide transportation to non-public schools. For FY06, the cost of which currently is $2.37 million. For FY07, the cost is projected to increase to $2.57 million. Non-public costs are based on the average MPS per-pupil transportation costs for the preceding year. In the long term, the per-pupil cost will decrease, as the average MPS per-pupil costs decline; however, total cost will continue to increase as more students and non-public schools request service.

Neighborhood Schools Initiative

7. The district is in the sixth year of a seven-year effort to build classroom capacity in overcrowded areas and to reduce transportation costs by promoting neighborhood schools. The Neighborhood Schools Initiative (NSI) identified specific actions which MPS would undertake and the projected reduction in transportation costs associated with these actions. The Plan assumed that annual savings from transportation efficiencies would be sufficient to fund the debt service on the bonds used to finance the new classroom seats. Transportation and enrollment goals and policies are found as Appendix F of the Neighborhood Schools Plan (NSP) and Appendix VI of the Fiscal Impact Analysis of the NSP.

8. Eight specific actions were identified to be completed as a part of this initiative. Estimates of savings in transportation were not limited to schools directly affected by NSI — efficiencies were expected district-wide. A brief description of each area of savings is provided below:

a. Elimination of regular transportation costs in NSI-identified overcrowded attendance-area schools

b. Decrease in Montessori transportation costs by establishment of transportation regions

c. Decrease in mid-day service by 50%

d. Decrease in the number of students transported to 45% of enrollment at various citywide and neighborhood specialty schools

e. Increase in the efficient use of transportation district-wide

f. Improvement of vehicle load efficiency through the implementation of middle-school regions

g. Creation of neighborhood seats for special education students

h. Addition of seats in overcrowded areas.

9. One of the major goals of NSI was to reduce the number of students transported by yellow bus by 9,904. Since FY01, the number of students transported has declined by 9,109 — 92% of the projected goal. While MPS enrollment declined by 4,478 students in that same period, the percentage of students receiving transportation has dropped from 60.5% of students to 53.5% of all students. The impact of NSI is most evident in the elementary levels (K-8), where 18% fewer students are transported now than were before the start of the program.

10. The district has made significant progress in reducing transportation costs, saving almost $8.4 million in FY06 and $24.8 million over the existence of NSI. As of FY06, the savings are at 64% of the Plan's projected amount of $15.3 million annual savings upon completion. A copy of the "Revised Estimated Net Fiscal Impact of the Neighborhood Schools Initiative," submitted to the State this December, is attached to the minutes of your Committee's meeting.

11. Although it is likely that the district will achieve its goal in the decreased number of pupils transported, a number of factors, unforeseen in 1999 when the plan was developed, make it unlikely that the original level of savings will be achieved:

a. Increases in the annual transportation contracts have exceeded the 2.5% annual increases assumed in the original plan. Actual increases have been in the 2.5% to 4.0% range with FY04 increasing 7%. The FY04 spike, which was caused by district actions to increase the wages of bus drivers, has continued to affect savings in each subsequent year.

b. District special education programs have grown. Transportation is a special education requirement. With each transport costing an average of $3,259 per pupil, even moderate increases in this pupil population has a significant fiscal impact.

c. Modifications of the original NSI construction schedule have changed the distribution and availability of seats in some areas.

12. More recent savings projections suggest annual savings of $10 million are likely. Since the FY03 school year, annual transportation savings have been sufficient to cover the cost of NSI debt service. The most recent projections of expenditures-to-savings suggest annual savings will continue to outpace annual debt service requirements.

Starting and Ending Times & Transportation Regions

13. Since 60-70% of bus costs are fixed, improving the efficiency of each bus run (and reducing the number of routes) can significantly reduce costs. One method to improve vehicle use is to service more schools with fewer buses by adjusting school times. On March 24, 2005, the Milwaukee Board of School Directors approved school time schedules that significantly improved vehicle usage and substantially reduced costs. 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.

14. The number of buses reduced and costs saved for regular and special education in FY06 is 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

a. 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. To maintain the $2.7 million savings, it is critical that the balance between "early" and "late" routes continues.

b. School Board Director Jennifer Morales held a listening session on February 27, 2006, to hear the public's concerns regarding MPS and MCTS transportation issues. (A summary of the discussion is attached.) A number of participants expressed a desire to have high schools returned to the early schedule. The Administration would oppose such a proposal

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 annual savings goal would not be achieved. The Administration believes that strategies can be employed to minimize any negative impacts of the FY06 changes in start times.

c. An article appearing in the attached March 22, 2006, edition of *Education Week* discusses the considerable educational benefits that later start times has on high-school students.

15. At its meeting on March 24, 2005, the Milwaukee Board of School Directors also approved eight new transportation regions for students in grades K through 8. Implementation is to begin in FY07. The transportation regions — which were designed to complement NSI, to significantly improve use of vehicles, and to substantially reduce costs — cover a smaller geographic area, thus enabling more students to be transported within the designated time.

16. The FY07 proposed budget assumes an $800,000 reduction in costs as a result of this initiative and continued NSI efforts. Thirty-eight (38) fewer routes are projected in FY07.

Milwaukee County Transit Service

17. Universal Yellow Bus Service for High School Students:

a. The Milwaukee County Board of Supervisors has established new bus-pass rates that increase the cost of bus passes an average of 20% across all bus-pass categories. The FY07 proposed budget increased $1.1 million as a result. This increase narrows the price differential between yellow school bus service and MCTS.

b. The change of the high school starting and ending times presented the district and MCTS with additional challenges in addressing various ridership problems. Students and the general riding public now share many of the transit buses, whereas previously students often rode prior to the general public. This has resulted in some problems with overcrowding and student behavior. The Administration has been working closely with MCTS to address these issues.

c. To relieve overcrowding, 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. Nevertheless, the Administration is exploring the feasibility of placing some students on yellow school buses in areas of high MCTS usage to further alleviate overcrowding.

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

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

(2) establish 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) develop Transit Television Network programming involving students that address ridership issues and proper behavior. The programming went into service in January 2006; and

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

e. Because of MCTS ridership issues and because of the increased cost of bus passes, the Administration has explored the feasibility of moving high-school students to yellow bus service. The FY07 proposed budget assumes that 13,772 students will use MCTS at an average per-pupil cost of $500.52 for bus passes.

f. In examining the feasibility of yellow bus service for high-school students, the Administration first determined that high schools with over 250 students using MCTS are candidates for yellow bus service. Small high schools that are not part of a multiplex have too few students residing city-wide to establish efficient yellow bus routes. These schools would remain on MCTS.

g. The schools studied for possible yellow bus service were Bay View, Bradley Tech, Custer, Edison, Hamilton, Rufus King, Madison, Marshall Campus, Milwaukee High School of the Arts, Milwaukee School of Languages, North Division Campus, Pulaski, Riverside, South Division, and Washington Campus. The number of students receiving MCTS bus passes at these sites is 9,514, or 69% of students using bus passes.

h. For FY07, MCTS bus passes will have three prices: $13.25, $13.75, and $14.00. The difference is due to the time and length of day when the passes are valid. Approximately 50% of students use the $13.25 pass, 25% use the $13.75 pass, and 25% use the $14.00 pass. Based on this breakdown, the projected cost for the 9,514 students in FY07 is $4,645,206.

i. Transportation of high-school students requires the largest size bus, which can accommodate 45 students and costs an average of $260 per-day. For 9,514 students, 214 buses would be required for high-school transportation under the present start time. The cost for 214 additional buses would be $9,737,000, almost double the cost of MCTS passes.

j. Costs for high-school yellow bus transportation could be reduced if start times were altered for a number of schools to achieve overall balance between early and late start times. The optimum number of routes to be moved from “late” to “early” would be 107. Citywide elementary schools would be the most likely candidates to move, as they have large number of routes serving their schools. Assuming this occurs, 107 additional buses would be needed. The yellow bus cost for a balanced transportation approach would be $4,868,500, or $222,294 more than MCTS bus passes.

k. Additional after-school buses and weekend service will be needed to accommodate athletics and various after-school practices and programs. Assuming four (4) after-school buses per school per day would be required (for 180 students per-day); the additional cost would be $682,500. Currently, only five (5) high schools use after-school bus service, averaging one bus per day, mostly to transport students living outside of MCTS route accessibility. When after-school activity bus costs are added to the daily yellow bus cost, the yellow bus option in a balanced system becomes $5,551,000, and the difference between yellow school bus and MCTS becomes $905,794.

l. A more selective approach would have students attending after-school programs and athletics continue to use MCTS bus passes. In that case, additional after-school service would not be required, and the additional $682,500 costs for after-school service would be eliminated.

18. Other High-School Transportation Options

a. The Administration has also considered selective busing for high schools affected by the Marquette Interchange Project. Construction has increased travel time for students crossing the Menomonee Valley to get to school. The Administration has determined that additional yellow bus service should be offered where the travel time would be minimal, thus allowing buses to arrive at school on time, and where the cost to transport students on yellow school buses would be less than the least expensive MCTS pass.

b. Using this criteria, a total of 33 bus routes could be established, serving 1,500 students at a cost that is $33,000 less than MCTS pass costs. These routes can be added without requiring other schools to change their starting or ending times. Adding more than these 33 routes would require a number of schools to shift their school day to the "early" timeframe, eroding start-time savings.

c. During the coming year, Pupil Transportation Services will be working with individual school administrators to coordinate service and to establish procedures to determine students that could be transported on yellow school buses in lieu of bus-pass service.

Summary

19. The district has made substantial progress in reducing transportation costs by reducing both the number of students transported and the number of routes used to transport students.

20. When fully implemented in FY08, the Neighborhood Schools Initiative is on track to reduce transportation costs by almost $10 million annually

21. Adjustments to school times have also been successful in reducing costs by $2.7 million annually.

22. A 20% increase in MCTS bus-pass rates increases the FY07 transportation budget by $1.1 million.

23. Moving some high-school students to yellow school buses through strategic, selective transportation programming has a cost-saving potential. Working with school administrators, the Administration will implement the most cost-effective method to transport high-school students and will continue to work with schools and the community to minimize negative impacts of the FY06 changes in school start times.

Committee on Strategic Planning and Budget, Report #2

(Item 1) Informational Report Regarding School Health Services

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

Administration's Report

1. Students become healthy, resilient lifelong learners when they have access to health and wellness care that reduces health-related barriers to learning. To meet that goal, the Centers for Disease Control and Prevention (CDC) recommends a comprehensive coordinated school health model that includes school nurses and direct delivery of health services, as well as coordination with community health providers.

2. To incorporate this recommendation into MPS health and wellness programs, the Superintendent, in conjunction with the Principals' Budget Advisory Committee, has reallocated a portion of Title I funds for the expansion of school health services in 42 schools over the next two years.

3. Building on current school health efforts that have improved the nurse-to-student ratio from 1:8,500 in 2001 to 1:5,937 at present, this expansion will improve that ratio to 1:2,341. This moves us closer to the nurse-to-student ratio of 1:750 in the district as a whole, as recommended by Healthy People 2010 and endorsed by the American Academy of Pediatrics, the National Association of School Nurses, and other professional organizations. Research supports the link between healthy students and improved teaching and learning capacity in classrooms. This group felt strongly that the well studied and documented relationship between good health and the ability to learn is so significant that this resource reallocation has great potential to improve academic achievement for students in these schools.

4. This initiative, which is based on the broadest definition of health, includes both physical and mental health and targets resources for the improvement of both. The expansion of comprehensive coordinated school health will be phased in over a two-year period, placing nurses in 42 schools and focusing on overall health and wellness, with additional school psychological and social work services focusing on mental health and community resource connections for students and families.

5. In the first year, there will be 20 school nurses, 4 FTE (full-time-equivalent) school psychologist positions, and 4 FTE school social work positions which will serve students at 34 schools. The following year, 5 more nurses, 1 more school psychologist position, and 1 more school social work position will be added to bring the number of schools served to 42.

6. Funding for this initiative also includes 2 nursing supervisors, clerical support, technology, supplies, a health services coordinator, and evaluation by a university or other outside source. Costs are projected to be approximately $2,550,000 the first year and $3,150,000 the second year. Although the principal advisory group and Superintendent supported potential allocation of up to $3,000,000 in the first year, the ability of the district to recruit, train, and support the necessary staff — including orientation to the provision of full student health services and the collection of data necessary to document outcomes — may limit the funding allotted for the first year.

7. This initiative will focus on provision of services to students in kindergarten through eighth grade, with schools being chosen for participation based on high student poverty level (free or reduced lunch) and poor attendance rates.

8. Based on student population and need, schools will be served by nurses either whole or half days, five days per week. This daily, consistent involvement of the health team as a part of the school community creates an environment in which health and wellness are integrated and there is a cooperative, collaborative approach to health. Close ties to parents and classroom teachers regarding academic performance, attendance, increases in instructional time and academic engagement, behavior, emotional and social skill development, and community healthcare connections will be established and maintained.

9. Proposed outcome measures include improved attendance, increased screenings and follow-up care (vision, dental), increased immunization rates, increased Badger Care enrollment, increased connections to medical homes, and increased teaching capacity as a result of reducing teachers' healthcare activities. Outcomes will be measured at all chosen sites, on both a formative basis so as to guide implementation and a summative basis yearly. Efforts to have our current community partners also participate in the collection of outcome data will continue.

10. It is important to note that, with the support of the Superintendent and principals, this expansion of the health and wellness program is of such importance to the academic success of students that not only do principals see this use of these funds as appropriate, but schools not included in this fund allocation have committed to continuing their funding of their nurses, school psychologists, and school social workers.

11. The district is very grateful to its community partners for their provision of services to a number of schools. The Administration will continue its vigorous efforts to obtain commitments from more community partners to provide health services in our schools, as well as to increase service levels from current partners who have limited hours and services available in buildings, as the level of service now provided by some requires the district to supplement staff to provide IEP, 504, and other related health needs.

12. The expansion of this program can be the catalyst for developing and nurturing long-term partnerships that will result in consistent resources being made available in all schools. An equitable, comprehensive, coordinated school health model that promotes health in the school setting serves both our children and our community.

13. The district will foster a broad community-based coalition to increase awareness of this initiative in order to create a systemic plan that will allow this initiative to be implemented throughout the Milwaukee Public Schools.

* * * * *

(Item 2) Informational Report on the School Breakfast Program

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

Administration's Report

1. This report outlines the Administration's FY07 budget proposal to initiate universal free breakfast service throughout the district.

2. The Milwaukee Public Schools historically has had a low participation rate in the breakfast program. In 2004-05, the participation rate was just 11%, even though 75% qualify for free and reduced-price meals.

3. Wisconsin has the lowest school breakfast participation rate in the nation. Low-income students were least likely to eat breakfast in several states studied, including Wisconsin.

4. Three pilot meal programs have been implemented during the past two years at MPS: a middle-school Kohl grant breakfast pilot completed in September 2005; a high-school Kohl grant breakfast project, which will continue until the fall of 2007; and six Provision 2 elementary lunch and breakfast programs, initiated in September 2005 and continuing throughout this school year. (Provision 2 is an option under the federal school nutrition breakfast and lunch programs that allows schools to serve meals at no charge to their students. The District covers the cost of the students that are ineligible for free meals.)

5. The experience of these pilots signals that providing free meals to MPS students has an overall positive impact on the students and is well received by their schools and their families.

6. In some Kohl middle schools, breakfast counts went from 50 meals to more than 700 meals. Some of the highest meal counts were at schools that served breakfasts in the classroom. Preliminary data show that the high-school pilot was also well received. Final data on this project are still being collected and analyzed; however, the schools at Washington High found the pilot so successful that they would like to continue classroom service for the rest of this school year and the next.

7. In FY06, in cooperation with the Hunger Task Force, the district implemented Provision 2 free breakfast and lunch at six schools — 38th St. , Carver, Bethune, Longfellow, Wheatley, and Allen Field. A report on these programs was provided to the Board in February 2006.

8. Under Provision 2, the School District has to collect lunch applications only every four years. One of the advantages of the program is supposed to be the elimination of the administrative cost and burden of receiving and processing lunch applications. E-rate reimbursements and SAGE funding, however, are determined by free and reduced lunch rates. The SAGE program requires that applications must be collected annually, so expansion of the Provision 2 program may not be feasible for all MPS schools.

9. The MPS/Hunger Task Force Pilot project had positive results, according to the report, "Evaluation of the 2005-06 Provision 2 Pilot in Milwaukee Public Schools," by Karen Wong, the Hunger Task Force's 2005-06 Bill Emerson Hunger Fellow. The evaluation found that:

a. Provision 2 positively affects families of children attending the pilot schools. More than 60% of parents indicate that the program reduced time, stress, and financial burden.

b. School breakfast greatly influences student behavior, learning, health, and socialization. At least 70% of school staff report positive impacts on these variables.

c. Breakfast in the classroom increases breakfast participation. Breakfast participation doubled at the two schools where breakfast is served in the classroom.

10. There are significant expenses associated with providing universal free breakfast, such as for food, labor, and supplies. It is unclear at this point whether those costs will be fully offset by increased reimbursements. That will depend on the proportions of new breakfast participants who are eligible for free meals, for reduced-price meals, or for paid meals.

11. The Administration is estimating the cost of universal free breakfast at $1 million, based on a 50% participation rate, net of anticipated revenues and not including administrative costs.

12. One desired result of this proposed program would be to demonstrate a more accurate (higher) eligibility for federal reimbursement for free meal s.

13. The Administration anticipates that increased participation could boost e-rate reimbursement and SAGE funding, but those new revenues cannot be applied to the cost of universal breakfast.

14. The Administration is proposing to fund the universal free breakfast program from two sources: the estimated $536,000 in savings to be realized through the proposed closing of Andrew Douglas Middle School, and the reallocation of $464,000 of central service chargeback income for FY07 resulting primarily from the savings expected through advantageous purchase of natural gas.

15. Principals at schools desiring to participate in the program will be required to sign contracts committing them to turn application for free or reduced lunch for at least 95% of the September third-Friday counts by September 29, 2006.

16. The schools also must agree to participate in a breakfast-in-the-classroom program every school day beginning October 2; to send out lunch applications with summer information packet,; and to participate in informational and outreach activities sponsored by School Nutrition Services and the Hunger Task Force.

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Committee on Strategic Planning and Budget, Report #3

(Item 1) Informational Report about New Leaders for New Schools

Administration's Report

1. Research shows that schools with effective school leaders result in an increase in student achievement. Effective school leaders follow a professional growth plan to ensure that they have the tools necessary to help their students grow academically.

2. The Superintendent is committed to providing each school with an effective school leader. Currently, professional development is provided to our principals through the monthly Principal's Institute, a two- to three-day conference at the end of the school year, and principal coaching.

3. Thirty-two percent of the current administrators will be eligible for retirement within the next five years. About 42% of the current principals have actually held an administrative position for less than five years. As a result, within five years, the potential exists for over 70% of MPS principals to have less than 10 years of experience.

4. New Leaders for New Schools fosters high academic achievement for every child by attracting, preparing, and supporting the next generation of outstanding school leaders for the nation's urban public schools. New Leaders uses aggressive, best-practice recruitment efforts. Candidates are chosen on specific qualities and competencies, including an unyielding belief in all children's potential to excel academically, an aptitude toward results-orientated strategic thinking, an understanding of effective classroom instruction, and the ability to build collective responsibility. A case study to support leadership transition in the Boston Public Schools cites New Leaders for New Schools as a best practice supported by the Boston Department of Education.

5. There exists strong community support. Both the Milwaukee Teachers' Education Association and the Administrators and Supervisor's Council support the need for good leadership.

6. The program will cost two million dollars. The entire amount needed to finance this project will come from the financial commitment of businesses and foundations in the community. We have a financial commitment from the following community-based organizations: Joyce Foundation, Jane Bradley Pettit,

Greater Milwaukee Foundation, GE, Faye McBeath Foundation, Argosy, Herzfeld Foundation, Marcus, and Rockwell. The Joyce Foundation and The Jane Bradley Pettit Foundation, our strongest financial supporters, have offered us a large commitment.

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COMMITTEE ON LEGISLATION, RULES AND POLICIES

Director Dannecker 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 Amend Administrative Procedure 6.27, Time Schedules and Workload: Certificated Staff

Background

1. The last update of Administrative Procedure 6.27 was February 1995. Since the 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 Education Plan development, 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. 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.

4. 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 a Memorandum of Understanding (MOU) with the Milwaukee Teachers Education Association (MTEA) to implement block scheduling. The MOU development is dependent upon a two-thirds majority vote by the teaching staff.

6. 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 as compared to traditional instruction. Schools using this model have found that education becomes less stressful, more relaxed, and more enjoyable, resulting in many of educational advantages.

7. The Administration is recommending that Administrative Procedure 6.27 include block scheduling. The proposed language for sections 2(a, Teaching Day: High Schools, and 2(b), Teaching Day: Middle Schools, states that classroom teachers in middle or high schools that operate on a block schedule system shall be assigned no more than three teaching periods and one preparation period.

8. The City Attorney's Office has reviewed the recommended changes to Administrative Procedure 6.27 and found no exception that needs to be addressed.

Strategic Plan Compatibility Statement

9. 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

10. 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

11. This item does not authorize expenditures. There is no impact on school or district budget as a result of revising this procedure.

Implementation and Assessment Plan

12. Upon approval by the Board, the proposed changes will be made to Administrative Procedure 6.27(2)(a).

13. That, 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

(2) TEACHING DAY

(a) High Schools

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. 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.

6. Classroom teachers in high schools operating on a block schedule shall be assigned no more than three teaching periods and one preparation period.

(B) Middle Schools

1. Basic team, modified team, and self-contained teachers in the middle school shall be assigned no more than 280 minutes of student contact time, including not more than 235 minutes of instruction time (for not more than five administratively assigned classes per day); 15 minutes of homebase; and 30 minutes of lunch supervision/special help. In addition, the basic team teacher will receive not less than 48 minutes of individual planning, 48 minutes of common planning, and a duty-free lunch of not less than 50 minutes. The basic team teacher may also have advisory, special help, preparation, or supervision time not to exceed 20 minutes on a rotational basis.

2. Classroom teachers in middle schools operating on a block schedule shall be assigned no more than three teaching periods and one preparation period.

~~2.~~ 3. If a basic team teacher is assigned AVA duties, it is understood that one FAVE teacher could be assigned homebase on a yearly rotation, in lieu of the 20 minutes special help or supervision assignment in order to release the basic team teacher from homebase.

~~3.~~ 4. Fine arts/vocational education (FAVE) teachers shall be assigned no more than 265 minutes of instruction time for not more than five administratively assigned classes per day and 48 minutes of assignment time, which could include instructional planning, curriculum development, attendance counseling, or supervision assigned on a rotational basis. In addition, FAVE teachers shall be assigned not less than 48 minutes of individual planning, a duty-free lunch of not less than 50 minutes, 15 minutes of instructional readiness, and 20 minutes of special help or supervision assigned on a rotational basis.

~~4.~~ 5. Librarians, learning coordinators, and guidance counselors (full-time) will be assigned to their areas of professional responsibility during their workday. They will receive a duty-free lunch of not less than 50 minutes.

Lunchroom supervision will be the responsibility of the teachers whose students have lunch that period.

The administration requested that the item be returned to Committee for further revisions.

Director Hardin moved to refer the item back to the Legislation, Rules and Policies Committee, for further revisions, as requested by the administration.

The motion prevailed, the vote being as follows:

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

Noes—None.

Temporarily absent—Director Horton—1.

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(Item 2) Action on a Recommendation to Revise Administrative Policy 6.02, Equal Opportunity Employment (Affirmative Action Program), and Administrative Procedure 6.02, Equal Opportunity Employment (Affirmative Action Program) — Implementation of Affirmative Action Plan

Administration's Analysis

1. At this time, the Administration is bringing forward for the Board's consideration revisions to Administrative Policy 6.02, Equal Opportunity Employment, and Administrative Procedure 6.02, Equal Opportunity Employment. These revisions are designed to provide procedures and guidelines for Equal Opportunity Employment and to update the procedure to reflect current practice and procedure.

Statute, Administrative Policy, or Board Rules Statement

2. 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 Plan

3. Upon approval by the Board, the revisions to Administrative Policy 6.02, Equal Opportunity Employment, and Administrative Procedure 6.02, Equal Opportunity Employment, will be made.

Fiscal Impact Statement

4. 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 Policy 6.02, Equal Employment Opportunity, and Administrative Procedure 6.02, Equal Employment Opportunity.

Administrative Policy 6.02
Equal ~~Opportunity~~ Employment Opportunity
(~~Affirmative Action Program~~)

(1) ~~The Milwaukee Public Schools shall prohibit discrimination against any individual for reasons of race; age; sex; creed or religion; color; handicap or disability; marital status; citizenship status; veteran status; membership in the National Guard, state defense force, or reserves; sexual orientation; national origin; ancestry, arrest record; conviction record; or any other characteristic protected by law. Accordingly, special efforts shall be taken in recruitment and in all phases of employment to overcome under-utilization of protected groups. These special efforts shall be outlined in a written affirmative action program which shall specifically outline the appropriate administrative practices to ensure equal opportunity in employment for all qualified persons.~~ The Milwaukee Public Schools is committed to equal employment opportunity and non-discrimination as required by law for all individuals regardless of race, color, ancestry, religion, gender, sex, national origin, disability, age, creed, sexual orientation, marital status, veteran status or any other legally protected characteristic. Milwaukee Public Schools recognizes that equal employment opportunity must remain one of our foremost goals if we are to ensure a diverse workforce representation of our community. Efforts shall be taken in recruitment and in all phases of employment to address under-representation.

(2) Milwaukee Public Schools has an enduring obligation to consider all qualified applicants from our diverse community. This ~~policy applies to all employment decisions, including~~ includes, but is not limited to, all decisions made on ~~recruitment~~ recruiting, hiring, compensation, benefits, training, education, promotions, transfers, layoffs, discipline, termination, and other conditions of employment.

~~(3) The superintendent shall report annually to the Board concerning goals and timetables for each job classification in which minorities, women, and handicapped persons are underutilized.~~

(3) The Superintendent shall report monthly to the Board the Affirmative Action Report for the hiring, resignations, and retirements of the staff.

(4) This policy is in accordance with the full intent of the federal, state and local laws, but its spirit as well. Milwaukee Public Schools recognizes that equal employment opportunity must remain one of our foremost goals if we are to ensure the strengthening and growth of our school district.

Administrative Procedure 6.02
Equal ~~Opportunity~~ Employment Opportunity
~~(Affirmative Action Program) —~~
~~Implementation of Affirmative Action Plan~~

(1) ~~Reasonable goals and timetables for each job classification in which minorities, females, and handicapped persons are under-represented shall be established, and specific plans shall be made for correcting under-representation.~~ The Milwaukee Public Schools is committed to equal employment opportunity and non-discrimination, as required by law for all individuals regardless of race, color, ancestry, religion, gender, sex, national origin, disability, age, creed, sexual orientation, marital status, veteran status, or any other legally protected characteristic.

(2) ~~Department heads will report semiannually to the Superintendent on affirmative action implementation within their departments, and the Superintendent will report on these matters semiannually to the Board~~. Reasonable goals and specific strategies shall be developed for each job classification in which groups based on race, gender or national origin are under-represented to increase the representation of such groups.

~~Note: A detailed affirmative action plan was approved by the Board on September 28, 1982. It included a policy and complaint procedure on sexual harassment which the Board adopted in a separate policy action (see Policy 6.03). On 11-24-86, the Board adopted an affirmative action plan which set forth strategies to achieve equal employment opportunity and ensure non-discrimination in its policies and practices.~~

(3) Milwaukee Public Schools will provide reasonable accommodations as required by law to a qualified individual with a disability to enable such individual to perform the essential functions of the Milwaukee Public Schools position for which he/she is applying or in which he/she is employed.

(4) Any employee who feels that she/he has been subjected to illegal discrimination or discrimination under paragraph (1) of this policy is encouraged to contact her/his immediate supervisor and/or Employment Compliance Officer in the Department of Human Resources with their complaint.

(5) The Milwaukee Public Schools does not tolerate discrimination in any form and will take all necessary and appropriate action to eliminate it, up to and including, discipline of offenders. Any violation of this policy shall be dealt with in an expeditious and forthright manner.

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

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(Item 3) Action on a Recommendation to Revise Administrative Policy 6.03, Sexual Harassment, and Administrative Procedure 6.03, Sexual Harassment Complaint

Administration's Analysis

1. At this time, the Administration is bringing forward for the Board's consideration revisions to Administrative Policy 6.03, Sexual Harassment and Administrative Procedure 6.03, Sexual Harassment Complaint. The revisions indicated are designed to update the policy and to separate procedures related to employees from those related to students.

2. Administrative Policy 8.02, Student Sexual Harassment, and Administrative Procedure 8.02, Student Sexual Harassment, deal with student policy and procedure. Administrative Policy 6.03, Sexual Harassment and Administrative Procedure 6.03, deal with employee policy and procedure.

3. Procedures related to students can be found in Board Policy 8.02, Student Sexual Harassment.

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 Plan

5. Upon approval by the Board, the revisions to Administrative Policy 6.03, Sexual Harassment, and Administrative Procedure 6.03, Sexual Harassment Complaint, 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 Policy 6.03, Sexual Harassment, and Administrative Procedure 6.03, Sexual Harassment Complaint:

Administrative Policy 6.03:
Anti-Sexual Harassment ~~Complaint~~

(1) ~~The Milwaukee Public Schools believes it is imperative to maintain a school environment that encourages optimum human growth and development for its students and employees. It is the policy of the Milwaukee Public Schools to maintain and ensure a learning and working environment free of any form of sexual harassment toward employees and students.~~ It is the policy of the Milwaukee Public Schools to maintain and to ensure a learning and working environment free of any form of sexual harassment or intimidation toward personnel and students.

(2) Sexual harassment ~~consists of~~ is generally defined as any repeated or unwelcome sexual advances, requests for sexual favors, ~~sexually motivated physical conduct, or~~ and other verbal or physical conduct of a sexual nature ~~that would be offensive to a reasonable person~~ when:

(a) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;

(b) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or

(c) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment. Harassment on the basis of sex is a violation of Federal regulations under Title VII, Section 703 for employees; 111.31 – 111.36 of Wisconsin law for employees.

(3) The Milwaukee Public Schools does not tolerate sexual harassment in any form and ~~shall~~ will take all necessary and appropriate action to eliminate it, up to and including ~~termination~~ discipline ~~and expulsion~~ of offenders. Any violation of this policy shall be dealt with in an expeditious and forthright manner.

Administrative Procedure 6.03:
Anti-Sexual Harassment

(1) **GENERAL**

(a) ~~The Milwaukee Public Schools does not tolerate sexual harassment in any form and will take all necessary and appropriate action to eliminate it, up to and including discipline of offenders.~~ It is the policy of the Milwaukee Public Schools to maintain and ensure a learning and working environment free of any form of sexual harassment or intimidation toward personnel and students.

(b) ~~The Milwaukee Public Schools recognizes the private and sensitive nature of sexual harassment incidents and the emotional and social complexities surrounding such issues. Every effort will be made to consider the sensitivities of the parties involved and protect the victim from repercussions.~~ Sexual harassment is generally defined as any repeated or unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

(1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;

(2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or

(3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment. Such conduct constitutes a violation of Federal regulations under Title VII, Section 703 for employees; 111.31 – 111.36 of Wisconsin law for employees.

~~**(2) STUDENT COMPLAINT PROCEDURE**~~

~~***(a) Harassment by Students***~~

~~1. Any student who feels she/he has been subjected to sexual harassment by another student may contact her/his principal or the gender equity coordinator/human relations specialist, who will act as a mediator. The gender equity coordinator/human relations specialist will meet separately with each individual involved in the complaint. A group session between the parties involved in the complaint will be held in an effort to resolve the complaint on an informal basis. The informal mediation shall continue for a period of no more than 30 days or until resolution is achieved, if that is sooner.~~

~~2. When the gender equity coordinator/human relations specialist can resolve the complaint informally, no disciplinary action will be taken. A confidential record of the proceedings in the informal procedure will be maintained. At the informal stage, the hope is to sensitize the alleged offender to the effects of such behavior and to be constructive. Following the period of 30 days, should mediation efforts fail, or in the event that the alleged offender does not follow through with the resolution agreed upon, and the complaint remains unresolved, the complainant may contact the Superintendent for further resolution.~~

~~3. Written response will be forwarded to the complainant, with a carbon copy to the gender equity coordinator/human relations specialist, within 10 days.~~

~~4. Complainants may also contact:~~

~~United States Department of Education~~
~~Office for Civil Rights~~
~~Regional Office V~~
~~300 South Wacker Drive~~
~~Chicago, Illinois 60606~~
~~(312) 353-2520~~

~~(b) Harassment by Employees or Private Citizens.~~

~~Any student who feels she/he has been subjected to sexual harassment by an Milwaukee Public Schools employee or private citizen must contact her/his principal or the gender equity coordinator/human relations specialist. Such allegations will be handled under the misconduct procedures of the appropriate collective bargaining agreement or reported to the appropriate authorities.~~

~~(3)~~ (2) EMPLOYEE COMPLAINT PROCEDURE

(a) Represented employees should follow the complaint/grievance procedure outlined in their appropriate collective bargaining agreements. Any employee who feels that she/he has been subjected to sexual harassment or intimidation is encouraged to contact her/his immediate supervisor and/or Employment Compliance Officer. The Milwaukee Public Schools recognizes the sensitive nature of a sexual harassment incident and the need for confidentiality. Every effort will be made to consider the sensitivities of the parties involved and protect them from retaliation for filing a complaint or for assisting others with filing a complaint.

(b) Employees who are accused of sexual harassment shall be informed that they have a right to representation if ~~and when their supervisors~~ the Administration believes the nature and circumstances of the accusations could lead to disciplinary action.

(c) Complaints may also be made to:

Equal Employment Opportunity Commission (EEOC)
310 W. Wisconsin Avenue Suite 800
Milwaukee, Wisconsin 53203-2292
(414) 297-1111

Department of Industry, Labor and Human Relations
Equal Rights Division
819 North Sixth Street
Milwaukee, Wisconsin 53203
(414) 224-4384

(3) REPORTING PROCEDURES

All ~~principals~~ administrators and employees who receive sexual harassment ~~and sexual assault~~ complaints shall timely report such complaints to the ~~gender equity coordinator/ human relations specialists (students) or the Affirmative Action Office (employees)~~ Employment Compliance Officer in Human Resources ~~for purposes of~~ as part of our ongoing efforts to monitor~~ing~~ compliance with the regulations and statutes.

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

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(Item 4) Action on a Recommendation to Revise Administrative Procedure 6.23(5), Filling Centrally Assigned Administrative Vacancies

Administration's Analysis

1. The Administrative Procedure 6.23(3) Filling Principal Vacancies was revised May 10, 2005 and Administrative Procedure 6.23(4) Filling Assistant Principal Vacancies was revised June 23, 2005. Administrative Procedure 6.23(5) Filling Centrally Assigned Administrative Vacancies was last revised on March 30, 1999 and is being revised to comply with the updated procedures and aligned with other Board Policies.

2. The revisions indicated are designed to provide procedures for filling centrally assigned administrative vacancies and include procedures for positions covered under the Civil Service Commission.

3. At this time, the Administration is bringing forward for the Board's consideration revisions to Administrative Procedure 6.23(5), Filling Centrally Assigned Administrative Vacancies. These revisions will provide guidelines to departments and staff and ensure consistent processes are implemented in filling centrally assigned administrative vacancies.

Statute, Administrative Policy, or Board Rules Statement

4. The recommendation supports the MPS Strategic Plan Goal #1, Student Achievement. Quality leadership support to schools leads to future academic achievement. The recommendation supports the district's commitment to provide quality leadership support to schools.

Implementation and Assessment

5. Upon approval by the Board, the revisions to Administrative Procedure 6.23(5): Filling Centrally Assigned Administrative 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(5): Filling Centrally Assigned Administrative Vacancies:

Administrative Procedure 6.23(5):
Filling Centrally Assigned Administrative Vacancies

(a) ~~**DECLARATION OF A VACANCY**~~ **AUTHORITY OF THE SUPERINTENDENT**

1. When a non-cabinet Central Services administrative position is vacated or newly created, ~~After it has been determined that an administrative vacancy is to be filled on a permanent basis,~~ the Superintendent ~~shall notify in writing the Director of Human Resources and the affirmative action officer that an administrative hiring process is to begin, specifying the position to be filled utilizing the personnel requisition form. A job audit shall be conducted for the position, and a recruitment plan shall be developed and approved by the affirmative action officer.~~ will determine if the position is to be filled by appointment or through the interview process. Once the Superintendent has determined to fill the Central Services administrative vacancy through the interview process, it is the expectation that all Central Services and field vacancies will then be advertised internally and externally. Interested applicants who meet the qualifications for the job can apply through the district's normal application process which is outlined on each job posting. 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 Central Services administrative 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. ~~All Central Services and field vacancies will then be advertised internally. Interested applicants who meet the qualifications for the job can apply through the district's normal application process which is outlined on each job posting.~~ Every reasonable effort will be made to fill a Central Services administrative 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 (f) below will be followed.

~~3. Vacancies will be posted for a period of two weeks except in situations in which (1) a vacancy is advertised outside of the school district (determined by the Superintendent), (2) the opening is part of an approved upward mobility plan, or (3) the minority applicant representation is below the availability in the work force.~~

(b) ~~DEVELOPMENT OF A TIMELINE~~ ADVERTISING CENTRAL SERVICES VACANCIES

1. ~~The Director of Human Resources and the affirmative action officer shall be responsible for overseeing the selection process. The Director of Human Resources in his/her discretion may designate an administrator to assist him/her, who ordinarily should be the administrator with general supervision of the position to be filled. The affirmative action officer shall be responsible for making recommendations relative to the under-representation of minorities and females, monitoring the selection process, and certifying each step of the selection process.~~ The Department of Human Resources will advertise or cause to be advertised those Central Services Administrative 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 Central Services administrative vacancies will be placed on the MPS website, on the DPI website, and on national websites, and will be sent to national 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. ~~As soon as is practicable after he/she is notified that an administrative hiring process is to begin, the Director of Human Resources or his/her designee shall take steps to form community/staff interview committees. For school-based vacancies, school/community panels shall be formed from parents of students in, or registered to enter, and staff of, the affected school or schools~~. 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.

3. ~~For this purpose, staff at a school may include part-time teachers and specialists. For non-school based vacancies, the school/community committees shall be formed from parents, community Superintendents, and other staff and community members as the Director of Human Resources may deem appropriate. The numbers of parents and minorities shall be represented on all oral boards and review panels that will be used as part of the selection process. The Superintendent, upon the recommendation of the affirmative action officer, community relations coordinator, and the Director of Human Resources, will approve a list of school and/or community representatives to serve on review panels.~~ For classified administrative positions, the Office of Classified Staffing works with the City of Milwaukee Department of Employee Relations (DER) to develop and establish a diverse candidate pool for the position. Thereafter, the position shall be filled in accordance with established Civil Service procedures.

~~4. The school/community panels will be selected by the Superintendent or his/her designee after consultation with the appropriate community members and staff.~~

~~5. These panels will be guided by formalized procedures and rating scales in assessing the candidate's educational background and experience. The affirmative action office shall maintain data by race and sex for each job classification and title for the purpose of monitoring affirmative action progress. The Department of Human Resources shall maintain data for each job classification and job title for each step of the selection process, i.e., applicant data, testing, selection, and hiring. The Department of Human Resources shall implement the affirmative action personnel tracking system in order to monitor selection procedures.~~

(c) ~~RESUMÉ SCREENING~~ SUBMISSION OF APPLICATIONS

~~1. The Director of Human Resources, affirmative action officer, and up to three additional administrators designated by the Director of Human Resources, in his/her discretion, shall be members of the resume screening committee. The Superintendent in his/her discretion also may participate as a member of the committee.~~

~~2. A rating sheet listing each candidate shall be given to each member of the resume screening committee. On each rating sheet, each candidate shall be rated. All selection criteria shall be based on a job analysis utilizing essential knowledge, skills, and abilities.~~

~~3. Applicants shall be informed as to the length of time their names will remain on a list and the number of positions presently available. When all members of the committee have individually ranked all candidates, the committee shall meet and jointly prepare a preliminary list of candidates to be interviewed. The committee list shall be transmitted to the Superintendent, along with the underlying rating sheets. The Superintendent then may review the resumes and/or ask other administrators to do so and, based upon those reviews, may add additional names to the list of candidates to be interviewed.~~

~~4. All resumes of candidates who are denied interviews, with special emphasis on the resumes of candidates who were identified as minority candidates, may be reviewed an additional time by the Superintendent, the affirmative action officer, and the Director of Human Resources before the list is made final.~~

~~5. If the number of minority candidates selected for interview is below the student population, workforce availability, or 25% of the job classification, the affirmative action officer and/or the Director of Human Resources may add up to three additional minority candidates for every one job vacancy.~~

~~6. All applicants shall be informed of their rankings upon completion of the examination process. Minority group applicants accepted but not selected for the position for which they applied may request to be notified if additional vacancies occur.~~

Any individual interested in being considered for an advertised vacancy must complete and submit an official application form, along with any other information, as determined by the Administration, that will establish the individual's eligibility as a qualified 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) ~~COMMUNITY INTERVIEWS~~ SCREENING OF APPLICATIONS

~~1. Interview panels shall receive training in the goals of the district, affirmative action and the importance of excellence, equity, and diversity in the selection process. Panelists will receive training in the selection process, tools, and weighting system.~~

~~2. All training will be supervised by the affirmative action officer or the Director of Human Resources. To ensure fairness, the same initial questions should be asked of each candidate at each interview, but follow-up questions are permitted.~~

~~3. The interview committee as a whole, with guidance and advice from the Director of Human Resources or his/her designee and the committee chairperson, shall develop the questions to be asked. All screening, testing, and selection criteria, including but not limited to questions by oral panels, written test, performance, and assessment centers, shall be uniform in its administration and content valid.~~

~~4. Prior to the interviews, each committee member will be given copies of the resume of each candidate and other pertinent documents. Each committee member also shall have available a rating sheet on which to evaluate each candidate. All data for each candidate shall be consistent.~~

~~5. The chairperson shall lead the discussion, which shall encompass the response of the candidate to the questions asked and his/her qualifications for the position as defined in the job description. At the conclusion of all interviews, each committee member shall rank the candidates in order, starting with the best. The ranking sheets will be collected by the chairperson, who will preserve the confidentiality of the sheets. Based upon those rankings, a matrix shall be drawn up and the individual rankings of each candidate added.~~

~~6. The affirmative action officer or designee from the affirmative action committee shall assist in the orientation on each review panel. The Department of Human Resources shall implement the affirmative action personnel tracking system in order to monitor selection procedures. No panelist who has direct knowledge that may unduly influence the process may serve on the panel for a candidate.~~

~~7. The three highest-ranked candidates (i.e., those with the three lowest point-totals), plus any other candidate given a first place rating, plus any candidate scoring within ten points of the third ranked candidate, shall automatically advance to final interviews. The Superintendent also shall have the right, in his/her discretion, to add other candidates from the community process as he/she may deem appropriate, based upon their resumes and interviews. If the number of minority candidates is below the student population, their workforce availability, or are under represented in the job classification, the affirmative action officer may recommend that additional names be added to the list of candidates.~~

1. For certificated administrative applications, the Division of Certified Staffing in the Department of Human Resources will conduct an initial screening to determine if the applicants have provided evidence of their qualification for the position.

2. 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.

3. For classified positions, the applications of qualified candidates are screened through an examination and/or interview process by a representative of the City of Milwaukee Department of Employee Relations (DER).

(e) ~~FINAL INTERVIEW~~ INTERVIEW PANEL

~~1. All candidates not chosen for final interviews will at this time be notified by mail of their status. All candidates shall be informed of their rankings upon completion of the examination process.~~

~~2. Minority group applicants accepted but not selected for the position for which they applied may request to be notified if additional vacancies occur.~~

~~3. Final interviews shall be conducted by the Director of Human Resources, the Superintendent or designee, and a team of other interviewers chosen and announced by the Superintendent.~~

~~4. Prior to the interviews, the interviewers shall each be given copies of the resume of each candidate.~~

~~5. Prior to choosing a candidate to recommend, and after the interviews, the Director of Human Resources shall make reasonable reference checks of those potential candidates for recommendation. He/she shall keep a record of the process and the results of the inquiries.~~

~~6. After the interviews, the Superintendent shall discuss the candidates with the interviewers. In this discussion, the Superintendent may choose certain of the candidates for additional review in depth, including, if he/she deems it appropriate, visits to the institutions at which they are working.~~

1. When a Central Services Administrative vacancy that is to be filled through the interview process becomes available, an Interview Panel will be created for the purpose of interviewing eligible candidates. The panels must be representative with regard to race, gender and national origin, to the extent possible.

2. The Interview Panel must consist of the following members:

   a. a parent/community person;

   b. a principal;

   c. a department employee;

   d. two Central Services department employees

3. 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.

4. 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 and/or Department Head.

(f) ~~NOMINATION~~ FINAL SELECTION PROCESS

~~1. The Superintendent shall recommend a candidate to fill the vacancy.~~

~~2. No candidate may be recommended unless~~

~~a. he/she is certified in Wisconsin for the position;~~

~~b. he/she appears to have all the prerequisites for obtaining certification for the position;~~

~~c. he/she can obtain certification within two years;~~

~~d. the Department of Public Instruction grants a waiver permitting the candidate to fill the position; or~~

~~e. he/she falls within an approved minority recruitment plan.~~

~~3. After he/she has made a choice, the Superintendent may carry out any further reference checks or other necessary reviews, including an on-site visit, not yet done, which he/she in his/her discretion may deem appropriate. After his/her final reviews, if any, are completed, the Superintendent shall make his/her recommendation to the appropriate committee or the Board.~~

Upon presentation of the three (3) finalists by the Interview Panel, the Superintendent or Department Head, as appropriate, will:

1. conduct a second round of interviews with the three finalists recommended by the Interview Panel. One finalist will be recommended to the Superintendent for appointment; or

2. reject the finalist recommended by his designees and direct the Director of Human Resources to begin a new search.

3. The Superintendent may also choose to fill the position by nomination for appointment in lieu of a new search.

The administration requested that the words “candidate pool” be changed to “eligibility list” in (b) 3.

Director Spence moved to approve the recommendation with the administration’s requested amendment.

The motion prevailed, the vote being as follows:

Ayes—Directors Balistreri, Dannecker, Goldberg, Horton, Morales, Spence and President Johnson—7.

Noes—None.

Voting “present”—Directors Blewett and Hardin—2.

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(item 5) Public Hearing Regarding the Impact of Immigration Law on MPS Students and Their Families

1. Recent proposed legislation related to immigration law has elicited much public debate and has generated concerns on the part of members of the MPS community.

2. On January 4, 2005, Bill H.R. 19 (attached to the minutes of your Committee's meeting) was introduced in the U.S. House of Representatives. The Bill:

a. renames the basic employment-eligibility verification pilot program established under the Illegal Immigration Reform and Immigrant Responsibility Act of 1996 as the Employment Eligibility Verification System;

b. directs the Secretary of Homeland Security to provide for permanent nationwide implementation of the system;

c. requires entities hiring individuals for employment in the United States to participate in the System;

d. phases in compliance requirements over a seven-year period, according to the number of persons employed;

e. establishes sanctions for noncompliance; and

f. provides for voluntary participation by entities not required to participate.

3. In the latest major action taken on the Bill, it was referred to the Subcommittee on Immigration, Border Security, and Claims.

4. The Board's Committee on Legislation, Rules and Policies will hold a public hearing to gather input on the impact upon MPS students and their families of all current and proposed legislation regarding immigration.

4. This hearing is for informational purposes only, although information presented at this meeting may be incorporated into a possible follow-up report to the Committee on Legislation, Rules and Policies.

Committee's Report

Your Committee reports having given public hearing regarding the impact of immigration law on MPS students and their families.

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NEW BUSINESS

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

Submitted by: President Johnson

Major Activities

- The first of three Nurse Associates will begin working in the Head Start Program on Monday, April 24, 2006. Sarah Riley, Licensed Practical Nurse, will assist with the health screenings of all Head Start students. She will perform blood pressure, hearing, and vision screenings, and will conduct blood tests for lead and hemoglobin levels. For the first time, Head Start parents were involved in the interview and hiring process for Head Start staff. This is an area in which the program has been cited in the past.
- On Saturday, April 8, 2006, the Head Start Policy Council adopted the changes to the Head Start Program 2006-07 Organization Chart. The changes were necessary due to the omission of key personnel necessary for compliance of the nine Head Start Systems. In past

reviews, MPS Head Start has been cited because we were out of compliance with one or more Head Start Performance Standards and policy requirements. For example, one of the systems that has been identified as deficient is the Eligibility, Recruitment, Selection, Enrollment and Attendance (ERSEA) System. We did not have structures in place nor did we have key personnel assigned responsibility for compliance in this area. The new organization chart rectifies this oversight.

Head Start Program 2006-07 Organization Chart has the following new positions:

— Early Childhood Development Services Manager & Curriculum/Assessment Specialist

— ERSEA & Family Partnership Associate Manager; and

— Disabilities/Mental Health Manager.

We eliminated the three Education Managers. Their responsibilities will be taken on by the Early Childhood Development Services Manager and the Curriculum/Assessment Specialist. This new structure will enable the Program Coordinator to monitor each of the nine Head Start Systems on a regular basis.

- New Head Start Program Coordinator's position has posted as of Monday, April 17, 2006. The position will be posted nationally in *Education Week*, National Association for the Education of Young Children (NAEYC), National Black Child Development Institute (NBCDI), National Head Start Association (NHA), Wisconsin Head Start Association (WHSA), and National Council of LaRaza (NCLR).

The next Policy Council meeting will be held on Saturday, May 13, 2006, at 12:30 p.m. in Room 206/208 of the MPS Central Services Building. The agenda is as follows:

Review Head Start Self-Assessment

Review Head Start 2006-07 Budget

ERSEA Recruitment Plan for 2006-07

Summer School/Summer Recreation for Head Start Children

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

Submitted by: President Johnson

Previous month's summary:

- The NEA Foundation's visits to grant sites on March 21-23, 2006, went well. Funding has been approved for the next year in the amount of $500,000. Much of the money is to be designated for the Focus Schools. An evaluation of the first year of the grant is due at the end of May.
- The Parent Information and Resource Center's (PIRC) grant proposal is being developed by the Family Literacy & Tutoring Coordinator with the assistance of various staff from MPS and UWM, but additional help is needed. The purpose of the grant is to help districts to align with current parental involvement efforts and to strengthen and expand the existing early childhood program. The proposal for this statewide grant is due May 15.
- Only eight school districts were awarded the Striving Readers grant — MPS was not one of them. Feedback from grant reviewers is being analyzed to aid with future grant proposals.
- There were 45 Milwaukee Mathematics Partnership (MMP) mini-grants awarded in MPS. Nearly $130,000 will be given to schools for projects focused on CABS (Classroom Assessments Based on Standards) and improvement of teacher content knowledge in mathematics.

- The MMP annual survey is up and online. A strong push is being made for all teachers of math and all K-8 learning team members to complete the survey.
- The MMP has shared very helpful information with the math teacher leaders to aid in the math textbook adoption process for grades K-8. A recommendation should be made soon.
- Math teacher leader meetings took place the week of April 3. Each math teacher leader was invited to bring a special education teacher. Mathematics and special education representatives from MPS Central Services were also present, and there was much discussion about collaboration between math teacher leaders and special education teachers to better support learning in math. There are plans to have a follow-up group meet this spring to strategize on how to build in more strategic work for next year.
- More than 300 teachers, administrators, parent coordinators, and other school support staff from MPS attended professional development activities offered by the MPA on the experimental professional development day that took place on the March 24 banking time day. Positive feedback was received. Other school staff engaged in professional development activities in their own buildings related to their educational plans.
- The *Characteristics of a High Performing Urban Classroom* document was distributed to literacy coaches, math teacher leaders, and principals at their March meetings. A second printing of the booklet is being done for distribution to school staff in April. Schools have been asked to have conversations surrounding the document, what it means, and its implications for their work. It is being made clear that this is tied directly to the Wisconsin State Teaching Standards as well as to the Wisconsin Administrator Standards, that it will be the umbrella and framework that will drive the bulk of the work for next school year, and that additional professional development opportunities around the characteristics are coming.
- There are six literacy specialists in place now in MPS, and they have come together as a team. One person will retire in June, but the position will be posted soon and filled.
- Work is nearing completion on revision of reading and mathematics learning targets to ensure alignment with the state assessment framework. These revised learning targets, which will be called the second edition, will be rolled out at the beginning of the next school year.
- K4 learning targets have been completed, and the report card has been developed to go along with them. Head Start and childcare program representatives, as well as K4 and K5 teachers, were included in the development process to ensure the appropriateness for four-year-olds wherever they may be, with the intent to prevent children from starting already behind in K5. For the nine content areas, there is direct scaffolding leading from the K4 into the K5 learning targets and on up. K4 learning targets also include a social-emotional piece, which is very important for young children.
- Counseling Learning Targets are also being developed and will be rolled out in the fall. The intention is to reflect the state standards. The nine state competencies have been followed. The K-12 Wisconsin model academic standards have no social-emotional piece in the content areas; however, the Counseling Learning Targets can address it. The three domains of the Counseling Learning Targets are academic/educational, personal/social, and career.

  Due to the large number of schools without counselors, the focus of school counseling is now in a comprehensive program so that children at all schools can receive the necessary information and services. The program has four components: curriculum, individual, responsive, and system support. The model will help students starting at eighth grade or

sooner to begin preparing for where they want to go at the post-secondary level. MPS is developing a web page for the portal that will provide a framework for getting information out to the community concerning test dates, deadline dates, scholarships, links to scholarship web sites and more.

- The MPS school counseling administrator, Caroline Williams, has been trained in Ruby Payne's process on understanding poverty and will be providing training to counselors in the 2006-07 school year thanks to a grant from the Helen Bader Foundation. Ms. Williams has also partnered with MATC to do a comprehensive school counseling pilot in a cross-section of approximately seven MPS elementary, K-8, and high schools. This will provide an excellent opportunity to put together a framework equitable for all students.
- Work is being done on monitoring of induction. School staffs are being asked what is happening in their schools around induction and if teachers are being supported.
- A youth literacy conference, "Reading: A Slam-Dunk to Success," for fourth-grade students of four MPS schools was held on March 29 at UWM. There were 200 students on campus for the day involved in various activities. Mrs. Barrett and Wisconsin First Lady Jessica Doyle participated. Every student received a free book from Sam's Hope. All went very well, and there are plans to expand upon this in November with a family literacy conference.
- The family literacy & tutoring coordinator attended a national conference on family literacy. She returned with a lot of helpful information and ideas. It is hoped that a packet similar to the one which she brought back from the Toyota sponsor in Kentucky can be developed for tutors and parents in this community. A major corporate sponsor is needed in Milwaukee.
- The Skunkworks Work Group is working with David Weingrod, MPS Service Learning Coordinator, on a youth summit that is being organized for approximately 100 students from 8 to 10 high schools. The work group is developing questions specific to education. People are needed to help facilitate and record the café conversations at the summit. It is intended that students will take what they learn back to their schools and do something with it. A follow-up may be conducted in summer or fall. MMABSE is also planning a youth summit.
- Work group members from Skunkworks have been meeting with various individuals and groups, and helpful information is being acquired about what young people think and what they want to change.
- Arleen Dansby from MPS will replace Sue Apps as Co-chair of the Teacher & Principal Quality Work Group upon her retirement. An orientation meeting was held with Joseph Brown, MPS Title I Coordinator, who will become the new Co-chair of the Family Literacy & Tutoring Work Group and thus an Implementation Team member as well. His involvement will aid in strengthening ties with parents.
- The Implementation Team and other key staff from MPS reviewed a research request from Mathematica to study the effectiveness of four reading comprehension interventions. Mathematica is a national research organization. Approximately 10 schools would be targeted in a study that would last one year, beginning in the fall, with the potential for a second-year add-on. The study targets grade 5 only, but if it works, the government may expand it to other grades. There were no objections to involvement in the study.
- Dave Braby of MPS shared information from the MPS Office of Wellness and Prevention with the Implementation Team concerning the Youth Risk Behavior Survey (YRBS) conducted biannually by the U.S. Centers for Disease Control (CDC). MPS has been involved in the surveys and has been collecting data since 2001. The data is very significant

and currently aids in the direction of funds and programming for Title IV and Safe/Drug-Free Schools to create evidence-based programs that reach out to local youth and the community at large. He is trying to make these data more widely known and available to others who can use it. The data highlight the very difficult situations from which many of our students come, and what teachers have to overcome in order to reach the students academically.

Dave also shared information on the PEP (Carol M. White Physical Education Program) grants at MPS. The current grant focuses on classroom teachers, physical education teachers, and other support staff to create a climate for learning in the 24 identified schools that will lead to improved academic achievement. He is willing to share any information that may be helpful to other MPA Partners.

- Implementation Team discussions have begun concerning the learning team's strategy and literacy coach model. Various reports and information will be studied, and discussions will continue at the May Implementation Team meeting.
- The MPA gave a presentation at the University of San Jose at the end of March.
- Changes and improvements to the MPA web site are being discussed and developed.
- Leadership professional development for First Things First-Small Learning Communities was held. This training covered support roles for this major institutional improvement reform in high-school redesign at MPS.

The next meeting to be held on June 16, 2006. Upcoming agenda items will include:

- Wallace Fellows
- Action Research Fellows

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The Board adjourned at 9:24 PM.

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