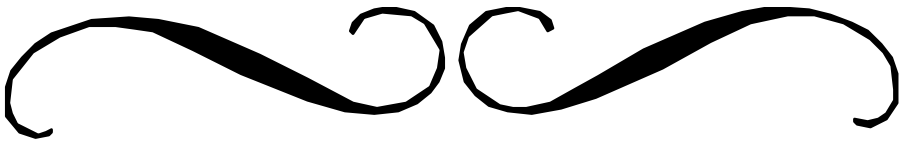
PROCEEDINGS
of the

MILWAUKEE
BOARD OF SCHOOL DIRECTORS

Milwaukee, Wisconsin



April 26, 2004—April 21, 2005

BOARD OF SCHOOL DIRECTORS

		Term expires April
Balistreri, Thomas (At-Large)	5000 S. 19th Street, 53221	2007
Blewett, Peter T. (6th)	2750 N 45th Street, 53210	2005
Dannecker, Joe (8th)	2824 S. Wentworth Ave., 53207	2007
Hardin, Charlene (4th)	2829 N. 17th Street, 53206	2005
Horton (1st), Barbara	7833-H N. 60th Street, 53223	2007
O'Neil, Lawrence J. (7th)	6529 West Dodge Place, 53220	2005
Johnson, Kenneth L. (3rd)	3250 N. Richards Street, 53212	2007
Morales, Jennifer (5th)	3222 N. Cambridge Avenue, 53211	2005
Spence, Jeff (2nd)	3180 N. Colonial Drive, 53222	2007

Numbers behind the Directors' names indicate the districts from which they were elected. Director Gardner represents the city at large.

President — Peter T. Blewett

Vice-President — Charlene Hardin

Superintendent of Schools — William G. Andrekopoulos

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

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STANDING COMMITTEES

Finance/Personnel Committee:
Directors Horton, Chair; Hardin, Vice-chair; Balistreri, Morales, Spence

Innovation/School Reform Committee:
Directors O'Neil, Chair; Morales, Vice-chair; Balistreri, Blewett, Johnson

Legislation, Rules and Policies Committee:
Directors Hardin, Chair; Blewett, Vice-chair; Balistreri; Dannecker; Horton

Special Education Committee:
Directors Spence, Chair; Dannecker, Vice-chair; Blewett, Johnson, O'Neil

Strategic Planning and Budget Committee:
Directors Morales, Chair; Balistreri, Vice-chair; Blewett; Dannecker; Hardin; Horton; Johnson; O'Neil; Spence

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
APRIL 26, 2004

Annual Organizational Meeting of the Board of School Directors called to order by the Director, Office of Board Governance/Board Clerk at 6:42 PM.

The following members responded to roll call:

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

Absent—None.

Director Hardin was elected temporary Chair by unanimous consent.

ELECTION OF BOARD PRESIDENT

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

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

Director Balistreri	Director Blewett
Director Blewett	Director Blewett
Director Dannecker	Director Spence
Director Hardin	Director Blewett
Director Horton	Director Spence
Director Johnson	Director Spence
Director Morales	Director Blewett
Director O'Neil	Director Blewett
Director Spence	Director Spence

Director Blewett—5.
Director Spence—4.

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

ELECTION OF BOARD VICE-PRESIDENT

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

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

Director Balistreri.....Director Hardin
Director Blewett .....Director Hardin
Director Dannecker.....Director Dannecker
Director Hardin.....Director Hardin
Director Horton .....Director Dannecker
Director Johnson.....Director Spence
Director Morales .....Director Hardin
Director O'Neil.....Director Hardin
Director Spence .....Director Morales

Director Hardin—5.
Director Dannecker—2.
Director Morales—1.
Director Spence—1.

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

DESIGNATION OF BOARD CLERK

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

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

APPOINTMENT OF REPRESENTATIVE TO THE LIBRARY BOARD

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

APPOINTMENT OF REPRESENTATIVES TO THE MILWAUKEE AREA TECHNICAL COLLEGE APPOINTMENT COMMITTEE

Appointment of representatives to the Milwaukee Area Technical College Appointment Committee was deferred to the regular May meeting of the Board.

APPOINTMENT OF REPRESENTATIVE TO CESA #1

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

UNFINISHED BUSINESS

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

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

Items Pending before the Board and Its Committees at the Close of Business on April 22, 2004

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

Finance/Personnel Committee

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

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

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

Subject:	Develop an MPS Block Parent Program
Introduced:	09-25-01 — FP
Committee Action:	None
Board Action:	Carried over 04-29-02 and 04-29-03

(3) Resolution 0102R-040 by Director(s) Gardner

Subject:	Make the School Governance Council the School Interview Panel for Principal Vacancies
Introduced:	02-28-02 — FP
Committee Action:	None
Board Action:	Carried over 04-29-02 and 04-29-03

(4) Resolution 0203R-027 by Director(s) Hardin

Subject:	Revision in Reimbursement to Board Members for In-city Travel on Board-related Business
Introduced:	09-26-02 — FP
Committee Action:	None
Board Action:	None

(5) Resolution 0203R-035 by Director(s) Hardin, Gardner

Subject:	Recognition of AMI-certified Montessori Teaching Experience
Introduced:	11-21-02 — FP
Committee Action:	None
Board Action:	None

(6) Resolution 0304R-001 by Director(s) Blewett

Subject:	Study of the Fiscal Relationship Between MPS and the City of Milwaukee
Introduced	04-29-03 — FP
Committee Action	None
Board Action	None

(7) Resolution 0304R-014 by Director(s) Balistreri

Subject:	Teacher Recognition Program
Introduced	09-24-03 — FP
Committee Action	None
Board Action	None

(8) Resolution 0304R-031 by Director(s) Balistreri

Subject:	Barcoding Student IDs
Introduced:	1-29-04 — FP
Committee Action:	Sent to full Board, 4-13-04
Board Action:	Sent back to committee for additional work, 4-22-04

(9) Resolution 0304R-036 by Director(s) Blewett

Subject:	Promote Socially Responsible Producers of Clothing
Introduced:	2-23-04 — FP
Committee Action:	None
Board Action:	None

Innovation/School Reform Committee

(10) Resolution 0001R-014 by Director(s) O'Neil

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

(11) Resolution 0102R-037 by Director(s) 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 and 04-29-03

(12) Resolution 0102R-049 by Director(s) 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 and 04-29-03

(13) Resolution 0304R-022 by Director(s) O'Neil

Subject:	Hands-on Education in Shop, Home Ec., Art and Music
Introduced:	11/20/03
Committee Action	None
Board Action	None

Legislation, Rules & Policies Committee

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

Subject: Request for the Board to Seek Legislative Intervention for Emergency Financial Aid
Introduced: 04-24-00 — LRP
Committee Action: None
Board Action: Carried over 05-03-01, 04-29-02 and 04-29-03

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(15) Resolution 0102R-001 by Director(s) Hardin

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

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(16) Resolution 0102R-024 by Director(s) Morales

Subject: Increase the Membership of the Board
Introduced: 11-27-01 — LRP
Committee Action: None
Board Action: Carried over 04-29-02 and 04-29-03

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(17) Resolution 0304R-008 by Director(s) Hardin

Subject: No Child Left Behind Accountability
Introduced: 07-31-03 — LRP
Committee Action: Held in Committee, to be brought back at later date
Board Action: None

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(18) Resolution 0304R-030 by Director(s) Balistreri

Subject: Vending Machines in High Schools
Introduced: 1-29-04
Committee Action: None
Board Action: None

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(19) Resolution 0304R-037 by Director(s) Spence and Dannecker

Subject: Board Code of Conduct
Introduced: 2-23-04
Committee Action: Sent to full board without recommendation, 4-20-04
Board Action: Sent back to committee for additional work, 4-22-04

Strategic Planning & Budget Committee

(20) Resolution 9900R-023 by Director(s) 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: 03-28-00 — SPB
Committee Action: None
Board Action: Carried over 04-24-00, 05-03-01, 04-29-02 and 04-29-03

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(21) Resolution 0102R-002 by Director(s) Hardin

Subject: Conduct a Study of the MPS Budget Process
Introduced: 05-29-01 — SPB
Committee Action: None
Board Action: Carried over 04-29-02 and 04-29-03

(22) Resolution 0102R-004 by Director(s) Hardin

Subject:	Cease Further Decentralization of the Budget Pending a Study of its Effectiveness
Introduced:	05-29-01 — SPB
Committee Action:	None
Board Action:	Carried over 04-29-02 and 04-29-03

(23) Resolution 0102R-005 by Director(s) Hardin

Subject:	Align the Strategic Plan, Individual School Educational Plans, and the Budget
Introduced:	05-29-01 — SPB
Committee Action:	None
Board Action:	Carried over 04-29-02 and 04-29-03

(24) Resolution 0102R-035 by Director(s) Johnson

Subject:	Investigate the Possibility of MPS's Taking Over the City Libraries
Introduced:	01-31-02 — SPB
Committee Action:	None
Board Action:	Carried over 04-29-02 and 04-29-03

Special Education Committee

(25) Resolution 9899R-027 by Director(s) Hardin

Subject:	Ensure the Provision of Appropriate Placements for Students with Exceptional Education Needs
Introduced:	05-27-98 — ISR
Committee Action:	08-11-98; 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

(26) Resolution 9899R-099 by Director(s) Hardin

Subject:	Analysis of MPS Special Education Programs
Introduced:	11-24-98 — FP
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.

(27) Resolution 0203R-006 by Director(s) Dannecker

Subject:	Identify, Develop, Assess, and Implement Proposals and Models for Instituting Continuous Improvement in Special Education Quality; Service Delivery While Ensuring Legal Compliance.
Introduced:	04-29-02 — ISR
Committee Action:	06-20-02; 10-08-02 (Special Ed Committee)
Board Action:	Info report submitted, 10-29-02 and 04-29-03; discharged from Committee on Innovation/School Reform and referred to Committee on Special Education, 10-28-03.

(28) Resolution 0304R-003 by Director(s) Horton, Dannecker

Subject:	Special Education Busing Requirements
Introduced:	05-29-03 — Special Ed
Committee Action:	None
Board Action:	None

Separate consideration was requested of Items 1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 17, 18, 19, 20, 21, 22, 23, 24, 25 and 26.

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

The motion prevailed, the vote being as follows:

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

Noes—None.

The items set aside were referred as indicated.

B. Annual Review of Board Compensation

Background

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

The Board's action of November 28, 2000, also contained a provision that the Board's compensation be reviewed annually at the organizational meeting. The compensation 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 Blewett— 9.

Noes—None.

NEW BUSINESS

A. Introduction of the 2004-2005 Student Advisory Representatives to the Board

The Office of Board Governance has been notified that the following students have been appointed as Student Advisory Representatives to the Board for the 2004-2005 Board year:

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

* * * * *

COMMUNICATIONS

Transmittal of the proposed calendars for the coming Board year.

Received and ordered placed on file.

Communication from the Milwaukee Teachers' Education Association.

Received and ordered placed on file.

The Board adjourned at 7:15 PM.

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

Committee Assignments

Finance/Personnel Committee:
Directors Horton, chair; Hardin, Vice Chair; Balistreri, Morales, Spence

Innovation/School Reform Committee:
Directors O'Neil, chair; Morales, Vice Chair; Balistreri, Blewett, Johnson

Legislation, Rules and Policies Committee:
Directors Hardin, chair; Blewett, Vice Chair; Balistreri, Dannecker, Horton

Special Education Committee:
Directors Spence, chair; Dannecker, Vice Chair; Blewett, Johnson, O'Neil

Strategic Planning and Budget Committee:
Directors Morales, chair; Balistreri, Vice Chair; Blewett, Dannecker, Hardin, Horton, Johnson, O'Neil, Spence

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
MAY 13, 2004

Special meeting of the Board of School Directors called to order by President Blewett at 5:47 PM.

Present—Directors Balistreri, Dannecker, Hardin, Horton (6:40 PM), Johnson, Spence, and President Blewett—7.

Absent and excused—Directors Morales and O'Neil—2.

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

To the Members of the Board of School Directors:

At the request of President Peter Blewett, a special meeting of the Board of School Directors will be held at 5:30 PM on Thursday, May 13, 2004, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of:

1. 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;
2. Considering and possibly taking action on the 2004-2005 School Calendar; and
3. Receiving, considering, and taking action on various Reports of the Independent Hearing Panel of the Board of School Directors (student expulsion reports).

With regard to Items 1 and 2, 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 regard to Item 3, 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.

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

LYNNE A. SOBCZAK
Board Clerk

By unanimous consensus, the Board took up the items in reverse order.

REPORTS OF SPECIAL COMMITTEES.

The Director, Office of Board Governance/Board Clerk, presented 22 expulsion orders from the Independent Hearing Panel of the Milwaukee Board of School Directors.

Director Johnson moved to accept the reports of the Independent Hearing Panel of April 22, April 23, April 26, April 27, April 28, April 29, May 3, May 4 and May 6, 2004.

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

Ayes—Directors Balistreri, Dannecker, Hardin, Johnson, Spence and President Blewett—6.

Noes—None.

APPROVAL OF THE 2004-2005 CALENDAR

The Director, Office of Board Governance/Board Clerk presented the following calendar for the 2004-2005 school year:

Milwaukee Public Schools
2004-2005 SCHOOL CALENDAR

AUGUST

MON	TUE	WED	THUR	FRI
30	B31			

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

SEPTEMBER

MON	TUE	WED	THUR	FRI
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

1 First day of school for all students
6 Labor day — no student attendance

OCTOBER

MON	TUE	WED	THUR	FRI
				B1
4	5	6	7	8
11	12	13	14	15
18	19	20	KC21	EMHC22
25	26	27	28	29

1 Banking day — no student attendance
21 Kindergarten conference day
22 Elementary, middle, and high school conference day — no student attendance
28 & 29 Convention days — no student attendance

JANUARY

MON	TUE	WED	THUR	FRI
31				

FEBRUARY

MON	TUE	WED	THUR	FRI
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28				

21 Mid-semester break — no student attendance

MARCH

MON	TUE	WED	THUR	FRI
	1	2	3	4
7	8	9	10	11
14	15	16	KC17	EMHC18
21	22	23	24	25
28	29	30	31	

17 Kindergarten conference day
18 Elementary, middle, and high school conference day — no student attendance
25-31 Spring recess — no student attendance

NOVEMBER

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

25 & 26 Thanksgiving recess — no student attendance

DECEMBER

		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

20-31 Winter recess — no student attendance

JANUARY

3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
F24	F25	F26	27	B28

3 Classes resume
17 M.L. King day — no student attendance
24-26 High school final exams
27 Record day/Staff planning day — no student attendance
28 Banking day — no student attendance

APRIL

				1
4	5	6	7	8
11	12	B13	14	15
18	19	20	21	22
25	26	27	28	29

1 Spring recess — no student attendance
4 Classes resume
13 Banking day — no student attendance

MAY

2	3	4	5	6
9	10	11	12	B13
16	17	18	19	20
23	24	25	26	27
30	31			

13 Banking day — no student attendance
30 Memorial day — no student attendance

JUNE

		1	2	3
6	7	8	9	10
F13	F14	F15	16	17
20	21	22	23	24

13-15 High school final exams
15 Last day of student attendance
16 Record day — no student attendance
17 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.

2004-2005 School Year

TEACHER WORK YEAR

Organization Day.....Monday, August 30, no classes scheduled

Banking Day .....Tuesday, August 31, no classes scheduled

First day of attendance
for ALL students .....Wednesday, September 1

Labor Day.....Monday, September 6, schools closed

Banking Day .....Friday, October 1, no classes scheduled

Kindergarten Parent
Conferences .....Thursday, October 21

Elementary, Middle, and
High School Parent
Conferences .....Friday, October 22, no classes scheduled

Convention days .....Thursday & Friday, October 28 & 29 no classes scheduled

Thanksgiving recess.....Thursday & Friday, November 25 & 26, schools closed

Winter recess .....Monday, December 20, through Friday, December 31, ... schools closed

Non-paid, non-workday.....Dr. Martin Luther King, Jr. Day, Monday, January 17, ... schools closed

Record/Staff Planning Day.....Thursday, January 27, no classes scheduled

Banking Day .....Friday, January 28, no classes scheduled

Non-paid, non-workday.....Monday, February 21, schools closed

Kindergarten Parent Conferences .....Thursday, March 17

Elementary, Middle, and High School Parent Conferences .....Friday, March 18, no classes scheduled

Spring recess.....Friday, March 25, through Friday, April 1, schools closed

Banking Day .....Wednesday, April 13, no classes scheduled

Banking Day .....Friday, May 13, no classes scheduled

Memorial Day.....Monday, May 30, schools closed

Last pupil day .....Wednesday, June 15

Record Day.....Thursday, June 16, no student attendance

Emergency Make-up Day.....Friday, June 17

TEACHER WORK YEAR 2004-2005

Month	Days
August	2
September	22
October	21
November	21
December	13
January	20
February	19
March	18
April	20
May	22
June	13
TOTAL	191
Teacher Days	191
	-11
Pupil Contact Days	180

Days No Classes Scheduled	
Paid Holidays	3
(Labor Day, September 6)	
(Thanksgiving Day, November 25)	
(Memorial Day, May 30)	
Organization Day (8/30)	1
Conference Days (10/22 & 3/18)	2
Convention Days (10/28 & 10/29)	2
Record/Staff Planning Day (1/27)	1
Record Day (6/16)	1
Emergency Make-up Day (6/17)	1
TOTAL	11
Non-paid, non-workday (MLK Day 1/17)	
Non-paid, non-workday (Mid-semester break 2/21)	

Director Hardin moved to adopt the calendar.

The motion prevailed, the vote being as follows:

Ayes—Directors Balistreri, Dannecker, Hardin, Johnson, Spence and President Blewett—6.

Noes—None.

With respect to Item 1, Director Balistreri 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.

The motion prevailed, the vote being as follows:

Ayes—Directors Balistreri, Dannecker, Hardin, Johnson, Spence and President Blewett—6.

Noes—None.

The Board retired to executive session at 6:04 PM.

The Board adjourned from executive session at 7:31 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
MAY 20, 2004

Special meeting of the Board of School Directors called to order by President Blewett at 6:40 PM.

Present—Directors Balistreri, Dannecker, Hardin, Horton, Johnson, Morales, Spence (6:44 PM), and President Blewett—8.

Absent and excused—Director O'Neil—1.

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

May 14, 2004

To the Members of the Board of School Directors:

At the request of President Peter Blewett, a special meeting of the Board of School Directors will be held at 6:30 p.m. on Thursday, May 20, 2004, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the following purposes:

1. To recognize the valedictorians and salutatorians from all of the Milwaukee Public Schools' high schools for 2004; and
2. To hold a public hearing on the proposed FY2005 budget.

Public hearing will also be given on amendments to the proposed FY2005 budget to be adopted by the Committee on Strategic Planning and Budget Committee at its May 19 meeting. Copies of the amendments will be available to the public on the Board's Website and in the Office of Board Governance prior to the meeting. Copies will also be available at the time of the meeting.

The Board has scheduled the statutory public hearing on the budget for 6:30 p.m. on Tuesday, May 25, 2004. A separate notice will be issued for that meeting.

LYNNE A. SOBCZAK
Board Clerk

The Board recognized the following valedictorians and salutatorians from all of the Milwaukee Public Schools' high schools for 2004:

School	Valedictorian	Salutatorian	principal
Assata High School	Tynisha Taylor	Rolonda Taylor	
Bay View High	Michael Daniels	Benjamin Lukszys	Bob Plath
Bradley Tech	Bradlee Seehawer	Leepengsu Xaiyasang	Ed Kovochich
Custer High School	May Sheng Lor	Scott Janke	Willie Jude
Grandview High School	Emmeline Thomtschik	Evelyn Ramos	Marcia Spector
Hamilton High (co-valedictorians)	Casey Kloss Stephanie Orlando* Misha Vojo Tubic Maria Valdes*	Danielle Shotola	Frank Moffett
Juneau High School	Mai Xiong	Arnie Vang	Myron Cain

School	Valedictorian	Salutatorian	principal
Kilmer South	Kelly Watkins	Kelly Weinreich	Saul Reeves
King High School (co-valedictorians)	Karen Backes Daniel Bingham-Pankratz Nicholas Bobinski Tanya Figueroa Daniel Greuel Joseph Grihalva Alexandria LaPorte Rebecca Leightling Jennifer Miller Molly Nilssen Beth Novara Erik Saunders Lianne Streng Ashley Turza Va Yang		Andrew Meuler
Lady Pitts	Caiyle McKenzie	Robin Davis	
Madison High	Melissa Dietrich	Kohisha Blaylock	Robert Peters
Marshall High	Kristina Stemler	Chiquita McCurry	Hillary Mayes
Metropolitan High	Kim Law	Erwing Jones	Evelyn Resto
Milwaukee High School of the Arts	Olivia Puerta Eleanor Heidkamp-Young Emily Janusz		Eugene Humphrey
Milwaukee School of Entrepreneurship	Stephanie Spencer	Sheena Noblin	John Polczynski
Milwaukee School of Languages	Ngoc Ly Dang	Harpreet Kaur Danielle Henry	Grace Thomsen
New School for Community Service	Mitchelle Lyle	Jonathan Hughett	Marty Horning
North Division High	Dou Moua	Damon Spurlock	Eric Coleman
Phoenix	Zeniriam Perez	Shafiah Cleveland	Michael Endress
Pulaski High School	Hien Vu	Nhung Luu	Michael Hickey
Riverside University High School	Joshua Parson	Troy Haskin	Rosana Benishek
Shalom High School	Crystal Smith	Brittany Dauden	
South Division High	Randy Sexton Jr.	Cecilia Andrade	Charles Siebert
Veritas High School	Elizabeth Hallman	Megan Schmidt	Jodi Weber
Vincent High School	Deana Rousseau	Marquita Hampton	Gloria Erkins
Washington High	Gestine Sewell	Sue Xiong	Nancy Conner
Wisconsin Conservatory of Lifelong Learning	Megan Laudon	Delicia Washington	Sallie Brown

The Board recessed from 6:58 to 7:03 PM.

The Board then proceeded to give public hearing on the proposed FY2005 budget.

The hearing recessed from 9:24 to 9:27 PM.

The hearing concluded and the Board adjourned at 9:56 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
MAY 25, 2004

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

Present—Directors Balistreri, Dannecker, Hardin (7:28 PM), Horton, Johnson, Morales, O'Neil, Spence, and President Blewett—9.

Absent—None.

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

May 21, 2004

To the Members of the Board of School Directors:

Pursuant to the provisions of Section 119.16(8)(a), Wisconsin Statutes, the Board of School Directors will meet at 6:30 p.m. on Tuesday, May 25, 2004, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of giving public hearing on the proposed FY2005 School Operations, Construction and Extension Fund budgets.

The Board is scheduled to take action on the proposed FY2005 budget at a special meeting on Thursday, June 3, 2004.

LYNNE A. SOBCZAK
Board Clerk

Pursuant to the provisions of Section 119.16(8)(a), Wisconsin Statutes, the Board proceeded to give public hearing on the proposed FY2005 School Operations, Construction and Extension Fund budgets and amendments to the proposed FY2005 budgets.

The hearing concluded and the Board adjourned at 8:48 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
MAY 27, 2004

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

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

Absent—None.

President Blewett requested a moment of silence in memory of Janney Hardin, a 7th-grader at Greenfield School who died on May 17, 2004, from sickle cell anemia, and for Tia Woodley and Temisha Warren, two sisters at King Elementary who were missing after being swept into the Milwaukee River on May 22.

AWARDS AND COMMENDATIONS

(Item A) Special Student Performances

Two school groups will perform at the full Board meeting. Students from Escuela Vieau School and Longfellow Elementary School will present dance and music to showcase their talents.

Escuela Vieau School

Coordinated and directed by Mrs. M. Ortiz, students from Escuela Vieau will begin the performance with *Swing the Mood,* a tribute to the American music that inspired the greatest musicians of our time. This will be followed by *La Plena*, a folk dance from Puerto Rico, which has its roots in its West African heritage. In its earliest form, the Plena seems to have been accompanied by percussion alone, but it has evolved over the years to include other instruments such as the cuatro, guitar, guiro, and maracas.

Coordinated by Mrs. M. Ortiz and directed by Mrs. A. Gonzalez, the students will perform the *Mambo.* This Caribbean dance, which has its origins in Cuba, is a mixture of rumba, cha cha, and zamba.

The last performance by Escuela Vieau School students was coordinated and directed by Ms. D. Allen. Stepping is a combination of syncopated rhythms that can include stomping, clapping, snapping, etc. It started as a means for traditionally African-American fraternities and sororities to compete with each other while showing pride in their own organizations.

Longfellow Elementary School

The Longfellow Elementary School Honors Band is a group of fifth-grade students who are representative of the entire Longfellow Elementary Band. The Band was made possible through the Time Warner/VH1 Save the Music Program, a wonderful program which has made a huge impact on Longfellow students. They have shown improvement in mathematics skills, reading skills, social

skills, discipline, attitude, respectfulness, responsibility, assertiveness, concentration, and confidence. The Band will be performing *Hot Cross Buns, the Longfellow School Song/Cheer,* and *La Bamba.*

Following the musical performance, the Longfellow dance group will present *La Rumba,* a dance representative of Cuban culture that was choreographed by Nancy Colon, fourth-grade bilingual teacher, and Mrs. Kelli Hook, ESL teacher. The students performing are sixth-graders who have committed their time to the art of dance. The performance you will see today will also be presented at the Marcus Theater of Performing Arts for the annual event, Cantos de las Americas.

* * * * *

(Item B) 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:

NAACP
Milwaukee Chapter

It is especially fitting that, during the month of the 50th Anniversary of the landmark U. S. Supreme Court decision in Brown vs. Board of Education, the Milwaukee chapter of the National Association for Advancement of Colored People (NAACP) is honored for its tireless commitment and dedication to excellence in education for all children. The efforts of their leadership and membership have illustrated that the Brown vs. Board of Education decision was a decision for all education and for all people who have stood up for public education.

The work of the NAACP-Milwaukee Chapter has provided the foundation to address equality for all members of our multicultural society. As an organization, it has integrated the best of common sense, conventional wisdom, and current research to support all children in their academic pursuits. It has led the charge that has resulted in a sense of belonging for all children as they come together and study to prepare for their futures.

Receiving the award on behalf of the NAACP-Milwaukee Chapter is its President, Ms. Jerry Ann Hamilton. Ms. Hamilton's strong leadership in supporting public education has benefited the lives of many children, their families, and the community.

The Milwaukee Board of School Directors and the entire school community recognize the NAACP-Milwaukee Chapter for its dedication, outstanding leadership, and commitment to excellence on behalf of the students of the Milwaukee Public Schools.

* * * * *

(Item C) Special Presentations In Honor of Director Charlene Hardin

NAACP Award

On Monday, May 17, 2004, Charlene Hardin, Vice-President of the Milwaukee Board of School Directors, was named the recipient of a special award from the National Association for Advancement of Colored People (NAACP)-Milwaukee Chapter in celebration of the 50th Anniversary of the landmark U.S. Supreme Court decision in "Brown v. Board of Education." The inscription on this prestigious award is as follows: *Excellence in Educational Service In Pursuit of Equality Through Education.*

In addition, at the May Board meeting, the Milwaukee Chapter of the NAACP will present a pin to Director Hardin to commemorate the 50th Anniversary of the landmark U.S. Supreme Court decision in Brown vs. Board of Education. This will be followed by a special presentation by the Superintendent of Schools.

Resolution

By President Blewett on behalf of the Board:

WHEREAS, May 17, 2004, marked the 50th anniversary of the landmark U.S. Supreme Court decision in "Brown vs. Board of Education," which declared that separate educational facilities are "inherently unequal" and, therefore, violate the principles of the Fourteenth Amendment, which guarantees the equal protection of the laws; and

WHEREAS, This decision was an important first step in ending segregation in public schools; and

WHEREAS, In celebration of this historic decision, the Milwaukee Branch of the NAACP on May 17, 2004, awarded Charlene Hardin, member of the Milwaukee Board of School Directors for the 4th District and the Board's Vice President, its 50th Anniversary Celebration Award for Brown vs. Board of Education for her "Excellence in Educational Services in Pursuit of Equality through Education"; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors extend its heartfelt congratulations to Vice President Charlene Hardin on her having received this prestigious recognition; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors thank Vice President Charlene Hardin for her tireless efforts in fighting for equality in educational opportunities and resources for all the children and parents of the Milwaukee Public Schools; and be it

FURTHER RESOLVED, That this resolution be spread upon the permanent proceedings of the Board of School Directors; and be it

FURTHER RESOLVED, That the Board instruct the Board Clerk to have an engrossed copy of this document, suitably signed and sealed, prepared and delivered to Vice President Charlene Hardin in tribute to her contributions to equality, justice, and excellence in public education.

Adopted by consensus.

* * * * *

(Item D) CTE Logo Contest

Students

This school year, the Division of Career and Technical Education sponsored a contest to design a new Division logo. Students were directed to design a logo that reflects the Career and Technical Education Division's mission, yet is simple and graphically pleasing. The logo is to give a feeling of technological sophistication. Students used a variety of media to produce their entries. Entries were done electronically and by hand with pencil, paint, ink, and other media.

Students competed in the "CTE Logo Design Smack-down" in classes, teams, or clubs, or as individuals. Teachers served as mentors to promote and guide the student participants. The 25 entries that qualified in the CTE Logo Design Smack-down were all awarded certificates of participation, which were sent to their individual schools. Those entries are on display in room 103 of the Central Services Building during the May Board meeting.

The grand prize winner of the contest is Lee Chang of Daniel Webster Middle School. As grand-prize winner, Lee is receiving a digital camera donated to the CTE Division for this contest.

Below is a list of the students who participated in this contest:

Burdick School — Teacher, David Chilinski
Antonio Auiles-Mauschot
Jacob Beringer
Amanda Brzenk
Duke Byrd
Monica Dolata
Ron Elkins
Trever Elliot
Jade Ertel
Josephine Hennessey
Andrew Jankiewicz
Eric Oneby
Andrew Parker
Alexander Ream
Jeanine Williams
Dima Zaretser

Hamiton High School — Teacher, James Bonini
Maria Valdes

Hartford Ave. School — Teacher, Caren Ciezki
Sade Bryant
Aubrey Fleming
Alexus Hentz
Lee Holton
Quiaton Leslie
Johnny Mc Niece
Jonathon Sprewer
Melvin Young

Pulaski High School — Teacher, MingYon Blackwell
Gerardo Ibarra

Webster Middle School — Teacher, Marlon Boyd
Lee Chang (Contest Winner)
Acosta Margarita
Demaseyo Scott
Brianca Smith
Shonta Randle

# # #

(Item E) Other Awards and Commendations

Keenya Hoffmeier, a junior at Riverside University High School, and Punita Chawda, a junior at Rufus King High School for the College Bound, have received full scholarships to participate in the *2004 World Affairs Seminar* along with 1,000 young people from North America and international exchange students from throughout the world. The 28th World Affairs Seminar, dedicated to the advancement of international goodwill and peace through a better understanding of world problems, will be held on the University of Wisconsin-Whitewater campus from June 13 to June 18, 2004. Dr. Heinz-Gerhard Justenhoven, Director of the Institute of Theology and Peace in Hamburg-Barsbuettel, Germany, will open the 2004 Seminar, introducing the seminar theme, "Making Peace by Understanding Conflict." Punita, who has recently returned from a year of study abroad in Niigata, Japan, was selected to receive this scholarship by the Milwaukee Downtown Rotary Club.

# # #

Shauna Briggs, a fifth-grade student at MacDowell Montessori School, earned first place in the State of Wisconsin Office of the Public Defender's Law Day Poster Contest commemorating the 50th Anniversary of Brown v. Board of Education.

# # #

Michael Chobanian, a student at Cooper Elementary School, has been named the *Wisconsin 2003-2004 Patroller of the Year* by AAA Wisconsin. It is the second consecutive year in which a Cooper student has won the award. All Patroller of the Year winners and their chaperones are invited to a celebration in Orlando, Florida.

# # #

Shane Allen, a student at Riverside University High School, has been awarded the *Japan-U.S. Senate Scholarship.* The Japan-US Senate Youth Exchange program, sponsored by Youth For Understandings (YFU-USA), awarded Shane the scholarship as one of the American high-school students — one from each state — who will travel to Japan and take part in a summer exchange. Outstanding students in their junior year from across the nation were selected by YFU to receive official sponsorship by their states' senators.

# # #

Seventh-grade students from Daniel Webster Middle School, participating as the first team to represent the school in a Wisconsin Career Academy Science Fair, earned numerous awards and certificates. Twelve of the fourteen students won first-place, honorable mention, or certificates of participation in their first science fair experience. Three students won cash awards, including two shopping sprees at Mayfair mall. One student received an award from the Association for Women Geoscientists (AWG) for outstanding project in geosciences by a female student. Student award winners were:

Cyle Agee
Kayel Hughes-Doninique
Lutrice Williams
Karesha Johnson
Shamika Jackson
Mainou Yang
Ashley Dent
Carlos Vergara
Justen White
Joshua Burnett
Dorian Lewis
Michael Haggler
Kong Xiong
and Derrick Johns.

# # #

Anthony Wilder, a junior at Milwaukee High School of the Arts, has been chosen to receive an award and special recognition for writing an original musical composition which was entered in the Wisconsin School Music Association, Department of Public Instruction (WSMA/DPI) Student Composition Project. The top seven student composers will be honored at a ceremony on May 28 at the State Capitol building.

# # #

Darius Hanford, a senior at Project Stay Senior Institute, was one of only 11 national high-school students chosen for Time Warner Cable and C-Span's "The Common Good." Darius and his teacher, Ms. Linda Port, will travel to Washington, D.C., from June 6 to June 12 for a program specially designed by the Close-Up Foundation.

# # #

Seven girls representing four MPS high schools will participate in the *2004 Miss Juneteenth Day Pageant*. This year's theme is "A Celebration of Freedom — Ring the Bell of Freedom." The contestants will be judged in five categories — poise and personality, creativity and performing talent, Afrocentric evening attire, reading of their essays on the meaning of Juneteenth Day, and responses to interview questions. The contestants are:

Andrea Adkins, Grade 10, North Division High School
Brickney Frierson, Grade 12, Rufus King International Baccalaureate High School
Indea Holland, Grade 10, Vincent High School
Kayla Isabell, Grade 11, Rufus King International Baccalaureate High School
Michelle Jenkins, Grade 10, Rufus King International Baccalaureate High School
Marcelia Nicholson, Grade 10, Milwaukee School of Languages
Christine Redd, Rufus King International Baccalaureate High School

# # #

This year's winners of the Mary Horwitt Piano Scholarships are as follows:

Jamaal Ford, Riverside High School
Jabril Faraj, Riverside High School
Fressia McKee, Wooldand
Terry Harris, Milwaukee High School of the Arts
David Fernandez-Barkan, Milwaukee High School of the Arts
Katie Parker, Roosevelt Middle School

Schools

Alexander Hamilton High School's Academy of Economics team brought home the first-place traveling trophy in the *2004 The Finance and Investment Challenge Bowl™*, an interactive educational game designed to help promote financial literacy and awareness among youth. The challenge took place on Friday, May 7, 2004, at the Milwaukee Public Schools' Central Services Building. Members of the Hamilton team were Ryan Jackson, Jonathon Schmidt, Jennifer Ratajczyk, and Kayla Schmidt. Each of the four-student team members earned a $100 US Savings Bond, a trophy, and an opportunity to participate in the 5th Annual Money Conference. Their coach, Mr. Eugene Heitz received a $25 gift certificate and a grant to attend the summer 2004 Wisconsin Institute of Financial and Economic Education (the "Institute") at Edgewood College in Madison. The Challenge is sponsored by Asset Builders of America, Inc.

Using a quiz show format, The Finance and Investment Challenge Bowl™ challenges high-school students to test their knowledge of personal finance and investing. The game features teams of three competing students and an alternate student who rotates into the competition. Any student attending high school in the Milwaukee area is eligible to compete.

Competition participants (including coaches) received a copy of *The Encyclopedia of Personal Finance 2004*, the WI Department of Financial Institution's *Understanding Credit*, and several texts published by the Federal Reserve Bank to help them prepare for the competition and a $50 US Savings Bond at the competition.

# # # #

Alexander Hamilton High School's Academy of American Studies, Milwaukee High School of the Arts, and the Gilder Lehrman Institute of American History applied for and were given grants to develop history high schools in Milwaukee. They each have been awarded their third-year grant for 2004-05.

Two new schools were selected to receive grants at the middle-school level. Alexander Graham Bell is the first middle school in the country to receive a grant to develop a middle school with a focus

on American history, and Kosciuszko Middle School will develop an Academy of American history that will include both parents and students in the study of American history and citizenship.

The Gilder Lehrman Institute of American History promotes the study and love of American history. Through grants, the Institute emphasizes that today's students must develop insights into America's past if they are going to meet the challenges of tomorrow. In a society in which people come from a multiplicity of backgrounds, knowledge of our historical roots can serve as a unifying factor for all Americans.

Gilder Lehrman American history high schools grew out of a partnership between the Gilder Lehrman Institute of American History and the Department of Education to create small schools of choice focused on the study of American history and its relationship to students' lives and to current issues.

This fall, the Gilder Lehrman Institute will also create a Saturday Academy for the Study of American History for 200 middle- and high-school students and a year-long professional seminar on teaching and learning American history for 30 teachers.

Staff/Departments

Kimberly Abler, art curriculum specialist, was named the recipient of the *President's Award* by the Wisconsin Art Education Association (WAEA). The award was presented at the WAEA Spring Conference Awards banquet on March 27 at the University of Wisconsin-Marathon County I Wausau. The WAEA President's Award is presented to educators who have made outstanding contributions to art education in Wisconsin.

# # # #

The Wisconsin Technology Education Association (WTEA) has named Christopher Napierala, Technology Education Instructor at Samuel Morse Middle School, as the *WTEA Technology Educator of the Year*. The award was presented during the awards banquet on March 4, 2004, at the 35th Annual Spring Conference.

# # # #

Time Warner Cable recently recognized the following teachers for their hard work and dedication to children and education through its local "Teaching Creatively with Cable" Awards. These teachers have developed exceptional, imaginative, and challenging learning-centered projects through the use of cable. The winning teachers include:

Gold Winners — $500 Teacher Grant
Jacqueline Pollman & Mary Widen, Cooper Elementary School
Carol Sirko, Rose Hans, & Kathleen Avery, Cooper Elementary School

Silver Winners — $250 Teacher Grant
Lisa Sherman-Colt, Milwaukee High School of the Arts
Denice Niebuhr & Carrie Davis, Tippecanoe

Bronze Winners — $125 Teacher Grant
Jane Wisniewski & Diane Piedt, Trowbridge

$50 Honorable Mention Winners
Cathleen Hunt, Project Stay Senior Institute
Linda Port, Project Stay School

# # # #

Denise Brondino and Laura Buckingham, teachers at Zablocki Elementary School, have been selected to receive the *June Hartenthaler/Team Collaboration Award*. This award is presented annually by Chapter 31 to teachers involved in successful integration of students with exceptional needs into the regular education classroom.

# # # #

The United States Postal Service commemorated Women's History Month with its the 6th Annual Award Conference and Luncheon honoring Dr. Sharon Durtka, Office of Academic Excellence, Teaching and Learning, along with 22 other women. The *2004 Women Putting Their Stamp on Metro Milwaukee Award* was presented to Sharon for her commitment to education, in particular in multicultural and international education. This commitment permeates her life's work in the Milwaukee Public Schools, her years as a volunteer in Jamaica, and her continued efforts in the local community, state, and country.

# # # #

The Milwaukee Public Schools Recreation Division was named the recipient of the *2004 Journey House Community Development Award* for its commitment to Journey House Soccer League.

Other

This is the sixth year of the Japanese Ministry of Education's program for young teachers. Although the program has been drastically cut due to Japan's financial difficulties, Wisconsin and Iowa have been chosen as sites for the program's continuation over the next two years.

The visiting teachers are rigorously screened and fully certified in various subjects — math, music, physical education, science, etc. — in Japan's public elementary, middle, and high schools. They are usually within their first seven years of teaching in Japan. They come to Wisconsin to learn about American education by immersion. They share Japanese language and culture and their specialty subjects through classroom presentations and participate in all aspects of our school communities.

This year, which marks the 150th anniversary of the United States-Japan relationship and of the signing of the Japan-United States Treaty of Peace and Amity, also is the Milwaukee Public Schools' 25th year of hosting Japanese teachers. Milwaukee Public Schools has been most fortunate is being able to host Japanese teachers annually since 1981 through the generosity of staff, parents, and school communities. Through the enriching experience of having an international teacher in a school for an extended period, students and teachers in Wisconsin gain different perspectives on teaching and learning and Japanese culture. In return, the international teacher gets an insider's view of Wisconsin schools and communities.

* * * * *

APPROVAL OF MINUTES

The minutes of the regular and special Board meetings of April 8, 20 and 22, 2004, were approved as printed.

* * * * *

COMMUNICATIONS FROM THE SUPERINTENDENT

(Item A) Disallowance of Claim

Office of
Superintendent of
Schools

To the Board of School Directors:

In accordance with established procedures, I present a notice of Claim served on the Milwaukee Public Schools by Mr. R. L. McNeely, attorney, on behalf of a minor who allegedly sustained personal injuries at the Thirty-eighth Street School on September 24, 2003. Claim is being demanded in the amount of $50,000.

Wausau Insurance Companies, the third-party administrator which currently investigates the 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 Johnson, the claim was disallowed, the vote being as follows:

Ayes—Directors Balistreri, Hardin, Johnson, Morales, O'Neil, Spence and President Blewett—7.

Noes—None.

Temporarily absent—Directors Dannecker and Horton—2.

* * * * *

REPORTS OF STANDING COMMITTEES

Separate consideration was requested of the following items:

Innovation/School Reform Committee, Item 6, adoption of textbooks, and

Finance/Personnel Committee, Item 7, continuation of sole-source contracts to complete the evaluation process required by Federal Grantors for Community Learning Centers (CLCs), Gaining Early Awareness and Readiness for Undergraduate Programs (Gear Up), Summer Stars, and Supplemental Education Services required by the No Child Left Behind Act.

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

Ayes—Directors Balistreri, Hardin, Horton, Johnson, Morales, O'Neil, Spence and President Blewett—8.

Noes—None.

Temporarily absent—Director Dannecker—1.

COMMITTEE ON INNOVATION/SCHOOL REFORM

Director O'Neil presented the following report for the Committee on Innovation/School Reform:

TO THE BOARD OF SCHOOL DIRECTORS:

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

(Item 1) Action on a Recommendation to Approve a Charter School Contract with Genesis School of Business Technology/Trade Health and Human Services

Background

1. On November 11, 2003, the Committee on Innovation/School Reform held a public hearing to consider the charter school petition for Genesis School of Business Technology/Trade Health and Human Services (Genesis). On November 20, 2003 the Board approved the concept of the Genesis charter school petition and authorized the Division of Diversified Community Schools, in consultation with the Board's designee and the Office of the City Attorney, to begin contract negotiations with representatives from Genesis in anticipation of the establishment of an MPS instrumentality charter school for the 2004-2005 school year.

2. The Board specified no contingencies for Genesis.

Administration's Analysis

3. Contract negotiations have been completed. The terms of the Genesis contract are listed below:

School .....Genesis

Address .....1011 W. Center Street
(North Division Multiplex)

Status .....Instrumentality

Term .....5 years

Contract FTE 400

4. In addition, the Genesis charter school contract has been negotiated to propose the following change in language:

> The MPS Division of Special Services shall review ~~annually~~ semi annually (October and February) with Charter School, the enrollment of children with disabilities to ensure appropriate pupil representation.

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, Board Policy or Rule Statement

6. This charter school contract is being presented to the Board pursuant to Administrative Policy 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 the Genesis contract will be budgeted and considered for approval in the 2004-2005 Board-adopted budget.

9. Genesis has received a planning grant in the amount of $33,300 as a part of the Small High School Redesign initiative.

10. Genesis plans to apply for Wisconsin Department of Public Instruction charter school grants beginning with the 2004-2005 school year.

Implementation and Assessment Plan

11. The charter school contract for Genesis will become effective upon Board approval. A copy of the Genesis 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 Genesis as an MPS instrumentality charter school, to begin with the 2004-2005 school year and end with the last day of school of the 2008-2009 school year.

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

* * * * *

(Item 2) Action on a Recommendation to Approve a Charter School Contract with School of Humanities

Background

1. On November 25, 2003, the Committee on Innovation/School Reform held a public hearing to consider the charter school petition for School of Humanities. On December 16, 2003, the Board approved the concept of the School of Humanities petition and authorized the Division of Diversified Community Schools, in consultation with the Board's designee and the Office of the City Attorney, to begin contract negotiations with representatives from the School of Humanities in anticipation of the establishment of an MPS instrumentality charter school for the 2004-2005 school year.

2. The Board specified no contingencies for the School of Humanities.

Administration's Analysis

3. Contract negotiations have been completed. The terms of the School of Humanities' contract are listed below:

School.....School of Humanities

Address.....1011 W. Center Street
(North Division Multiplex)

Status .....Instrumentality

Term .....5 years

Contract FTE 325

4. In addition, the School of Humanities' charter school contract has been negotiated to propose the following change in language:

> The MPS Division of Special Services shall review ~~annually~~ semi annually (October and February) with Charter School, the enrollment of children with disabilities to ensure appropriate pupil representation.

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, Board Policy or Rule Statement

6. This charter school contract is being presented to the Board pursuant to Administrative Policy 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 the School of Humanities' charter school contract will be budgeted and considered for approval in the 2004-2005 Board-adopted budget.

9. School of Humanities has received a planning grant in the amount of $ 33,300 as a part of the Small High School Redesign initiative.

10. School of Humanities plans to apply for a Wisconsin Department of Public Instruction charter school grant beginning with the 2004-2005 school year.

Implementation and Assessment Plan

11. The charter school contract for School of Humanities will become effective upon Board approval. A copy of the School of Humanities 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 School of Humanities as an MPS instrumentality charter school, to begin with the 2004-2005 school year and end with the last day of school of the 2008-2009 school year.

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

* * * * *

(Item 3) Action on a Recommendation to Approve a Charter School Contract with Truth Institute for Leadership and Service

Background

1. On November 25, 2003, the Committee on Innovation/School Reform held a public hearing to consider the charter school petition for Truth Institute for Leadership and Service (Truth

Institute). On December 16, 2003, the Board approved the concept of the Truth Institute's petition and authorized the Division of Diversified Community Schools, in consultation with the Board's designee and the Office of the City Attorney, to begin contract negotiations with representatives from Truth Institute in anticipation of the establishment of an MPS instrumentality charter school for the 2004-2005 school year.

2. No contingencies were specified by the Board for Truth Institute.

Administration's Analysis

3. Contract negotiations have been completed. The terms for the Truth Institute contract are listed below:

School .....Truth Institute

Address .....1011 W. Center Street
(North Division Multiplex)

Status .....Instrumentality

Term .....5 years

Contract FTE 375

4. In addition, the Truth Institute's charter school contract has been negotiated to propose the following change in language:

> The MPS Division of Special Services shall review ~~annually~~ semi annually (October and February) with Charter School, the enrollment of children with disabilities to ensure appropriate pupil representation.

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, Board Policy or Rule Statement

6. This charter school contract is being presented to the Board pursuant to Administrative Policy 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 the Truth Institute's charter school contract will be budgeted and considered for approval in the 2004-2005 Board-adopted budget.

9. Truth Institute has received a planning grant in the amount of $ 33,300 as a part of the Small High School Redesign initiative.

10. Truth Institute plans to apply for a Wisconsin Department of Public Instruction charter school grant beginning with the 2004-2005 school year.

Implementation and Assessment Plan

11. The charter school contract for Truth Institute will become effective upon Board approval. A copy of the Truth Institute 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 Truth Institute as an MPS instrumentality charter school, to begin with the 2004-2005 school year and end with the last day of school the 2008-2009 school year.

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

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(Item 4) Informational Follow-Up Report and Presentation on Resolution 0304R-004 By Director Blewett Regarding the Development of MPS As a Writing-Intensive District

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

Administration's Report

1. Director Blewett introduced Resolution 0304R-004 on May 29, 2003. The Administration conducted research and, in its response to the Board on October 14, 2003, recommended that the Board adopt the resolution with the provision that the Administration work with the Milwaukee Partnership Academy (MPA) to develop a plan for a program that supports Milwaukee Public Schools as a writing-intensive district.

2. During October and November of 2003, the Administration met with the Executive Director of the MPA, Dr. Christine Anderson, and others from the MPA to begin the planning process.

3. During December and January, Workgroup 1, Comprehensive Literacy and Mathematics, of the Milwaukee Partnership Academy met to refine the District's Comprehensive Literacy Model and to elaborate on the writing-intensive component. The Director of Teaching and Learning then presented the Comprehensive Literacy Model, with its emphasis on the writing-intensive component, to the Academic Cabinet, the MPA Implementation Team, and the MPA Board of Directors.

4. Literacy coaches and other school representatives received intensive, ongoing training in the scoring of writing assessments and in the use of the data to help teachers inform instruction during the 2003-2004 school year.

5. The Division of Teaching and Learning and the Division of Professional Development held a joint staff meeting on April 19, 2004, to determine how to support the implementation of the writing-intensive component and to make recommendations to the MPA workgroups.

6. MPA workgroups 1 and 3, Teacher and Principal Quality, held two joint meetings (on April 5 and 26) to develop a district professional development plan to support the District in becoming a writing-intensive district. This plan will target literacy coaches, learning teams, principals, and principal coaches and strive to build capacity among the entire school community to engage in embedded professional development that will result in increased writing proficiency for all students.

7. Schools will indicate how they will address writing as part of the completion of the educational plan.

8. Review teams will discuss with schools how they are addressing district priorities of reading, writing, and mathematics during the examination of educational plans.

9. The professional development plan and other related materials are included with the minutes of your Committee's meeting.

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(Item 5) Action on a Recommendation to Approve the Project Lead the Way Pre-Engineering Program

Administration's Analysis

1. Project Lead The Way (PLTW), a nationally established program focused on preparing the future technical and engineering workforce in America, offers a middle-school "Gateway to Technology" curriculum and a five-course high-school curriculum. Teacher and counselor training, project-based courses meeting national science and mathematics standards, equipment specifications, software, post-secondary articulation, and a strong support structure make PLTW a comprehensive program.

2. Further, PLTW gets results. In early data, 73% of students taking three or more high-school PLTW courses entered post-secondary engineering or technical programs. Of those students, 98% continued into their second year in their technical or engineering programs. This "persistence rate" is well above the 50% national average expected. Students in PLTW programs also *consistently* score higher than their peers on national reading, science, and mathematics exams.

3. The network of PLTW schools now exists in 38 states and is supported by the US Department of Education, which is acutely aware that the United States cannot stay competitive in the global marketplace without a well trained technical citizenry. Currently, there are 1.3 million engineering or engineering technology jobs in the United States without trained people to fill them. PLTW is a response to this need and is endorsed and actively promoted by the Wisconsin State Superintendent of Public Instruction and the Wisconsin Department of Workforce Development.

4. This item seeks Board approval of an agreement between MPS and Project Lead The Way. Board approval for this agreement is a requirement of participation in the program. A copy of the agreement has been provided to the Board under separate cover.

5. The Division of Career and Technical Education (CTE) at MPS has engaged in extensive research to determine concentrations for career programming at the middle- and high-school levels based on local and national labor market data. Engineering stands out as a significant opportunity for MPS students. CTE is committed to helping prepare our students for real occupations with real futures in an environment that encourages academic excellence. The linking of focused career education with strong academic core disciplines is the key to unlocking the interest and excitement of young people for science and mathematics.

6. One of CTE's main challenges is dealing with the decreasing number of technical education teachers through retirement or program restructuring. PLTW is not "instructor-dependent;" that is, it can be taught to another teacher following a retirement, without a loss in services to students.

7. The district has several willing post-secondary partners, an active engineering professional association, and several initiatives reaching MPS students today in isolated activities. PLTW allows MPS to *systematize and coordinate* engineering as a focal point for career education. With its strong basis in national standards and linkages to post-secondary opportunities, PLTW dovetails with the district's ongoing Learning Targets initiative. Plus the accessibility of the curriculum by non-engineering teachers through ongoing professional development and support is a major advantage.

8. This project seeks to implement a system-wide pre-engineering program with adequate support for success in at least three middle schools and five high schools in 2004. Those numbers may change slightly in subsequent years, but eight schools offer a core concentration to provide adequate opportunity across the district. This number may be re-evaluated for effectiveness.

9. The following district goals for PLTW reflect vital reasons this program was chosen:

   a. increase test scores, particularly in mathematics and science, in PLTW schools;

   b. increase numbers of MPS students entering post-secondary engineering schools;

c. increase numbers of MPS students entering any post-secondary program;

d. increase graduation rates in PLTW schools;

e. raise career-awareness among parents and students of opportunities in engineering and science-related fields; and

f. strengthen career-education programs in middle and high schools.

10. There is a new vision for MPS to redesign, to transform, and to revitalize high schools in the district. While many new high schools will be created, this intiative also lays out the expectation that all high schools will be challenged to *improve academic achievement, to promote innovation, and to create unique and meaningful learning experineces for all students*. Technical education is a significant part of these innovations. Efforts to develop systemwide strategies for the dissemination of pathbreaking projects that move across curriculum areas promise success in this environment.

11. PLTW offers strong national recognition, standards-based curriculum, the integration of technical and academic core competencies, and vibrant links to post-secondary partners. The Milwaukee Public Schools is committed to developing district-wide support for PLTW schools to enhance industry proficiencies, to build the knowledge base of both the academics and mechancics of the field of engineering, to strengthen post-secondary ties, and to build a strong industry-advisory group that functions on school-by-school and district levels.

Strategic Plan Compatibility Statement

12. 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, Board Policy or Rules Statement

13. This recommendation is consistent with administrative policy 7.01,: Teaching and Learning Goals. PLTW meets the requirements set forth in Administrative 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

14. This item does not authorize expenditures, but merely seeks the Board's approval to sign an agreement between PLTW and MPS. Funds needed for the implementation of Project Lead The Way are reflected in the following, which is provided for informational purposes:

a. Proposals currently under review with a local foundation will provide funding for professional development and assistance for project roll-out in the first year.

b. School-based funds will cover computer labs, wiring, teacher compensation, project consumables, and supplies.

c. CTE funds will cover equipment, software lease, and project rollout costs.

- Equipment purchase will be a through a re-allocation of CTE funds
- Software lease is a part of a current agreement — no new cost.
- Project roll-out costs are covered in partnership with Milwaukee Area Technical College and Department of Public Instruction, Carl Perkins funding.

Implementation and Assessment

15. Upon approval by the Board of School Directors, the School District Agreement will be signed and sent to the national offices of Project Lead The Way. Classroom implementation will

begin in Fall 2004. Professional development for teachers will begin in July 2004. Activities to engage a district-wide advisory group will begin in May 2004.

16. PLTW includes classroom assessments based on course material. Examinations are administered at the completion of the high-school program. The PLTW contract specifies that MPS will report on PLTW graduates in annual graduate follow-up surveys through the program's systematic evaluation process.

17. A school self-assessment instrument from PLTW includes categories and descriptors to indicate the school's program-quality standards. A certification program through PLTW enforces these quality standards.

18. Timetable:

April 2004:	Ordering of equipment and supplies, recruitment and assessment of teachers
May 2004:	Formation of district-wide advisory group, which will meet on an ongoing basis
July 2004:	Professional development for teachers at Milwaukee School of Engineering
Sept. 2004:	Implementation of Introduction to Engineering Design in five high schools and Gateways to Technology in three middle schools
July 2005:	Professional development continues for teachers at MSOE
Sept. 2005:	Implementation of Principles of Engineering course
July 2006:	Professional development for teachers continues at MSOE
Sept. 2006:	Implementation of digital electronic and computerized integrated manufacturing or civil engineering
July 2007:	Professional development for teachers continues at MSOE
Sept. 2007:	Implementation of engineering design and development.

*Professional Development for Counselors is ongoing from September 2004.

Committee's Recommendation

Your Committee recommends that the Board direct the Administration to enter into the School District Agreement for participation in Project Lead The Way.

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

* * * * *

(Item 6) Action on a Recommendation for the Adoption of Textbooks

Administration's Analysis

1. In accordance with the textbook adoption rules of the Board of School Directors (Policy 7.26), the textbook evaluation committees were formed as a result of the Board's action of 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, Alaskan 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, 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 National Science Teachers Association, the Wisconsin Department of Public Instruction's guides, and the Wisconsin State Standards in evaluating texts.

6. The textbook evaluation process is being tied to a larger plan for re-assessing 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.....17 parents
Business Education grades 9-12.....5 teachers

Computer Literacy grades 6-12 .....8 teachers
English grade 9.....11 teachers
Family and Consumer Education grades 9-12.....8 teachers
Music History grades 9-12.....4 teachers
Biology grades 9-12 .....10 teachers
Physical Science grades 9-12.....10 teachers
Social Studies grades 9-12 .....30 teachers
Trade and Technical grades 9-12.....7 teachers
Music grades K-8 .....16 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, which, in effect, concludes 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; computer literacy, grades 6-12;, English, grade 9; family and consumer education, grades 9-12;, music history, grades 9-12; biology grades, 9-12; physical science, grades 9-12; social studies, grades 9-12; trade and technical education, grades 9-12; and music, grades K-8.

9. The Family and Consumer Education, the Family and Community, and the Music History Committees request to reopen these areas for evaluation in FY06 due to the limited materials available at this time. Publishers have informed them that more materials will be available for evaluation during the 2004-2005 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, MPS Policy, or Board Rule Implication Statement

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

Fiscal impact statement

12. Approval of this item authorizes expenditures. The estimated cost for adoption of the recommended textbooks is $6.7 million. Purchases will not be made until the FY05 budget is approved. Funding is included in the Superintendent's proposed FY05 budget, budget code Textbooks — GEN-O-O-INV-DW-ETXB0000. Approximately $25,000 of the $6.7 million will be allocated out of the FY05 textbook budget to cover translation costs.

implementation and assessment plan statement

13. Textbooks and supplementary materials for business education, grades 9-12; computer literacy, grades 6-12;, English, grade 9; family and consumer education, grades 9-12;, music history,

grades 9-12; biology grades, 9-12; physical science, grades 9-12; social studies, grades 9-12; trade and technical education, grades 9-12; and music, grades K-8, will be purchased with funds that have been allocated in FY05.

Committee's Recommendation

Your Committee recommends that:

1. the Board adopt the textbooks as specified below — including related supplementary materials such as teacher manuals, resource guides, and CD ROMs — as recommended by the Textbook Evaluation Committees. Purchase of the textbooks for business education, grades 9-12; computer literacy, grades 6-12;, English, grade 9; family and consumer education, grades 9-12;, music history, grades 9-12; biology grades, 9-12; physical science, grades 9-12; social studies, grades 9-12; trade and technical education, grades 9-12; and music, grades K-8, will be made using funds in the FY05 budget upon the approval of the FY05 budget; and
2. Where adopted materials do not suit the needs of a school, proposals to adopt alternative materials must be submitted to the Superintendent for approval.

High School

Business Education — Accounting

Glencoe Accounting, First Year Course: Real World Applications and Connections, Fifth Edition, Glencoe/McGraw-Hill, 2004

Glencoe Accounting, Advanced Course: Real World Applications and Connections, Fifth Edition, Glencoe/McGraw-Hill, 2004

Computer Literacy

Prentice Hall Technology Applications, Levels I and II, Pearson Education, Inc., publishing as Pearson Prentice Hall, 2004

English, Grade 9

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

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

Family and Consumer Education — Family, Food, Society

Food for Today, Eighth Edition, Glencoe/McGraw-Hill, 2004

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

Family and Consumer Education — Fashion and Fabric

Clothing: Fashion, Fabrics and Construction, Fourth Edition, Glencoe/McGraw-Hill, 2003

Family and Consumer Education — Family and Community

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

Music History, Grades 9-12

There is no recommendation for high-school Music History at this time.

Science — Biology

Modern Biology, Holt Rinehart and Winston, a division of Harcourt, Inc., 2006

Prentice Hall Biology and *Prentice Hall Biologia*, Pearson Education, Inc., publishing as Pearson Prentice Hall, 2004

Science — Physical Science

Foundations of Physical Science with Earth and Space Science, CPO, 2003

Prentice Hall Physical Science: Concepts in Action, Pearson Education, Inc., publishing as Pearson Prentice Hall, 2004

Holt Science Spectrum Physical Science, Holt, Rinehart and Winston, a division of Harcourt, Inc., 2004

Social Studies — African American Heritage/Studies

The African-American Odyssey, Pearson Education Inc., publishing as Pearson Prentice Hall, 2003

United States History Atlas, George F. Cram, 2003

Social Studies — Anthropology

Cultural Anthropology, Eighth Edition, Thomson Learning/Wadsworth, 2004

Social Studies — Psychology

Holt Psychology: Principles and Practices, Holt, Rinehart and Winston, A Division of Harcourt, Inc., 2003

and for AP Psychology:

Psychology: Themes and Variations, *Sixth Edition, Thomson Learning/Wadsworth, 2004*

Social Studies — World Cultures/World Studies

World Cultures: A Global Mosaic, Pearson Education, Inc., publishing as Pearson Prentice Hall, 2004

Social Studies — World Geography

World Geography: Building a Global Perspective, Pearson Education, Inc., publishing as Pearson Prentice Hall, 2005

Nystrom Desk Atlas, Classroom Set, 2004 Edition, Nystrom, 2003

and for AP Human Geography:

Human Geography: Culture, Society, and Space, Seventh Edition, Wiley, 2004

Hammond Citation World Atlas, Hammond Corporation, 2003

and for IB World Geography:

Human Geography: Landscapes of Human Activity, Eighth Edition, McGraw-Hill, 2005

Good's World Atlas, 20th Edition, Rand McNally, 2000

Social Studies — World History

World History: Patterns of Interaction, First Edition, McDougal Littell, a division of Houghton Mifflin Company, 2005

Nystrom Atlas of World History, Nystrom, *2004*

and for AP World History:

World Civilizations: The Global Experience, Fourth Edition, Pearson Education, Inc., publishing as Pearson Prentice Hall, 2005

World History Unfolding Series Parts I and II, Rand McNally Educational Publishing, 2002

and for AP European History and IB Global History:

Western Civilizations, Comprehensive, Fifth Edition, Thomson Learning/Wadsworth, 2003

Trade and Technical — Pre-Engineering

(Principles of Engineering)

Introduction to Engineering, Third Edition, John Wiley and Sons, a division of Peoples Publishing Group, 2002

(Introduction to Engineering Design)

Engineering Drawing and Design, Second Edition, Delmar Publisher, a division of Thomson Learning, 2004

(Digital Electronics)

Digital Electronics Principles and Applications, Sixth Edition, Glencoe/McGraw-Hill, 2003

(Computer Integrated Manufacturing)

CNC Programming — Principles and Applications, Delmar Publishing, a division of Thomson Learning, 2002

Robot Technology Fundamentals, Delmar Publishing, a division of Thomson Learning, 1999

(Civil Engineering and Architecture)

Architectural Drafting and Design, Delmar Publishing, a division of Thomson Learning, 2004

Middle School

Computer Literacy

Prentice Hall Keyboarding and Computer Applications, Pearson Education, Inc., publishing as Pearson Prentice Hall, 2004

Trade and Technical — Pre-Engineering

(Gateway to Technology)

Technology Interaction, Third Edition, Delmar Learning, 2003

Elementary and Middle School

Music K, Grade 8

Silver Burdett Making Music, First Edition, Pearson Education, Inc., publishing as Pearson Scott Foresman, 2005

Director Spence moved that the Board adopt the report.

The motion prevailed, the vote being as follows:

Ayes— Directors Balistreri, Hardin, Horton, Johnson, Morales, O'Neil, Spence, and President Blewett—8.

Noes—Director Dannecker—1.

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COMMITTEE ON SPECIAL EDUCATION

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

TO THE BOARD OF SCHOOL DIRECTORS:

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

IEP Services: Total LEA (Local Education Agency)

	04/04	05/04
Population Served	16,881	17,073

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.

	04/04	05/04
Initial Evaluations (Completed since 9/03)	2146	2676
Active Initial Referrals	1328	1276
Re-evaluations (Completed since 9/03)	3518	3944
Active Re-evaluations	1250	1229

2. Data Management Services (SSIMS)

Special Services Information Management System (SSIMS)
Project Status Report as of May 1, 2004

SSIMS (Encore) Database

- Encore enhancements were applied to the test and training servers in April 2004
- Encore enhancements will be applied to the production server in May 2004

SSIMS Training

- Encore and Forms training began in January 2004 and will continue through October 2004
- Since January 1, 2004, approximately 700 MPS resources have been trained in Encore and Forms

Interfaces

- Inbound daily interface processing (eSIS to Encore) is running three times a day
- Outbound daily interface (Encore to eSIS) is running nightly
- Provider (PeopleSoft) interface to Encore is scheduled to be moved into production during May 2004

IEP Forms

- Coding and testing of the initial IEP forms (100 pages) is complete
- IEP forms have been incorporated into the Encore production database application

Reports

- There are approximately 50 standard reports in Encore
- Additional Special Ed *Ad Hoc* reports are being created based on user requests

December Child Count

- Child Count data were extracted from Encore during December and loaded into DPI application software
- Child Count audit reports were developed to ensure data accuracy
- Final 2003 Child Count numbers were submitted to DPI in early January 2004

Encounter Tracker (ET) — Medicaid Tracking

- Initial ET application coding took place during April 2004
- Initial MPS testing of ET will take place during May 2004
- Initial coding of the interface between ET and the billing provider, MJCare, took place in April 2004

Forms Updating Encore Database (FTI)

- Data-mapping requirements for the 80 IEP form pages are complete
- FTI coding took place during February and continued in March 2004

Network Access — School IEP Meeting Room/Special Education Office Space

- SSIMS team has met with MPS Technology to discuss logistics of MPS school network access
- SSIMS team continues to work with schools having network issues that may effect accessing SSIMS

SSIMS Data Quality

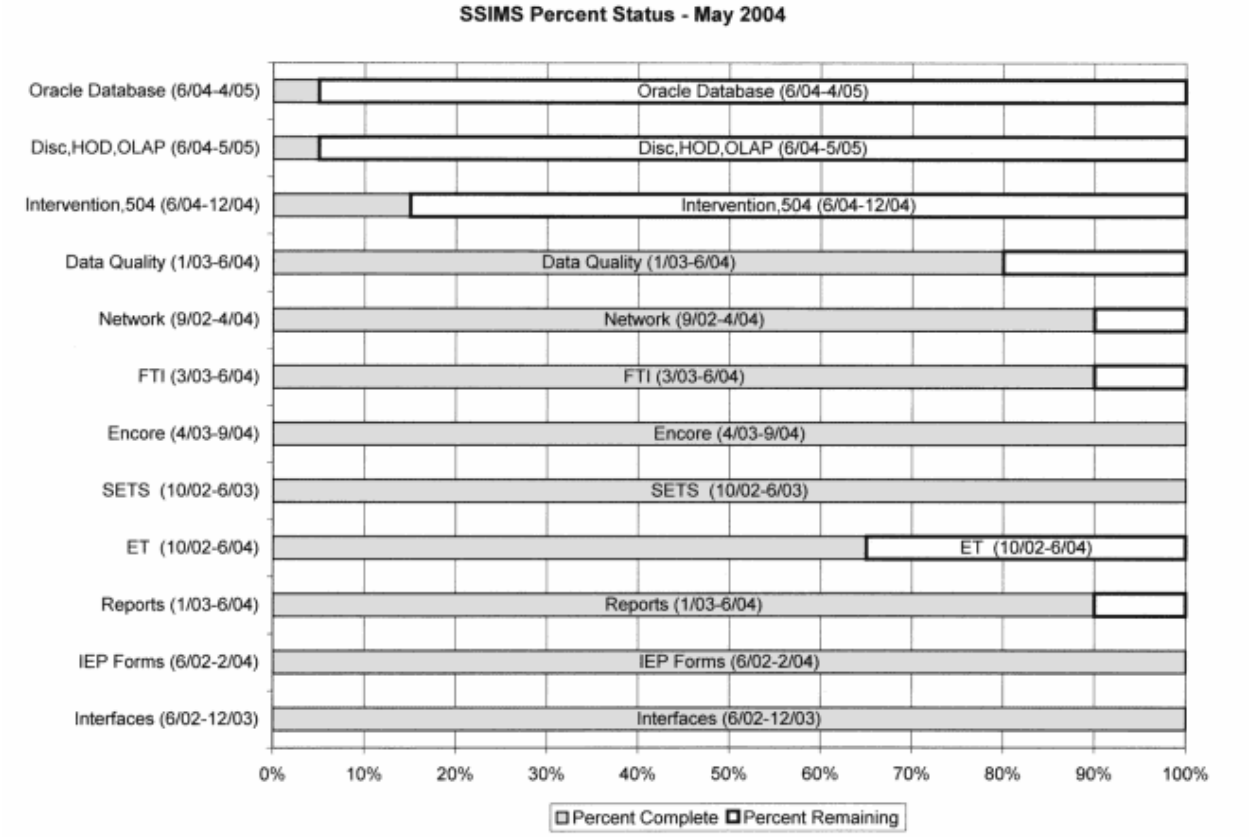
- A SSIMS data quality committee meets weekly to evaluate and monitor SSIMS data
- Various *ad hoc* reports have been created to monitor Encore Special Ed data

SSIMS Help Desk

- A SSIMS Help Desk team has been created and trained to support SSIMS users
- All Help Desk calls are recorded in HEAT (Help Desk call-tracking software) to ensure resolution of issues

Rollout Schedule

- Encore and Forms district rollout training began in January 2004 and will continue through October 2004
- Encounter Tracker scheduled for implementation in 2004



- Intervention, 504, Discipline, HOD, OLAP module implementation is scheduled for 2004/2005

3. Section 504 of the Rehabilitation Act (1973) and Title II of the Americans With Disabilities Act (1990)

a. The Congress of the United States enacted Section 504 of the *Rehabilitation Act* (1973) and Title II of the *Americans With Disabilities Act* (1990) to prohibit discrimination against, and to protect the civil rights of, individuals with disabilities. Under these statutes, school districts are required to provide special accommodations and necessary services for qualified students with disabilities so that they may equally participate in, and benefit from, public education programs and activities.

b. Section 504 and Title II regulations, which are enforced by the U.S. Department of Education, Office for Civil Rights, require the Milwaukee Public Schools to

(1) provide a free appropriate public education (FAPE) to each qualified person with a disability who is within its jurisdiction, regardless of the nature or severity of the disability;

(a) A ***free public education*** under Section 504 and Title II means the provision of educational services without cost to the student with a disability or to the parent/legal guardian, except for those fees that are imposed on other students who do not have disabilities.

(b) An ***appropriate public education*** under Section 504 and Title II means the provision of regular or special education as well as related aids and services (e.g., speech therapy, occupational and physical therapy, psychological counseling, or medical diagnostic services necessary to the child's education) that are designed to meet the individual educational needs of the qualified student with a disability.

(c) A ***qualified person with a disability*** under Section 504 and Title II is an individual who has, has a record of, or is treated by others as having, a physical or mental impairment that substantially limits one or more major life activities such as walking, speaking, learning, hearing, etc. This definition includes physiological disorders (e.g., seizure disorder, asthma, Attention Deficit/Hyperactivity Disorder, diabetes) and psychological disorders (e.g., emotional or behavioral disorder, drug or alcohol addiction, eating disorder, clinical depression, post-traumatic stress disorder). Students who are eligible for special education services under the Individuals With Disabilities Education Act (IDEA) are also protected from discrimination under Section 504 and Title II.

(2) annually notify students, parents, school district employees, and the community of the school district's responsibilities under Section 504 and Title II; and

(3) locate and identify all children with disabilities in the district's geographic area.

c. The educational needs of qualified students under Section 504/ADA must be addressed by the staff members of each Milwaukee Public School. Appropriately meeting these educational needs may involve making reasonable accommodations, modifying instructional practices, and/or developing an individual education plan for a qualified student with a disability.

a. The Milwaukee Public School District is obligated to notify the community of its responsibilities under Section 504 and Title II. Annually, the District notifies all families of its obligations under these acts in the *Parent and Student Rights and Responsibilities Handbook*.

b. Each school must comply with district guidelines and legal due-process procedures regarding identification, evaluation, and appropriate accommodation for qualified students with disabilities under Section 504 and Title II. Principals must annually notify school staff members regarding the school district’s policy of nondiscrimination on the basis of disability and its obligation to identify and to provide appropriate educational services for students with disabilities. In all district schools, the principals identify building coordinators to facilitate the referral process and the development of accommodation plans. The vast majority of the district’s Section 504/ADA building coordinators are school psychologists.

Guidelines for Parents

Q: What are "Section 504" and "Title II"?

A: The Congress of the United States enacted Section 504 of the Rehabilitation Act (1973) and Title II of the Americans With Disabilities Act (1990) to prohibit discrimination against, and to protect the civil rights of, individuals with disabilities. MPS is required to provide special accommodations and necessary services for qualified students with disabilities so that they may equally participate in, and benefit from, public education programs and activities.

Q: Why are we being told about Section 504 and the Title II now?

A: Although the Rehabilitation Act was enacted in 1973, the usual practice of school districts was to address the needs of students with disabilities under the policies and programs established for students with disabilities by the entitlements of the Education of the Handicapped Act (EHA, 1970) and the Individuals With Disabilities Education Act (IDEA, 1990). Following congressional passage of the Americans With Disabilities Act in 1990, the U.S. Department of Education directed all school districts to comply with Section 504 and Title II civil rights requirements for the education of students with disabilities.

Q: Is this the same as "Special Education"?

A: No. A student must meet specific eligibility criteria for IDEA disability categories such as Learning Disabilities, Emotional Disturbance, Cognitive Disabilities, or Speech & Language Disabilities in order to qualify for special education services; however, all students who are eligible for special education are protected under Section 504 and the ADA (Title II) because of their disabilities.

A student who is not eligible for special education under IDEA disability criteria may qualify as a student with a disability under Section 504 and the ADA. For example, an ADHD student who has been evaluated by the IEP team, but did not qualify under the IDEA category of Other Health Impairment (OHI), may be eligible for accommodations and services under the broader Section 504/ADA eligibility guidelines. As such, this example is an illustration of the possible entitlement to accommodations retained by students who exhibit impairments but who are determined not to be in need of special education services.

Q: What is the definition of "a qualified individual with a disability" under Section 504/ADA?

A: A *qualified person with a disability* under Section 504 and Title II is an individual who has, has a record of, or is treated by others as having, a physical or mental impairment that substantially limits one or more major life activities such as walking, speaking, learning, hearing, etc. This definition includes physiological disorders (e.g., seizure disorder, asthma, Attention Deficit/Hyperactivity Disorder, diabetes) and psychological disorders (e.g., emotional or behavioral disorder, drug or alcohol addiction, eating disorder, clinical depression, post-traumatic stress disorder).

Q: What do Section 504 and Title II mean for my child?

A. If you have reason to suspect that your child has a physical or mental condition that may be adversely affecting a major life activity (e.g., learning, breathing, walking) in the school setting, your child has a right to referral, evaluation, and determination of eligibility. A student who has a qualifying disability may be eligible for reasonable accommodations (e.g., medication administration, assistance getting to and from

classes), modified instructional practices (e.g., extended testing time, assisted note-taking), and an individualized education plan.

Milwaukee Board of School Directors' Nondiscrimination Policy

Under Section 504 of the *Rehabilitation Act* and Title II of the *Americans With Disabilities Act* (ADA), the Milwaukee Public Schools are mandated to provide a free appropriate public education to each qualified person with a disability within its jurisdiction, regardless of the nature or severity of the person's disability.

Section 504 and Title II provide that, "No otherwise qualified individual with a disability shall, by reason such disability, be excluded from the participation in or be denied the benefits of the services, programs or activities of a public entity, or be subjected to discrimination by any such entity." Section 504 and Title II define a *person with a disability* as an individual who has, has a record of, or is regarded as having, a physical or mental impairment that substantially limits one or more major life activities.

In order to comply with the U.S. Department of Education's regulations implementing Section 504 of the *Rehabilitation Act* and Title II of the *Americans With Disabilities Act,* and in order to ensure that all students with disabilities are identified, evaluated, and provided with appropriate education services under these Acts, the Milwaukee Board of School Directors has established policies and services for these students incorporating the following:

- nondiscriminatory evaluation and placement procedures to guard against misclassification or inappropriate placement of students with disabilities, and periodic re-evaluation of qualified students who have been provided special education, specific accommodations, and related services;
- educational services designed to meet the individual educational needs of students with disabilities as adequately as the needs of other students are met;
- educational services, facilities, appropriate materials, and equipment for students with disabilities equal in quality to that provided to other students;
- the education of each student with a disability in the least restrictive environment to the maximum extent appropriate to the needs of the student with a disability; and
- establishment of due-process procedures that ensure the participation of the parent or legal guardian in evaluation and placement decisions and that provide grievance procedures as well as an impartial hearing with the participation of the parent or legal guardian and representation by counsel.

Staff members in the Milwaukee Public Schools must be informed about appropriate educational accommodations and services for students with disabilities under these Acts.

Adopted May 1993 by the Milwaukee Board of School Directors

References: 29 U.S.C. §794; 20 U.S.C. Chapter 33, P.L. 101-476; 34 C.F.R. Part 104; 42 U.S.C. §§12131-12161; C.F.R. Part 35.

Annual Notice

Section 504 of the Rehabilitation Act and Title II of the Americans With Disabilities Act (ADA) are federal laws that prohibit discrimination against persons with disabilities in any service, program. or activity of the Milwaukee Public School District.

Section 504 and Title II define a person with a disability as an individual who

- has a physical or mental impairment that substantially limits one or more major life activities (e.g., caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working);
- has a record of such an impairment; or
- is regarded as having such an impairment.

In order to fulfill their obligations under Section 504 and Title II, the Milwaukee Board of School Directors and the Milwaukee Public Schools recognize a responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a disability will knowingly be permitted in any of the programs and practices in the Milwaukee Public Schools.

The Milwaukee Public Schools have specific responsibilities under Section 504 and Title II that include the obligation to identify, to evaluate, and, if the child or student is determined to be qualified, to afford access to appropriate educational services.

If the parent or legal guardian disagrees with the determination made by the professional staff of the Milwaukee Public Schools, he or she has the right to file a grievance with the Milwaukee Public Schools, have a hearing with an impartial hearing officer, or submit a complaint to the U.S. Department of Education, Office for Civil Rights, which enforces Section 504 and Title II.

Parent and Student Rights

Section 504 of the Rehabilitation Act and Title II of the Americans With Disabilities Act

The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of the school district's decisions. Please keep this explanation for future reference.

You have the right to:

1. have your child take part in and receive benefits from public education programs without discrimination because of his or her disability;
2. have the Milwaukee Public Schools advise you of your rights under federal law;
3. receive notice with respect to identification, evaluation, accommodation, or placement of your child;
4. have your child receive a free appropriate public education. This includes the right to be educated in the least restrictive environment to the maximum extent appropriate. It also includes the right to have the Milwaukee Public Schools make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities;
5. have your child educated in facilities and receive services comparable to those provided to students who do not have disabilities;
6. have your child receive special education and related services if he or she is found to be eligible under the Individuals With Disabilities Education Act (IDEA) [20 U.S.C. Chapter 33, P.L. 101-476];
7. have evaluation, eligibility, accommodation, and placement decisions made based upon a variety of informational sources and by persons who know your child, the evaluation data, and the placement options;

8. have transportation provided to and from an alternative placement setting at no greater cost to you than would be incurred if the student were placed in a program operated by Milwaukee Public Schools;

9. have your child be given an equal opportunity to participate in nonacademic and extracurricular activities offered by the Milwaukee Public Schools;

10. examine all relevant records relating to decisions regarding identification, evaluation, eligibility, accommodation and placement of your child under Section 504 and Title II;

11. obtain copies of educational records at a reasonable cost, unless the fee would effectively deny you access to the records;

12. obtain a response from the Milwaukee Public Schools to reasonable requests for explanations and interpretations of your child's records;

13. request amendment of your child's educational records if there is reasonable cause to believe that they are inaccurate, misleading, or otherwise in violation of the privacy rights of your child. If the Milwaukee Public Schools refuse this request for amendment, MPS shall notify you within a reasonable time and advise you of your right to an impartial hearing;

14. request mediation or file a written grievance in accordance with the Milwaukee Public Schools' mediation, grievance, and hearing procedures under Section 504 and Title II;

15. request an impartial hearing regarding the identification, evaluation, eligibility, accommodation or placement of your child. You and your child may take part in the hearing and may have an attorney represent you.

16. File a written grievance with:

    Richard E. Brigham, Psy.D.
    Section 504/ADA Coordinator for Students
    P.O. Box 2181
    Milwaukee, WI 53201-2181
    (414) 475–8139; TDD: (414) 475–8132

    or

    File a complaint with:

    The U.S. Department of Education
    Office for Civil Rights
    111 N. Canal Street, Suite 1053
    Chicago, IL 60606-7204
    (312) 886-8434

* * * * *

COMMITTEE ON STRATEGIC PLANNING AND BUDGET

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

TO THE BOARD OF SCHOOL DIRECTORS:

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

(Item 1) Update on the FY2005 Proposed Budget and Action on the Referral of Proposed Budget Amendments

1. Your Committee reports having reviewed the Superintendent's proposed FY2005 budget for the School Operations, Extension, and Construction Funds, dated April 26, 2004.

2. Your Committee held worksessions on the budget on May 4 and 19, 2004.

3. Your Committee gave public hearing on the budget on May 10, 12, 13, and 17, 2004.

4. In accordance with statutory provisions, the budget was published in the *Milwaukee Journal Sentinel* on May 18, 2004.

5. The full Board held a hearing on the entire budget on May 20, 2004, and will hold its statutory public hearing on May 25, 2004.

6. Your Committee will submit the proposed FY2005 budget, as amended, to the Board for approval at a special Board meeting scheduled for June 3, 2004.

Committee Recommendation

Your Committee recommends that the Board refer the following proposed budget amendments, as presented to your Committee at its worksession on May 19, 2004, to the committees indicated:

1. Amendment by Director Johnson to direct the Administration to petition the State for the opportunity to administer SAGE funds on a district-wide level.....Legislation, Rules & Policies

2. Amendment by Director Johnson to request the HeadStart Parent Policy Committee to consider allowing early childhood programs such as Urban Waldorf, Montessori, Reggio Emilio, or other research-based curriculum to be covered under HeadStart funding..... Innovation/School Reform

3. Amendment by Johnson to initiate a process to market MPS's centrally provided services to other school districts, with any revenue to the district to be increased if centrally provided services could be sold to neighboring school districts.....Finance/Personnel

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

Award of Contracts

ROOF REPLACEMENT

Sholes Middle School

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

Low Bidder, Base Bid of..... $110,819.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% MBE	112	43	5	Corporation	1

Due to a premature failure of a portion of Sholes's roof, funds were reallocated from the Eighth Street School's restroom project to this project under FY04 account code FAR-0-0-980-SH-ECNC (W.O. 2-651452). The Eighth Street School's restroom project has been included in the FY05 Capital Budget. The roof project is to begin on May 31, 2004, and is scheduled for completion on July 16, 2004.

NEW TOT LOT

Hampton School

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

Sole Bidder, Base Bid of..... $58,700.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% MBE	35	25	7	Corporation	4

Funds were allocated for this project from FY04 account code FAR-0-0-MM2-HP-ECNC (W.O. 2-596477). Project is to begin on June 21, 2004, and is scheduled for completion on August 13, 2004.

ADDITION AND RENOVATION
NEIGHBORHOOD SCHOOLS INITIATIVE

Hi-Mount Community School

Prime Contractor
Voss Jorgensen Schueler Co., Inc.
2000 Bluemound Road
Waukesha, WI 53186

Low Bidder, Base Bid of..... $5,041,000.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	30% MBE 5% WBE	31% MBE 25% WBE	150	11	15	Corporation	33

Funds have been committed from Neighborhood Schools Initiative account code FAR-0-0-NSI-HI-ECNC (W.O. 2-624181). Project is to begin on June 7, 2004, and is scheduled for completion on July 25, 2005.

Construction Contracts

Total construction contract dollars awarded..... $5,210,519.00
Total dollars HUB participation..... $2,839,911.90
% of MBE participation..... 30.32
% of WBE participation..... 24.19
% Minority employees within company..... 8.38
% Women employees within company..... 9.99

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 Assistance in Upgrading the District's Financial System

The Administration is requesting authorization to enter into a contract with Stratagem Inc. to assist with upgrading the district's financial system, IFAS. Stratagem has been granted a sole-source waiver due to the fact that it participated in the evaluation and selection of IFAS and has spent the last two years assisting with the implementation of IFAS. As a result, Stratagem has acquired comprehensive knowledge of the IFAS product and MPS's internal operations.

The contract, which is for the services of a single individual, is not to exceed $96,000.00. The funds for this engagement are in the FY04 budget, budget code EQM-0-0-TEC-TC-EMTC0000 (Technology Division — Technical Services, equipment-maintenance contracts).

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

B-5362 Authorization to Award a Bid to for Student Desks

The Administration is recommending an award for Bretford student desks to the lowest responsive bidder, School Specialty. The desks are to be used for various NSI projects in the Fall of 2004.

The award is for $87,890 and is to be charged to budget code 110-0-0-000-00-AISP (Operations Fund — inventory account — special billing).

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

Request for Authorization to Enter into a Contract to Provide Leasing Services for Computer and Telecommunications Equipment

MPS routinely leases computer and telecommunications equipment for a three-year period through a third-party leasing firm. Currently all leased equipment, except Apple computers, is financed through CitiCapital. Apple computers are leased through Apple Finance.

All MPS lease-purchases provide for three annual lease payments, at the end of which time the school or department owns the leased equipment. In this respect lease-purchases differ from operating leases, which are agreements to rent equipment over a period of time, at the end of which the equipment is returned to the leasing firm.

The district recently issued an RFP requesting proposals for a three-year agreement to provide leasing services to MPS schools and departments. The RFP addressed only non-Apple equipment.

Ten leasing firms responded to the district's RFP. An evaluation team reviewed all responses and invited the top four firms to participate in an interview with the team members.

The criteria for evaluating the firms were experience, qualifications, responsiveness, price, and references. Based on the evaluation criteria, the interviews, and the vendor references, Koch Financial was ranked number one. Accordingly, the Administration is requesting authorization to enter into a one-year contract with Koch Financial, with the option to extend for two additional one-year periods.

This action does not authorize expenditures. Future lease payments would be paid from the budgets of those schools and departments leasing equipment. Koch Financial would not be guaranteed any minimum amount of lease-purchase activity.

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 Extend a Contract for the District's Pre-placement Drug Screening and Physical Exams, Including Related Occupational Health Services

The Administration is requesting authority to extend the existing contract with Trigram for occupational health services for a three-year period commencing on July 1, 2004. The existing contract was awarded to Trigram following a competitive bid process on July 1, 2001. Section 5(c) of Administrative Policy 3.09 allows the Board to grant a waiver of the three-year maximum contract period when it can be determined that the current contract is the most advantageous to the district.

The services associated with the Trigram contract include pre-placement drug screening and physical exams, annual OSHA surveillance programs, federally required testing programs for drivers with CDL licenses, blood-borne pathogen program administration, and supervisory training.

The following is a comparison of the average annual fee increases for the current contract and the proposed contract for the most frequently used services:

	CURRENT 2001-2004	PROPOSED 2004-2007
Year 1	0% increase	10% increase
Year 2	0% increase	Not to exceed 2%
Year 3	0% increase	Not to exceed 3%

As noted above, Trigram has not increased its fees during the current contract. The proposed 10% increase in fees commencing on July 1, 2004, is less than the benchmark of the 15.4% cumulative increase in the medical component Consumer Price Index since July 1, 2001.

The quality of services and customer satisfaction during the term of the contract have been monitored with favorable results reported. Additionally, Trigram is certified by the City of Milwaukee as an Emerging Business Enterprise and was recently awarded a comparable contract to provide occupational health services to the City.

Estimated annual expenses for Trigram in FY05 based on current activity is $209,000. The budget code to be charged is DWC-0-0-EMB-DW-EMDI (Hospital and Surgical).

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 to Operate Three Cafeterias Employing MPS Special Education Students.

The Administration is requesting authorization to enter into a contract with U.S. Foodservice for the purpose of providing food and lunchroom supplies to three cafeterias operated by the Special Services Division as student classrooms under teacher supervision. One cafeteria is located in the MPS Central Services building, another is located in the MPS Technical Support building, and the third is located in the mental health facility on the Milwaukee County grounds.

The contract period is July 1, 2004, through June 30, 2005, with an option to extend for an additional one-year period. The value of the contract is expected not to exceed $75,000 annually. U.S. Foodservice was selected by an MPS evaluation team through the Request for Proposal (RFP) process. U.S. Foodservice was one of two vendors responding to the RFP.

The cost of food and supplies will be charged to budget code SS2-0-0-SWT-DW-EFOD (Special Services — Food).

*Currently, the MPS HUB Coordinator is working with the recommended vendor, U.S. Foodservices, to identify a list of HUB vendors from which U.S. Foodservice may purchase the food items required by the MPS cafeteria program.

Purchasing Request Summary — May 2004

Total contract dollars to be awarded	$467,890
Total dollars eligible for HUB participation	$0
Total HUB dollars	$0
% of MBE participation	$0
% of WBE participation	$0
Total HUB Participation	$0

Report of Revenues and Expenses

TO THE MILWAUKEE BOARD OF SCHOOL DIRECTORS:

Below is a summary of revenues as of March 31, 2004 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	$ 908,289,485	$ 49,308,089	$ 957,597,574	$ 148,087,497	$ 651,288,633	$ 306,308,941	68%
Categorically Aided	151,978,748	36,585,750	188,564,498	16,368,929	105,669,822	82,894,676	56%
School Nutrition	29,360,066	789,428	30,149,494	2,628,302	15,409,349	14,740,145	51%
Construction	35,787,377	32,855,230	68,642,607	10,183	14,988,971	53,653,636	22%
Extension	10,179,058	703,927	10,882,985	90,178	9,450,945	1,432,040	87%
Total All Funds	$ 1,135,594,734	$ 120,242,424	$ 1,255,837,158	$ 167,185,089	$ 796,807,720	$ 459,029,438	63%

Below is a summary of expenditures as of March 31, 2004 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	$ 908,289,485	$ 49,308,089	$ 957,597,574	$ 72,393,091	$ 677,535,088	$ 280,062,486	71%
Categorically Aided	151,978,748	36,585,750	188,564,498	15,669,415	138,700,752	49,863,746	74%
School Nutrition	29,360,066	789,428	30,149,494	3,294,526	22,833,700	7,315,794	76%
Construction	35,787,377	32,855,230	68,642,607	1,145,608	64,641,059	4,001,548	94%
Extension	10,179,058	703,927	10,882,985	754,410	6,776,667	4,106,318	62%
Total All Funds	$ 1,135,594,734	$ 120,242,424	$ 1,255,837,158	$ 93,257,050	$ 910,487,266	$ 345,349,892	73%

(1) Represents Board approved transfers during fiscal year 2004 and appropriations for purchases encumbered in fiscal year 2003.

Respectfully submitted,

Chief Finance and Operations Officer

Monthly Report on Expenditures

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

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, therefore, does not require action.

Acceptance of Donations

School	Donor	Amount	Gift or Purpose
Barton	A.O. Smith Foundation	$1,000	Summer Reading Program
Browning	State Farm Insurance Companies	$250	MANDI Awards
Douglass	Wal-Mart	$500	Grant from Wal-Mart for Earth Day Activities
Garland	Center for Applied Linguistics	$750	Participating in literacy study
Hawthorne	Master Lock	$500	Recreation sports
MacDowell	Rosann Mathias	$100	Playground balls
Manitoba	Anonymous	$250	Encyclopedia Britannica set
Maple Tree	Sam's Club	$500	Science/art/environment
Maple Tree	Anonymous	$500	Parent Incentives
MPS	Quarles and Brady	$7,800	6 Skybox ticket packs for Brewers game (use for MPS staff and students)
MPS	Bob Fox, Jr.	$6	Donation to Milwaukee Public Schools Radio Station WYMS (three $2.00 donations)
MPS	James and Gilda Shellow	$100	Donation to Milwaukee Public Schools Radio Station WYMS
Mitchell	Badger Mutual Insurance	$1,000	"Reading Is Fundamental"
Morgandale	Wal-Mart	$500	School supplies
Morgandale	JJ Candies	$800	Funding for field trips
Riley	Target	$292	"Take Charge of Education" (school supplies and materials)
Vincent	Coca-Cola Bottling Company	$10,000	Scholarships and support
Washington	Northwestern Mutual Foundation	$5,000	Robotics Team sponsorship

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; Reappointment of Probationary Personnel; Approval of Leaves of Absence; Report on Resignations; and Affirmative Action Report

Classified Personnel Transactions

Name and Assignment	Position and Salary	Date
	APPOINTMENTS	
Joan Robinson Building Operations (Replacement for promotion)	School Engineer I $33,249.06/yr.	05-24-04

PROMOTIONS

Kristin Dane Dr. King	School Engineer II $37,898.12/yr.	05-10-04
Kevin Lester Kluge	School Kitchen Manager I $18,270.64/yr.	04-19-04
Wayne Lewis Building Operations	School Engineer I $33,249.06/yr.	05-10-04
David Muchka Robinson	Boiler Attendant Trainee $27,387.62/yr.	05-10-04
David Nelson Robinson	School Engineer III $46,163.52/yr.	05-10-04
Howard Welch Grand	Boiler Attendant Trainee $27,387.62/yr.	05-10-04

CHANGES IN STATUS

Kindalyn Faltersack Mitchell	Handicapped Children's Assistant $14,609.70/yr.	04-19-04

Certificated Appointments — Teachers

Code	Teachers — Schedule 01	Division	Salary	Yrs. Exp. Credit	Start Date
r	Thomas Breitrick Trade/Carpentry	A	$27,806.00	0	4/19/04
r	Rose Galvan Bilingual Learning Disabilities	B	$29,224.00	0	4/19/04
r	Holly Graves Grade s1-8	B	$29,224.00	0	3/1/04
r	Whitney Gulbronson English, Grades 9-12	B	$29,224.00	0	4/19/04
r	Geraldine Perry Business Education, Grades 9-12	B	$29,224.00	0	4/19/04
r	Walter Perry Business Education, Grades 9-12	B	$29,224.00	0	4/19/04

Code	Teachers — Schedule 1F	Division	Salary	Yrs. Exp. Credit	Start Date
nr	Emily Zawikowski Special Education — Congress	B	$31,674.00	0	2/13/04

CODE

(r) Resident who must remain a resident

Reappointment of Probationary Personnel

TEACHERS AND TEACHER LIBRARIANS
(Completing One Semester)

Abraham, Stacy M.	Boettcher, Brooke	Calvin, Delphine M.
Bell, Preston C.	Boglitsch, Amy A.	Chipley, Danielle M.
Berg, Eric R.	Bott, Nichole K.	Climack, Rebecca A.
Birtha, Alisha	Bremer, Douglas E.	Coehoorn, Jacob A.

Cooper, Marta A.
Davila, Reina
Debelak, Brian
Dickinson, Margaret A.
Earnest, Nequilia J.
English, Tranace
Foley, Nelson
Foster, Dena M.
Fritz, Mark A.
Graham, Jennifer L.
Graves, Holly
Gray, Jerry D.
Grice, Anna M.
Haberkorn, Matthew J.
Haeuser, Sarah E.
Harding, Thomas E.
Hill, Jeanna C.
Hilson, Patrice M.
Horn, Michelle L.
Hornik, Jill
Jakubiak, Nicole A.
Kachel, Mark W.
Key Jr., William M.
Kirby-Osborne, Susan M.
Koney, Patrick M.
Kummerow, Alexander F.
Kutz, Carrie M.
Lawrence, Marla
Lippert-Goodwin, Jason P.
Lynk, Sabrina L.
MacArthur, Elaine T.
Manning, Peter J.
Matthews, Tracy L.
Melcher, Richard A.
Montoto, Elia P.
Morgan, Jennifer N.
Mueller, Nicole M.
Olson, Karen M.
Pickett, Aaliyah A.
Ploeger, Tiffanie M.
Potash, Robin L.
Priaulx, Cassandra M.
Prophet, Renee
Rach, David G.
Ragonese, Leigh M.
Schweinert, Caroline E.
Scott, Damon L.
Snyder, Kelly J.
Stewart, Kristina M.
Taylor, Deborah J.
VanLanen, Linda M.
Waterstraat, Jolene M.
Wehr, James P.
Zajichek, Paul T.

TEACHERS AND TEACHER LIBRARIANS
(Completing Two Semester)

Aagaard, Annie M.
Acevedo, Maria L.
Adams, Nekechia C.
Alpert-Frolkis, Debra A.
Alexopoulos, Bessie
Anderson, Mikaely T.
Aranda, Angela K.
Aschauer-Follmer, Molly M.
Assoa-Adou,Maria K.
Avery, Antonio L.
Azarian, Andrea M.
Baig, Fatina
Balkowski, Dale R.
Banton, Elaine
Bates, Ronald M.
Bauer-Gonzalez, Carla M.
Baumgartner, Susan M.
Bays, Tonya L.
Beason, Jake C.
Beattie, Katie A.
Beauchine, Trent T.
Beil, Jessica M.
Benavides, David
Benner, Brenda J.
Berry, Marina
Bestor, Brad P.
Biddle, Shirron L.
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.
Briggs, John K.
Brokmeier, Kyle J.
Brown, Danielle M.
Bruck, Paul J.
Brueggeman, Janet M.
Brukman, Emily E.
Brzinski, Christopher
Buck, Gregory O.
Buntrock, Jay
Burgos, Jannette
Busch, Monica L.
Buswell, Jane A.
Campbell, Gentry
Cannon, Kelly J.
Capcik, Leigh A.
Carbon, Cassie R.
Carlson, Kelly A.
Carroll, Martha B.
Carson, Penelope
Carstens, Kristina M.
Case, Tove C.
Cetharowski, Cheri
Chatman, Lisa D.
Chay, Catherine S.
Chojnacki, John R.
Christensen, Bradley C.
Christison, Mary T.
Clayvon, Ramona N.
Clevert, Melanie A.
Clyne, Kathleen A.
Coffey, Michael W.
Coleman, Tequila S.
Cole, Karen L.
Collenburg, Lori A.
Collins, Jean M.
Cornejo, Amarilis
Cotton, Shamar
Cotton, Vanessa
Cruz, Sandra L.
Cruz, Saulo
Custer, Billee
Dahlstrom, Matthew E.
Danninger, Paul J.
Davis, Kristin C.
Davis, Laura A.
Davis, Ritchie A.
Diouf, Mamadou M.
Dittman, Jamie L.
Dolski, Jeffrey M.
Duea, Tiffany A.
Duffek, Kim H.
Duncan, Andrew A.
Dunn, Jeanine D.
Durr, Joclyn A.

Edwards, Bonnie J.
Ehlers, Marcy A.
Ekins. Kelly K.
Emanuel-London, Nadine R.
Enders, Susan
Elliott, Jennifer L.
Erich, David J.
Esqueda, Brian R.
Ewig, Marta L.
Exum, Dorothy A.
Fehrman, Darwyn L.
Feliciano, Miguel A.
Fink, Glen M.
Finner, Nichelle R.
Fischer-Srok, Christine M.
Floyd, Jason P.
Forester, Paul R.
Franzen, Kathleen E.
Frazee, Jeni L.
Freeman, Christy M.
Fregien, Heidi L.
Freyre, Julie A.
Flower, Michael J.
Fuller, Alonzo
Galvan, Cynthia A.
Garvey, Judith A.
Gaston, Gloria L.
Gattuso, Tina M.
Gauger, Carrie J.
Gauger, Christy A.
George, Nathan D.
Gerard, Lisa M.
Gharrity, Jessica J.
Giannonatti, Heather M.
Gilmore, Tracey A.
Glad, Eric M.
Goetsch, Erin E.
Gomez, Ana A.
Gordon, Hayley
Gould, Elizabeth M.
Gozdziewski, Joan
Gransee, John M.
Green, Donald A.
Green, Sharon M.
Grimm, Maureen M.
Groce, Leon R.
Groppi, Anna G.
Grunert, Richard G.
Grzegorek, Wendy M.
Haggerty, Michelle M.
Halverson, Kara
Hanna, Danita A.
Hannes, Sarah E.
Hansen, Sarah E.
Hanson, Julia D.
Harding, Thomas E.
Hardy, Dianne M.
Hedrick, Norman C.
Hegrenes, Daniel P.
Heinz, Angelac
Henderson, Kathleen M.
Henn, Paula K.
Herrera, Patricia M.
Herron, Queen E.
Hladilek, Mark J.
Horton, Tavia L.
Hoskins, Rosalyn D.
Howe, Courtney E.
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, Lisa A.
Johnson, Mary
Johnson, Thomas M.
Jones, Katerina A.
Jones, LaQuanda T.
Jones, Marti D.
Judd, Julie K.
Kaiser, Karis Y.
Kalawa, Jody L.
Kapp, Andrea A.
Karolewski, Stephanie A.
Karweik, Jennifer J.
Kendall, Jacquelyn C.
Kennedy, Kathleen E.
Kerr, Jennifer
Keyser, Sonya L.
Kiblawi, Ela H.
Kieckhafer, Rebecca M.
Kimbrough, Frances Y.
Kinsey, Meredith L.
Klisch, Denni L.
Kluess, Emily J.
Knick, Katheryn E.
Knox, Alisa R.
Koch, Rebecca
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.
Kushner, Kelly M.
Laabs, Rebecca R.
Lackas, Nicole D.
Lance, Erin R.
Landreman, Stephanie S.
Lane, Helen A.
Lane, Peggy
Lefco, Randee B.
Lehninger, Melanie J.
Lemke, Timothy P.
Lemon, Christine M.
Lesner, Kristina L.
Lezama, Maria C.
Lieske, Katherine R.
Lind, Bronwyn C.
Lisnow, Tara M.
Liss, Bonnie S.
Little, Kathryn R.
Lizdas, Sarah H.
Long, Timothy
Loosen, Suzanne A.
Lopez, Monica M.
Losee, Leslie T.
Lovejoy, Andrea
Lozada-Reyes, Eunice C.
Lozano, Sandra A.
Lucht, Katie E.
Luckette, Jerry
Lynch, James B.
MacDonald, Ginger A.
Mackey, April R.
Madison, Toyree
Mahan, Susan M.
Malley, John D.
Mangan, James P.
Martin, Deborah D.
Martin, Felicia P.
Martins, Elixabeth A.
Mattioli, Matthew G.
Mays, Maryann
Mazur, Jesse

McAdams, Terence S.
McCauley, Erin E.
McDaniels, Anthony J.
McLaurin, Melissa L.
McLure, James A.
McMurray, Shellisa D.
McVay, Jennifer A.
McWilliams, Stephanie G.
Meier, Holly A.
Melchior, Beata
Melnik, Kelly L.
Melody, Deirdre
Meneese, Nancy C.
Menocal, Nora
Messina, Steven
Meyer, Terri J.
Mikulsky, Charles J.
Miles, Dennis W.
Miller, Brianna L.
Miller, Caroline
Miller, Trisha J.
Miranda, Alicia M.
Montoure, Nancy
Moore, Rebecca A.
Moreno-Silva, Martha A.
Morgan, Margaret J.
Mullee, Scott M.
Mund, Margaret
Mussomeli, Angelo W.
Nash, Ericka S.
Navarro, Angela
Nekich, John R.
Nelson, Alicia C.
Ness, Amy L.
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.
Olaniyan, Karry J.
Ollmann, Laura L.
Olsen, Kathryn A.
Olson, Joshua J.
Omo, Michael D.
Ours, Michael J.
Owens, Megan H.
Pai, Kan
Pakroo, Zara H.
Palm, Deborah J.
Palmer, Jason
Parkinson, Kimberly L.
Paske, Stephen M.
Patterson, DeElla
Perkins, Chad J.
Persad, Shahida
Peterson, Erin M.
Phillips, Vernita V.
Piatek, Marcel M.
Pieper, David W.
Pietenpol, John B.
Pinel, Lettice M.
Piotrowski, Catherine L.
Plemons, Emily
Polhamus, Tracie A.
Pugh, Vonzie
Purifoy, Crystal M.
Raffaele, Amanda R.
Raml, Matthew
Ramos, Maribel
Rand, Carlotta D.
Rasavong, Ean Houel
Razaa, Aziza S.
Reitzenstein, Heidemarie
Remfrey, April J.
Rendleman, Charles
Rex, Jennifer L.
Ricciardi, Joseph C.
Riggenbach, James H.
Riveros, Jennifer B.
Roach, Angela L.
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.
Schmidt, Stacy S.
Schnell, Tara T.
Schopf, Cynthia L.
Seaman, Jeff J.
Shaw, William A.
Shaw-Meitz, Darcus E.
Shropshire, Jeoffrey
Shuck, Barry W.
Simonson, Janice M.
Skinner, Matthew G.
Small, Richard
Smith, Donna R.
Smith, Kortney E.
Smith, Ryan D.
Smith, Tonya M.
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.
Stewart, Joseph B.
Strause, Connie K
Sullivan, Elaina M.
Suminski, Kathryn L.
Tanty, Amber E.
Taylor, Amy L.
Taylor, Lisa M.
Temke, Brian
Thao-Cha, Sheng
Thompson, Dorothy F.
Thong, Binn S.
Tiefenthaler, David
Torgerson, Keri J.
Torres, Meralis
Trice, Adrienne
Trost, James G.
Troyer, Jenifer L.
True, Glenn A.
Tucker, Willie
Turnacliff, Sheri L.
Turner, Christine
Turner, J. Louise
Turner, Lisa M.
Tuzzolino, Tomille E.
Uppal, Sonia
Valadez, Sandra V.
Valentyn, Katherine A.
VanDeYacht, Melissa K.

Vang, Pa
Vang, Yer M.
Veternick, Sean P.
Voith, Joseph
Vujasinovic, Ellen
Waara, Elise E.
Wagner, Kathleen M.
Waters, McNeal I.
Watkins, Monica
Watters, Dorothy A.
Weber, Christopher
Weber, Stephen
Weiss, Vanessa
Weisse, Brian C.
Weittenhiller II, Douglas
Wekwert, Colleen A.
Wenzel, Marcus E.
Whalen, Mark F.
Whittley, Tonja L.
Wiedemann, Kerry L.
Wild, Stephanie J.
Wilde-Payne, Patricia
Westemeier, Mary M.
Whalen, Rosemary
Williams, Cecelia R.
Williams, Janissha L.
Williams, Kimberly
Williams, Shandowlyon
Wilson, Abigail H.
Wojtysiak, Heather
Wolter, Susan
Womock, Nataly
Wondra, Jessica
Yarbrough, Ronald T.
Young, John J.
Zimmermann, David
Ziolkowski, Sara B.
Zoerb, Christopher

TEACHERS AND TEACHER LIBRARIANS
(Completing Three Semester)

Anderson, Mark D. Jr.
Aranda, Awilda
Bahr, Jeannette
Banda, Sylvia
Bay, Stephanie E.
Bell, Camille T.
Benedict, Tammi L.
Burkett, Carrie A.
Castellini, Katherine A.
Davis, Amandy A.
DeBonis, Nicholas J
Droster, Timothy A..
Failla, Elizabeth A.
Fitzgerald, Mary A.
Fraaza, Heather M.
Froelich, Martin H.
Garcia, Elizabeth
Garrison, Willie E.
Gliniecki, Jennouise K.
Good, Hope E.
Gospodarek, Valerie A.
Green, Eric A.
Haase, Amy E.
Harris, Alida S.
Holze, Lisa M.
Ibarra, Veronica E.
Junge, Noelle A.
Kaisler, Gina M.
Knight, Jefton A.
Koehn, Patricia A.
Koscielak, Patti A.
Lowery, Omar T.
Martens, Cheryl L.
Massey, Tarita C
Mendoza, Dulce I.
Mergener, Sharon E.
Morrell, Nola E.
Morris, Celeste M.
Moutry, Tamairo A.
Mueller, Michael
Niemi, Noel R.
Novitzke, Jennifer K.
Palkowski, Donna M.
Parker, Jill M.
Perine, Ray S.
Petito, John
Piper, Christopher J.
Puccini, Jennifer L.
Pyles, Dorothy M.
Raymond, Tara L.
Robinson, Charlbert R.
Ryan, Carole P.
Ryan, John T.
Salas, Glorie A.
Scherer, Joseph S.
Schroeder, Jonathan W.
Shokatz, Jospeh M.
Sitter, Daniel P.
Tomczyk, Noelle A.
VanDenPlas, Sara L.
Vitrano, Andrew J.
Wachowiak, Elise A.
Waldheim, David C.
Wiazowski, Jaroslaw
Wolf, Steven L.

TEACHERS AND TEACHER LIBRARIANS
(Completing Four Semesters)

Adkins, Angela M.
Agwoeme, Anayochukwu E.
Ahner, Lisa M.
Ainsworth, Laura E.
Akinsanya, Sherrie
Aleem, Jacquelyn D.
Alexander, Linetta D.
Amini, Shelly L.
Anderson, Rebecca A.
Annaromao, Nancy J.
Arndt, Eric H.
Arndt, Kristin L.
Askew, Gloria W.
Awe, Juliana
Baez, Juan A.
Bailey, Emmain E.
Balderas, Cindy J.
Banks, Gregory C.
Banks, Rhenetta M.
Barnes, Stacy M.
Barnharst, Julie A.
Baumgardt, Amy R.
Beck, Alysia J.
Beck, Melloney L.
Bedtka, Darcie M.
Behr, Jane M.
Beekman, Demetri A.
Beermann, Rindee J.
Behling, Sarah L.
Bell-McGhee, Mary E.
Bellin, William G.
Belott, Cheryl D.
Benson, Heidi R.
Berge, Tricia L.
Bergholz, Amy L.
Bishop, Sandra R.

Bivins, Gwendolynn L.
Blade, Nikoll C.
Blatt, Bennett A.
Blitz, Leysa
Bloch, Steven J.
Blondet, Alfredo
Blunt, Antoinette
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.
Brueckner, Jennifer J.
Bruno, Deborah S.
Bruno, Molly J.
Buchmann, Jocelyn M.
Buechel, Penny A.
Burks, Kanika A.
Burns, Daryl D.
Burrell, Donna R.
Burton, Elserita R.
Burton, Gregory D.
Butler, Lea N.
Buzzell, Jennifer L.
Caby, Rachel C.
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.
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.
Daines, Angela K.
Das, Ibha
Deibel, Jessica L.
DeLaney, Ryan E.
DeLeo, Carl
DeLeon, Kathleen M.
Deutsch, Melissa L.
DeVougas, Steven R.
DiCamelli, Anne
Dickinsen, Carissa M.
Dicks, William J.
Didion, Jennifer M.
Dillenburg, Jessica A.
Dobson, Renee A.
Dotson, Gary B.
Drissell, Matthew R.
Droster, Rebecca K.
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.
Fix, Paul L.
Fleter, Margaret E.
Foro, Elizabeth C.
Fowler, Alison B.
Fowler, Mary G.
Fox-Pinter, Elizabeth A.
Frank, Heather A.
Freese, Natalie A.
Frias, Jose R.
Fromm, Clay M.
Fulton, Carolyn A.
Funk, Brenda L.
Galloway, Donnie G.
Garcia, Marcela
Gaudynski, Toni L.
Gauerke, Chad M.
Gavros, Lisa M.
Gee, Antoine
Gemske, Alissa A.
Gendelman, Lisa A.
Gentz, Sarah M.
Gerrits, Dennis G.
Gervais, Jeffrey C.
Giggar, James H.
Gilliam, Leah E.
Gizelbach, Carrie E.
Glodoski, Sarah B.
Goff, Sharon L.
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
Greenberg, Annie L.
Gregoire, Ryan A.
Griffin, Gary D.
Grimes, Anne J.
Groe, Erin L.
Gruber, Heather L.
Grubor, Jacqueline M.
Guiney, Katie M.
Guse, Kristin M.
Gutowski, Amy L.
Guy, Kimberly L.
Guyette-Gerth, Mary M.
Guzzetta, David B.
Haack, Marites O.
Hain, John C.
Hake, Nancy A.
Halala, Aruna M.
Hale, Stacy
Hall, Monica E.
Hanneman, Jacquelyn M.
Hannemann, Rebecca M.
Hansen, Karin R.
Hansen, Lisa M.
Harder, Christina L.
Harper, Melissa A.
Harris, Ijoister
Harrison, Anita R.
Hart, Jessica A.
Hart, Joshua L.
Haugom, Darin K.
Haycock, Charles M.
Hayes, Andrew A.
Hayes, Cheryl A.
Heidkamp-Young, Kendra F.

Heintz, Kristin E.
Heller, Jean C.
Henderson, Tasha D.
Henningfeld, Corrine K.
Henry, Latasha M.
Herbst, Angela C.
Herrick, Sara E.
Herro, Theresa M.
Hicks, Kelly M.
Higbie, Carlynn N.
Hikade, James A.
Hildebrandt, Mindy L.
Hitz, Nancy R.
Hoagland, Steve J.
Hodge, Melissa J.
Hoeser, Karen J.
Hoffeditz, Heidi A.
Holden, Rachele F.
Holdorf, Kathleen J.
Holland, LaShawna M.
Holton, Mary P.
Homar, Lisa M.
Hoppe, Sarah L.
Hooker, Carol L.
Horkman, Kathryn C.
Howard, Cynthia
Huber, Jessica R.
Hughes, Heidi M.
Hurse, Kyleta D.
Hyde, Lynnette L.
Ikanih, Joy N.
Irwin, Michael R.
Isberner, Kimberly R.
Jackson-Burnett, Loreve A.
Jackson, Koren, J.
Jackson, Paula V.
Jacobson, Ryan V.
Jacoby, Mathhew R.
Janaszek, Jennifer A.
Jansen, Jacqueline M.
Jeffries, Keyana L.
Jenders, Katherine J.
Jensen, Laura C.
Jevtic, Bozica
Johnson, Melvin
Johnson-Williams, Tanya M.
Jones, Joseph
Jordan, Angela N.
Joyce, Heather
Julius, Jodi A.
Kaehler, Deanna L.
Kalish, Brian D.
Kaml, Joanne M.
Kane, Adam, M.
Kane, Kristin I.
Kapp, Kristine K.
Kaur, Amrit P.
Kelsey-Brown, Monica D.
Kern, Amy L.
Kielich, Donald L.
King, Cecilia L.
King, Halema N.
King, Ophelia T.
Kirkish, Melissa K.
Klein, John P.
Kell, Lauren N.
Klemke, Anne M.
Klika, Molly M.
Klinger, Kerry A.
Klovas, Jenell M.
Knapp, Jennifer A.
Knox, Marcus R.
Knudson, Susan E.
Koch, Julie A.
Koniar, Valerie
Kopenski, Chad C.
Kordus, Angelic
Korpal, Christine M.
Kostner, Molly J.
Kotarak, Jered J.
Kowalski, Karen M.
Kraft, Susan T.
Kramer, Charles
Krejcarek, Angela J.
Kukuk, Joseph
LaCount, Wesley
LaFave, Chasity A.
Landre, Linda C.
Langlois, Adrian S.
Laster, Melinda A.
Laudon, Angela L.
Laufenberg, Christina M.
Leigh, Cynthia M.
Lerand, Carol A.
Lewis, Lynn
Levy, Tamira S.
Lex, Amy F.
Linder, Andrew A.
Lisiecki, Lisa M.
Lloyd, Kerri B.
Lock, Marisa L.
Locke, Sheila A.
Lofton-Wheeler, Deleta
Long, Fay E.
Lopez, Lynette J.
Lopez, Rosa
Lovas, Jacqueline M.
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.
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.
Maxey, Mary L.
Mazzetti, Maria S.
McCarthy Jr., Bernard J.
McCoy, Joe Ann
McCusker, Terry J.
McElrone, Joel T.
McGinley, Rebecca F.
McGinnis, Kristine A.
McGrath, Jennie M.
McInerney, Kevin M.
McIntyre, Felicia L.
McKenna, Amanda L.
McKinney, Roosevelt
McLemore-Torres, Jineen R.
McMahon, Kelly R.
McNulty, Erin A.
Meaux, Rachel M.
Meeks, Tracy A.
Meier, Jennifer L.
Melendez, Fabiola
Melton, Pamela K.
Messmer, Susan E.
Metz, James J.
Michaels, Cheryl V.
Michaels, Michelle K.
Moll, Barbara L.
Monahan, Annie E.
Monato, Elizabeth H.
Moreau, Leah M.
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.
Nelson, Barbara L.
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.
Odua, Glenda A.
Oelerich, James E.
Oldenburg, Jacqueline A.
O'Neil, Heather A.
Ortega, Caroline
Osterman, Michelle
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
Pelischek, Christina R.
Pena, Rositta M.
Peoples, Joyce D.
Perzewski, Susan K.
Pinon, Marta S.
Piojka, Anne V.
Pionek, Scott C.
Poethig, Jennifer L.
Pogue, Jessica L.
Polasky, Stephen C.
Polley, Christina M.
Pollock, Cathleen
Polzin, Jessica A.
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.
Purifoy, Robert O.
Puzia, Melissa A.
Pyzyk, Timothy
Raasch, Kathleen A.
Ramsey, Holly A.
Randall, Jenny R.
Ratatori, Christina M
Ray, Sarah R.
Raymond, Timothy J.
Ready, Nora E.
Reed, Jennifer L.
Reeves, Rebecca M.
Reifschneider, Michelle A.
Reisinger, Nicole R.
Resch, Debra
Retzlaff, Sara K.
Reuter, Nancy M.
Reynolds, Myesha L.
Robinson, Ernice A.
Robinson, Jennifer
Robinson, Shashina R.
Roder, Caroline D.
Rodgers, Tiffany J.
Rodriguez, Bertha A.
Rodriguez, Marta
Rodriguez, Yadira
Rodriguez-Thomas, Carmen
Roland, Alpha M.
Roth, Gregory D.
Ruiz, Rudy
Ryan, Julie A.
Saler, Gail M.
Sanders, Jacinta
Santiago, Ana B.
Santos, Bernardo
Santos, Maria
Schaff, Annemarie L.
Scheibe, Ryan R.
Scherff, Amy L.
Schieffer, Jennifer A.
Schilz, Joanne L.
Schlegel, Jeannine D.
Schlipmann, Julie M.
Schlipp, Dawn A.
Schmidt, Michael P.
Schmidt, Timothy
Schofield, Kevin
Schroeder, Casey A.
Schuelke, Timothy R.
Schuenemann, Theodore F.
Schultz, Nicole M.
Schultz, Sarah J.
Schultz, Tanja J.
Schwartz, Kathy L.
Seiler, Stacie K.
Sekula, Amy A.
Semanko, Mindy B.
Serocki, Jeremy J.
Sevenz, 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.
Sperling, Elizabeth A.
Spiers, Chris W.
Sprouse, Katharine J.
Stacker, Glenda L.
Stangel, Garrett E.
Stapleton, Linda M.
Starck, Charles M.
Staszak, Christine E.
Stefanich, Jessica
Steffer, Michelle L.
Stephens, ReShunda L.
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
Taylor, Beverly A.
Taylor, Lisbeth L.

Tehan, Rhiana C.
Temke, Melissa A.
Termaat, Jason A.
Theel, Clifford S.
Thiel, Emily L.
Thoennes, Deborah R.
Thomas, Kerry L.
Thompson, Amy D.
Thompson, Deborah D.
Thorpe, William D.
Tice, Cindi A.
Tomkalski, Jennifer A.
Torbenseon, Sara M.
Traxler, Christopher P.
Trewyn, Ted M.
Trivunovic, Ljubinka
Trotter, Eugene M.
Tyler, Diallo
Umstot, Carol M.
Undis, Monica J.
Urban, Jamie L.
Valentino, Margaret A.
Vallee, Andrea K.
VanDuser, Kimberly A.
VanKley, Angela M.
Vang, Kao Y.
Vega, Jennifer
Vele, Shawn A.
Verhunce, Tammy M.
Waddy-Perine, Denise
Waldron, Andrea M.
Walker, Adrion A.
Walters, Annette M.
Washington, Sharnissa A.
Wayd, Amy L.
Wells, Effie M.
Welty, John R.
Westphal, Diane C.
Whalen, Kari A.
White, Audrey J.
Whitehurst, Ada
White-Harper, Sadiqua K.
Whitman, Joan M.
Wiggins, Phyllis M.
Wilcox, Jennifer A.
Williams, Deborah D.
Williams, Joandy
Williams, Leif C.
Williams, Thalia M.
Willingham, Keushum R.
Willis, Staci J.
Wills, Jennifer
Wirth, Diane R.
Wisniewski, Patricia L.
Witherspoon, Zena J.
Wolff, Angela J.
Wolff, Erin K.
Wolter, Lisa A.
Wolz, Julia T.
Womack, Yolanda Y.
Wood, Christiane L.
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.

TEACHERS AND TEACHER LIBRARIANS
(Completing Five Semesters)

Aldape, Evadelia
Alexander, Leslie H.
Arrington, Marcus L.
Badger, Kathleen K.
Barnhill, Tara N.
Beck, Linda J.
Belsky Severin, Mia
Bigalke, Tracy B.
Blair, Gretchian R.
Boehm, William E.
Bonin, Craig J.
Braatz, Dawn N.
Brady, Kacy Jo
Brlecic, Catherine A.
Carini-Asciutto, Giovanna A.
Carter, Teresa L.
Christiansen, Michael S.
Clausz, Sharon E.
Coleman, Gregory M.
Conner, Erik R.
Daniels, Lynell V.
Davis, Laverne S.
Dendor, Patricia S.
Denson, Cynthia D.
DeSilva, Quiana K.
Diedrich, Sarah J.
Dieringer, Ryan R.
Dietzman, Diana R.
Donovan, Colleen S.
Douglas, Marilyn
Dunbeck, Jeremy A.
Dvoracheck, Kimberly A.
Dwyer, Jennifer M.
Elliot, Margaret S.
Elrick, Lynn L
Fabisiak, Kristin
Fecteau, Tracy J.
Ferger, Megan
Ferreri, Alexis A.
Finner, Ramon T.
Floryance, Laura L.
Gajewski, Christie L.
Garner, Deadra P.
Gilbert, Michelle L.
Gleesing, Jeffrey R.
Gonzalez, Maria A.
Graycarek, Richard A.
Green, Barbara A.
Gustafson, Pamela J.
Harper, Shunda S.
Hotelling, Clayton R.
Janzen, Nicole L.
Kazmierski, Michael W.
Kelly, James T.
Kennedy, Kathleen E.
Kersten, Paul R.
Kowalewsky, Jessica L.
Kranick, Aimee R.
Lahr, Danielle M.
Lindee, Matthew J.
Logan, Kristi A.
Lorch, Cynthia L.
Lutz, Angela M.
Lyon, Julie J.
Maciona, Scott A.
MacKenzie, Katherine J.
Mahnke, Melissa L.
Miller, Victoria A.
Minash, Dedee B.
Mulvey, Michael D.
Munir, Shahina
Neely, Carrie M.
Nekich, Lisa
Newton, Candace L.
Ogunkunle, Olubanke O.

Olaniyan, Ajamu A.
Olson, Tricia L.
Opgenorth, Angela S.
Pifher, Jean M.
Pluer, Emily A.
Pollen, Susanne M.
Prather, Franklin H.
Randolph, Kevin I.
Richardson, Sarah J.
Robinson, Catherine A.
Rosales, Hector R.
Saidler, Tracy
Schneider, Margaret M.
Schwenn, Joanne K.
Sholta, Mark T.
Stone, William C.
Stout, Joshua
Suttle, Kelly A.
Thao-Xiong, Judy
Thomas, Tiffany A.
Trawitzki, Joseph M.
VanPelt, Michael R.
Wakeman, Camilla
Waldron, Pamela J.
Wellinghoff, Sarah M.
Willett, Janet I.
Willingham, Rashelia M.
Ziech, Angela L.

TEACHERS AND TEACHER LIBRARIANS
(Completing Six Semesters)

Acevedo, Madelyn
Adams, Anita K.
Ahmed-Yahia, Ahmed
Alexander Jr., Norman J.
Allen, Margaret A.
Alvarez, Bernardino
Amaya III, Pablo
Amen, Dawn M.
Anderson, Daniel M.
Anderson, Dawn M.
Anderson, Janet L.
Anderson, Kelly M.
Anderson, Tiffany
Aranda, Antonio
Aranda, Diane
Armstrong, Brian E.
Atkinson, Keith A.
Azam, Nasreen F.
Baas, Angela M.
Babcock, Barbara L.
Badillo, Juan
Baity, Stanley
Barnes, Dawn M.
Barrick, Elizabeth
Bechtel, Erin K.
Behrs, Natalie M.
Benjamin-Smith, Jenny A.
Bennett, Donna J.
Bennett, Latasha
Berens, Paul R.
Bersch, Jamie L.
Bieschke, Sarah
Biever, Catherine A.
Bishop,Vicky L.
Blair, Patricia L.
Blanchard, Kelly L.
Bohlen, Amy C.
Bonnetti, Carmen
Bordas-Murphy, Yesenia C.
Borowski, Amy
Boysen, Michelle M.
Braggs, Eboni
Brady, Jamie L.
Brigham, Julie A.
Brock, Shannon
Brown, Aretina
Brown, Jesse
Brusky, Bonnie
Brzezinski, Jodi M.
Brzezinski, Sandra L.
Buchholz, Lucille L.
Cain, Matthew L.
Calero, Yadira
Calsbeek, Benjamin
Campbell, Myrtle M.
Canady, Tylan
Carroll, James M.
Carter, Anita R.
Carter, Martha L.
Castillo, Lynn A.
Catalano, Ted A.
Chokkalingam, Namasivayam
Chudada, Rebecca F.
Cipov, Lynda J.
Clark, Renee
Clement, Beth A.
Colin,Stella
Collier-Thompson, Judith F.
Collin, Margaret B.
Cordero, Nilda
Cramer, Gregory J.
Cramer, Katherine E.
Cramsie, Susan M.
Cranston, Jennifer
Crow, Holly J.
Cruz, Catherine
Cruz, Javier E.
Cunningham, Robert
Czyzewski, Monica L.
Daroszeski, Amy Lyn
Daughterty, Chadd P.
Day, Rebecca L.
Day, Robert L.
DePalma, Richard A.
DePerry, Dona K.
Dettmann, David M.
Dix, Mary
Dombroski, Timothy J.
Dominguez, Armando
Dorow, Sheri
Doxtater, Alicia K.
Ebbers, Melinda
Eckman, Leo
Eddy, Katherine L.
Edstrom, Suzanne R.
Edwards, Kimberly C.
Elbe, Megan L.
Elhady, Nabila
Elmore, Jamie Lynn
Erdmann, Lousie M.
Espina-Valencia, Carlos
Evans, Joyce M.
Fare, Amy
Ferguson, Delois
Fisher, Mary E.
Flesner, Carey E.
Foster, Jessica T.
Fox, David G.
Fraioli, Anne
Freckmann, Jennifer
Gajewski, Soren N.
Galarza, David
Gallagher, Judy A.
Gallien, Eric
Gardner, Travis
Gaskin Jr., Thomas
Gaspardo, Linda A.
Geiger-Bogan, Katherine A.
George, April M.
Gettelman, Kristine

Getting, Lisa A.
Giaimo, Suzanne
Gilbert, Jared W.
Gilder, Stacy
Gitzlaff, Sara A.
Glosson, Jacqueline
Goetz, Kathleen
Gogolewski, Beth L.
Gonzalez, Jason
Goodno, Nicole
Goodwin, Ethel
Goodwin, Fairy
Gordon, Ann C.
Gorenc, Jennifer L.
Gould, Erin M.
Graham, Dianne
Gray, Gail
Green, Rae C.
Grimm, Maria
Grimme, Julie A.
Gromowski, Paul D.
Groppi, Laura L.
Guthery, Kelly A.
Guy, Beverly
Hackbarth, Angela M.
Hackel, Amy J.
Hall, Timothy
Halleen, Melissa A.
Hallinan, Jennifer M.
Halperin, Karen L.
Hansen, Shannon K.
Hantke, Michael J.
Harris, Charles
Haslbeck, Lora
Hauser, Sheri A.
Hayes, Julianna
Haynes, Kimberly
Hebert, Beth M.
Hempe, Kristine
Hemphill, Elizabeth K.
Heqet, Barbara G.
Hermann, Sara C.
Herold, Kris D.
Hicks, Gail
Holt, Christine D.
Holt, Shahnah
Holzer, Juliann
Holzrichter, Molly R.
Hook, Kelli D.
Hooks, Robert
Huber, Asali M.
Husz, Taylor
Hyatt, Kimberly A.
Ilecki Jr., Anthony P.
Ishag, Mary
Jaap, Amy
Jackelen, Holly M.
Jackson-Thomas, Annette
James, Theresa L.
Jaskolski, Jayne E.
Jasso, Joyce
Jasti, Samuel S.
Jenkins, Derick C.
Jeske, JoAnne M.
Johnson, Erica
Johnson, Kimberly A.
Johnson, Kimberly R.
Johnson, LaDonne
Johnson, Tracey
Jones, Antoinette
Jorge, Eli S.
Jorgensen, Laura Y.
Jude, Demetrace
Kacmarynski, Helen M.
Kadima-Kalombo, Tsimankinda
Kahle, Megan
Kainz, Alexander P.
Karlen, Craig J.
Karlen, Elizabeth K.
Kelly, Carrie
Kelly, Sandra E.
Kelnhofer, Liliana
Kelsch, Sarah J.
Kilsdonk, Cory
King, Jamie
Kjos, Kristin A.
Klein, Jennifer
Knox, Daryl D.
Knueppel, Kon P.
Kohnke, Shelley A.
Konkol, Laura L.
Kopesky, Michael
Korpal, Suzanne M.
Kosmoski, Laura R.
Kramer, Peili
Kroening, Katie A.
Krumins, Katie
Kuhnz, Mary B.
LaFleur, Renee
Langston-Dolphin, Jadee
Laritson, Katherine B.
Larry, Sue E.
Lazarz, Stephanie J.
Lederer, MaryEllen
Lee, Andrea
Lee, Sonja K.
Lesczynski, David D.
Lesniewski, Julie M.
Lewandowski, Cathleen
Lewandowski, Lynn E.
Lewandowski, Michael B.
Licht, Megan
Lobley Jr., Percy L.
Lockwood, Kelly L.
Loeffel, Christine
Lofton, Laura A.
Lucente, Abby Rene
Luettgen, Tim A.
Luk, Tiffany S.
Lukitsch, Jean
Luna, Robbin M.
Luu, Myloan
Maaske, Shelley
MacCallum, Christopher M.
Machtel, William J.
Mack, Angela
Madihalli, Jolie
Markwardt, Elizabeth
Marshall, Yvette S.
Martin, Sarah B.
Maslowski, Kimberly M.
Mason, Ann D.
Matuszewski, Sharon A.
Mays, Jennifer
McCullum, Janet M.
McKale, Suzanne M.
McKinney-Keys, Valerie
McLain, Kristin M.
Medina, Silvia
Meister, Katherine A.
Meloy, Catherine A.
Meudt, Kate E.
Meyer, Laura I.
Meyer, Melissa J.
Meyer, Timothy A.
Mickelson, Mandy L.
Mielcarz, Leslie J.
Miller, Reg M.
Minster, Rebecca A.
Moiles, Sean P.
Molleson, Leslie
Mollet, Molly K.
Molnar, Alex
Momon-Hughes, Angela
Moon, Gloria M.
Mooney, Gregory A.
Morgan, Fakina S.
Mork, Lynn A.

Morzy, Steven M.
Mount, Kathleen B.
Mudge, Jonathon W.
Mundt, Michelle L.
Nelson, Ann Marie
Niezwaag, Aaron P.
Noah, Tracie M.
Norman, Rose
Odom, Marchelle I.
O'Keefe, Lisa M.
Oliva, Kristin
Oman, Ada E.
Ortiz, Madelyn
Otte, Beth
Owens Erick
Parkinson, Michael P.
Payan, Andrea
Pelsis, Allison
Perry, Sandra J.
Perry-Finch, Chauna M.
Phillips, Jenita
Phillips, Malissa T.
Picard, Mark
Piontek, Jason R.
Pitta, John
Pliskie, Peggy
Poole, Rodney
Powers, Nicole M.
Puddy, Eric J.
Puerzer, Nancy
Radomski, Eric J.
Rados, Anita Z.
Rahlf, Lisa N.
Rahman, Jane
Rawley, Caren Y.
Ray, WalterMarie
Redlich, Tracy A.
Rehl, Sara
Reik, Mary
Reliford, Heather
Richerson, Edward
Riehle, Michelle L.
Robertson, Silvia
Robinson, Charles
Rodriguez, Elizabeth
Rodriguez, Jose
Roemer, Michael B.
Rogers, Gloria A.
Roman, Gregory F.
Roskos, Jill
Rouse, Cynthia
Rudolph, Sarah J.
Ruhlen, Lisa
Ruiz, Carmen
Ruka, Sarah B.
Russo, Mary S.
Salucka, Nicole M.
Samman, Mark M.
Santa, Rocio
Sauerberg, Susan
Sausen, Michelle J.
Scaffidi, Christopher
Schaefer, Heidi A.
Schmideler, JoyAnn S.
Schmidt, Mark M.
Schock, Bridget L.
Schranz, Sarah L.
Schrauth, Claire L.
Schuk, Lisa R.
Schultz, Sandra
Schwede, Abby J.
Scott, Brent R.
Scott-Walker, Grace
Sephus, Doretha M.
Shay, Jana L.
Sielicki, Robert J.
Silva, Mary
Simley, Karl D.
Sitzes, Angeles
Slama, Holly D.
Slawnikowski, Jennifer M.
Sliwicki, Kelly L.
Smith, James D.
Smith, Kathleen G.
Smith, Phyllis
Smith, Tiffany Y.
Smudde, Robert J.
Stanke, Deborah
Stangel, Heather A.
Steinke, Penny A.
Stevens, Shelly L.
Stieffermann, Michelle
Stilin, Laurie M.
Stingley, Ronda
Story, Virginia
Stronstad, Jacquelyn A.
Sulsberger, Jocelyn A.
Syse, Sara E.
Tanem, Kelly
Tank, Joel W.
Taylor, Stephania
Taylor, Willette L.
Ternes, Erich
Terry, Mary
Thao-Xiong, Judy
Theisen, Melissa M.
Thomas, Gale
Thor, Soua L.
Thorpe, Michelle L.
Thusius, Sarah J.
Timmers, Diana M.
Toll, Michelle J.
Tooks, Yolanda S.
Torres, William
Trenier, Maryanne P.
Triplett, Tamisha Q.
Trzcinko, Timothy P.
Turckes, Denise A.
Turner, Michael
Turza, Roxanna
Vandehey, Sharri L.
Vande Zande, Steven M.
Vanderhoof, Maureen
Vang, Lauj-Matthew W.
Vargas, Julio
Vaught, Kenneth R.
Veloz, Luis E.
Vermeulen, Kathleen M.
Vieux, Marian J.
Vincent, Paul J.
Wagner, Emily E.
Wakeman, Camilla
Walker, Catherine C.
Wandrey, Kim
Wangen, Heidi A.
Wankowski, Lori A.
Ward, Brenda J.
Waters, Lauretta
Watkins, Jewel N.
Weaver, Dexter J.
Weber, Keith M.
Weier, Diann
Weinstock, Angela M.
Weiskopf, Laura
Weiss, Kelli
Weisse, Michelle S.
Welch, Amy
Welch, Wanda D.
Whittaker, Fe M.
Wild, Mary Beth
Williams-Ashley, Alia T.
Williams, Dianne
Williams, Ronald F.
Winter, Douglas
Woelfel, C. Yvette
Wolfson, Anna M.
Womack, Penny L.
Woods, Craig
Woods, Debra

Woods, Kari J.
Yang, Kang X.
Young, Mary E.
Young-Coe, Carolyn
Zacher, Katherine A.
Zautner, James M.
Zealy, Dawn M.
Zimmerman, Dawn M.
Zitzke, Erica
Zocher, Joella L.

PRINCIPALS
(Completing One Semester)

Winifred A. Tidmore

PRINCIPALS
(Completing Two Semesters)

Clark E. Addison
Lisa J. Bickham
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 Three Semesters)

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

PRINCIPALS
(Completing Four Semesters)

Janel L. Hawkins
Virginia R. McFadden
Andrew W. Meuler
Jacquelyn J. Scudder

PRINCIPALS
(Completing Five Semesters)

Linda A. Altmayer
Barbara M. Goss
Cynthia A. Grant
Timothy D. Kavanagh
Carletta M. Noland
Jeff S. Rosen
Maria Sanchez
Carita T. Wright Lee

PRINCIPALS
(Completing Six Semesters)

Cheryl D. Colbert
Hector R. Perez LaBoy
Barbara J. Luepke
Graciela M. Pequeno

ASSISTANT PRINCIPALS
(Completing One Semester)

Gilberto Brown
Francyne T. Dykes
Indyria R. Graham
Rex Green
Willie D. Killins Jr.
Ronald M. Ranieri
Jennifer L. Smith

ASSISTANT PRINCIPALS
(Completing Two Semesters)

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

ASSISTANT PRINCIPALS
(Completing Three Semesters)

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

ASSISTANT PRINCIPALS
(Completing Four Semesters)

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

ASSISTANT PRINCIPALS
(Completing Five Semesters)

Rosa M. Cerda
Jeanne M. DeMint
Ramon E. Evans
Janice K. Love
Eugene Pitchford III
Brenda K. Sheppard-Nelson

ASSISTANT PRINCIPALS
(Completing Six Semesters)

Helen Z. Bugni
Julia M. D'Amato
Joseph M. Hartlaub
Jason E. McCord
Marybell Nieves Harris
Angela Serio

SUPPORT STAFF
(Completing One Semester)

Kymm Mutch

SUPPORT STAFF
(Completing Two Semesters)

SUPPORT STAFF
(Completing Three Semesters)

Lauren Baker
Brian Litzsey

SUPPORT STAFF
(Completing Four Semesters)

Cedric Banks
Ann M. Terrell

(Completing Five Semesters)

Candace L. Apple
Brian M. Hoffer
Jodie M. Theis

(Completing Six Semesters)

Katie Seitz

Leaves of Absence

	Present Assignment	Effective From
Personal Leave to June, 2005:		
Ryan Delaney	Milwaukee Village	August 2004
Sabbatical Leave to June, 2005:		
Wendy Cooper	Milw. Spanish Imm./Garland	August 2004
Edith Gremmer	Wisconsin Avenue	August 2004
Phil Owens	Bay View	August 2004
Study Leave to June, 2005:		
Tina Boyle	from Sabbatical	August 2004
Extension of Maternity Leave to June, 2005:		
Anne Lind	Leave	August 2004
Christine Mahler Yatchak	Leave	August 2004
Extension of Personal Leave to June, 2005:		
Tierra DiCarlo	Leave	August 2004
Extension of Sabbatical Leave to June, 2004:		
Julie Engelmann	Leave	February 2, 2004

Report on Resignations

Name	Position	Effective Date
Naomi T. Anton	Teacher	04/23/04
Terence L. Capes	Teacher	07/23/04
Carol A. Cieslak	Teacher	05/13/04
Marcia M. Dobrick	School Nurse	05/21/04
Alexis A. Ferreri	Teacher	06/17/04
Jeni Frazee	Teacher	04/30/04
Ellen Gordon	Teacher	08/06/04
Lori Guyant	Teacher	06/17/04
Kendra Heidkamp-Young	Teacher	06/17/04
Dennis W. Howland	Teacher	06/17/04
Cherrill K. Kallio	Teacher	07/11/04
Gloria J. Lange	Teacher	06/17/04
Kristina Lesner	Teacher	04/27/04
Georgia W. Little	Teacher	06/17/04
Cheri Miotke	Teacher	04/20/04
Norman I. Mishelow	Principal	06/30/04
Clara B. Moore	Principal	04/08/04
Margaret J. Morgan	Teacher	06/17/04
Christine R. Rao	Teacher	07/15/04
Shannon M. Rydlewicz	Teacher	06/16/04
Thomas M. Schreck	Teacher	07/22/04
Nancy G. Skarich	Teacher	06/28/04
Sheila M. Spraggins	Teacher	05/20/04
Tiffany Thomas	Teacher	04/16/04
Thomas C. Thompson	Teacher	02/27/04

Henry Tyler	Teacher	04/28/04
Willene Wallace	Teacher	10/25/04
Amy Waltho	Teacher	06/17/04
Catherine F. Washabaugh	Teacher	06/17/04
Carolyn B. Whitehorn	Teacher	06/17/04
Michael J. Will	Teacher	01/07/04
Jerry L. Williams	Teacher	06/17/04
Carol M. Wilson	Teacher	06/17/04
Richmond A. Yarney	Teacher	06/17/04

CORRECTION TO MARCH 04 REPORT ON RESIGNATIONS

Marvin Bell	Teacher	06/22/04

Affirmative Action Report

6. The Affirmative Action Report for April 2004 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, teacher appointments, re-appointment of probationary personnel, 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 individual be promoted or appointed to the classification indicated, effective upon assignment following approval by the Board:

2(r)	Patricia A. Ellis	Director Office of Academic Excellence	Schedule IIIE, Range 16A $96,946.30

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 to Consent to the Release of the Lloyd Street School from "Playfield" Status

Administration's Analysis

1. The purpose of this item is to seek Board release of the City-owned playfield adjacent to the Lloyd Street School from its "playfield" status so that the City can sell the property for development. Common Council Resolution 48-140-j requires the mutual agreement of the City and the Board of School Directors to dispose of property used for playgrounds or playfields.

2. The City of Milwaukee has been participating in a number of developments in the neighborhood of the Lloyd Street School. The Milwaukee Public Schools has managed a parcel of City-owned land adjacent to the school as a playfield by the since 1978, when the Park East Freeway plan was abandoned. In the past several years, MPS has used the playfield primarily for MPS school football and baseball practice. The site has permanent soccer goals and has been made available to the public on a permit basis. In FY03 only three permits were requested for use of the site.

3. The City's redevelopment plan for the Fond du Lac and North Avenue area identifies this site as high priority for housing. In the past five-years, over 100 new single-family homes were created in the Lindsay Heights subdivision, which is located to the south and west of the school.

4. In spring of 2003, the Department of City Development (DCD) conducted focus group sessions with the Lindsay Heights Association and other community groups to determine future development in the area and specifically for the Lloyd Street recreation area. In January 2004, seven (7) proposals were received. A proposal from the Josey Partners LLC to create the Josey Heights subdivision was selected.

The new subdivision will contain 53 single-family houses and 16 condominium units. Representatives from DCD will be present to discuss the proposal and the planning process that has been used for the project.

5. The Board should be aware that there was some neighborhood opposition to the plan. A newspaper article indicates that some neighbors are concerned about the loss of green space and recreational opportunity. If the plan moves forward, the Lloyd Street School playground will be remodeled by the developer to include more green space. The development plan includes a mentoring program with Lloyd Street School and the YMCA to help children learn about the development process and construction. There are three County parks nearby with recreational facilities similar to the playfield that are available to groups that formerly used the MPS site. MPS sports practices have been rescheduled to other playfields for fall 2004.

6. In February 2004, the Administration was notified of the intent to move forward with the Josey Heights subdivision, and DCD has now requested that the Board release the property from "playfield" status so that the City can proceed with the transfer of the property to Josey Heights.

Strategic Plan Compatibility Statement

7. The recommendation is consistent with the practice of fiscal responsibility to facilitate informed decisions about allocation of resources for district programs, functions, and operations. Completion of the project will increase the tax base through the construction of additional housing units.

Statute, board policy or Rule Statement

8. Although the playfield is owned by the City of Milwaukee, Common Council Resolution 48-140-j. requires the mutual consent of the Common Council and the Board of School Directors to abandon any playground or playfield.

Fiscal impact statement

9. There is no direct expenditure or revenue impact on the district. Since the City owns the land, proceeds from the disposal of this property will not go to the district. The Board will benefit indirectly by value of the additional property added to the tax base, which is expected to be several million dollars.

Implementation and Assessment Plan

10. Upon approval by the Board, the Department of City Development will work with the developer to begin construction of the new housing units that is expected to begin in September 2004.

The two MPS schools that have used the playfield for sport practice have been rescheduled to other MPS playfields.

Committee's Recommendation

Your Committee recommends that the Board release the property located at West Lloyd Street, West Brown Street, North 12th Street, and North 14th Street from "playfield" and consent to the City's abandonment of the property for redevelopment.

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

* * * * *

(Item 5) Action on a Request for Authorization to Increase the Construction Contingency Fund for the Partnership Project with HR Academy

Background

1. On August 24, 2000, the Board approved the Neighborhood Schools Plan (NSP) and the proposed partnership between HR Academy and Thirty-fifth Street School.

2. At its meetings of November 28, 2000, and June 28, 2001, the Board authorized the Administration to continue negotiations with several community-based agencies and organizations as part of the implementation of the Neighborhood Schools Initiative (NSI). One of the community-based organizations was HR Academy, partnering with 35th Street School as follows:

> Thirty-fifth Street: "Continue to develop the desired partnership with an identified faith-based congregation for the cooperative development and shared use of an existing warehouse facility located in the Thirty-fifth Street School attendance area, which development will accommodate approximately 550 new seats for students in grades K-8."

3. On December 9, 2002, the Board authorized the Administration to enter into a lease agreement with HR Academy to disburse funds up to $6,934,922 for the Milwaukee Public Schools' (MPS) portion of the project, with up to $300,000 to be budgeted annually for operations and capital maintenance.

Administration's Analysis

4. To secure the necessary funding for the HR Academy/Thirty-fifth Street School partnership, an amount of $220,000 was transferred from the MPS and HR technology account to the overall construction contingency fund. With MPS's contributions, the construction contingency fund was established at $798,540.

5. Any surplus from the construction contingency fund will be used to fund basic telecommunications infrastructure, which includes telephones, pager systems, and instructional technology, for the MPS portion of the HR Academy facility.

> …"Construction Contingency," so adjusted, that remains unused after the latter to occur of (i) the final Advance under Section 6 of this Agreement or (ii) disbursement of the Required Retainage under Section 6 of this Agreement shall, within ten (10) days after such later date, be paid by HR and MPS (according to the Partner Share and MPS Share, respectively) into a final disbursing account with the Title Company (the "Settlement Account"), which Settlement Account shall immediately be distributed as follows: (i) the first Two Hundred Twenty Thousand and No/100 U.S. Dollars (U.S.$220,000.00) shall be used, as mutually agreed between the Parties, to pay the Allowance for Telecommunications…

6. After communication with HR Academy representatives on April 29, 2004, it was revealed that the construction contingency fund has been utilized and there is an estimated balance of $27,668. All of the unforeseen and unanticipated contingency costs have been approved by MPS.

7. To adequately fund the telecommunications infrastructure, an additional $250,000 maximum will be needed. The requested additional funds will cover the telecommunications needs.

a. Internal Communications: telephone system and public announcement system (P.A.);

b. Instructional Technology: computer hardware;

c. Keyless Access;

d. Electrical Infrastructure for internal communications.

8. The estimates above include the necessary infrastructure wiring and electrical components to implement the telecommunications system at HR Academy. The additional $250,000 is needed to complete the HR Academy/Thirty-fifth Street School Partnership project. The difference of $30,000 (between $250,000 and $220,000) is needed for the added keyless entry in MPS space so that MPS property is secured and protected.

Strategic Plan Compatibility Statement

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

Fiscal Impact Statement

10. The additional funds in the amount of $250,000 will increase the MPS contribution to this project from $6,934,922 to $7,184,922. The additional funds of $250,000 will come from the NSI unallocated funds or adjustments of other projects. The additional cost will not increase the bonding spending or required additional "Pay As You Go" funds.

Account code: FAR-0-0-NSI-H5-ECNC — NSI Bond Proceeds.

Implementation and Assessment Plan

11. Upon approval by the Board, the Administration will implement the Board approved recommendation.

Committee's Recommendation

Your Committee recommends that the Board approve the additional $250,000 to fund the telecommunications infrastructure, which includes internal communications, instructional technology, keyless access and electrical infrastructure at the HR Academy/Thirty-fifth Street School Partnership Project.

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

* * * * *

(Item 6) Action on a Request to Enter into Summer Contracts for 21st Century Community Learning Centers (CLCs)

Administration's Analysis

1. In the summer of 2003, the district was able to provide summer grants to elementary Safe Places and Community Learning Centers (CLCs) through childcare grant funds from the Wisconsin Department of Workforce Development. A portion of the Recreation Division's Wrap-Around Program account was also used last summer to provide summer grants to the middle-school CLCs.

2. Each CLC site was required to maintain a minimum enrollment of 100 participants and to sustain a minimum 80% attendance over the six-week program in order to receive full grant funding

of $25,000 per elementary site and $20,000 per middle-school site. All sites were required to enter daily participation data on the CLC attendance tracking system — Academics Plus Attendance Tracking System (APlus) — and submit bi-weekly attendance reports to the CLC program office.

3. A rich variety of academic curricula and enrichment activities were provided to over 4000 youth in 41 CLC and Safe Place sites in collaboration with 17 lead-agency partners.

4. A variety of assessments were administered across the sites to measure pre- and post-test gains. Assessments included CLC Basic Math Skills Set, Voyager Math and Language Arts, Summer Counts Math Options, CLC Word Recognition Tests, SRA Math and Reading, Terra Nova Math and Reading, Jerry Johns Basic Reading Inventory, Plato Math and Reading, and Dynamic Indicators of Basic Early Literacy Skills (DIBELS). Sites reported a total of 1,862 youth who demonstrated an increase in scores on post-tests.

5. The district is anticipating that it will be in a position this summer 2004 to be able to provide summer grants to elementary and middle-school CLCs, contingent upon the balance of carryover funding that will be available from the 21st Century CLC grants. Summer grants at $25,000 per site would be extended to the CLC lead agencies who agree to adhere to the following operational and program standards for their elementary and middle schools.

6. Elementary School Operational and Program Standards

   a. Each lead agency shall receive a contract to operate a six-week summer program, Monday through Friday, from 7:00 a.m. to 6:00 p.m. The program time will be 9:00 a.m.-4:00 p.m., with extended drop-off hours of 7:00-9:00 a.m. and pick-up hours of 4:00-6:00 p.m. available for working parents. The program and all in-services must be offered between June 1, 2004, and August 31, 2004. Preferred program dates are June 28-August 6 in order to provide consistency in food service through MPS. (No program on July 5, 2003.)

   b. The lead agency will be responsible for providing ongoing training to all staff and must operate the program for a minimum of six weeks. The required minimum enrollment is 100 participants, and an average daily attendance of 80 or more participants must be maintained over the six-week program. The collection of daily attendance on the CLC attendance-tracking system (APlus) is required and will be monitored on a weekly basis by the CLC project team.

   c. Each summer program shall offer, on a daily basis, engaging recreation-enrichment activities in the visual arts (dance, drama, pottery, music, etc.); sports and fitness (activities designed to get kids moving and physically active, as well as discussions on health and nutrition); cooperative learning games (non-competitive in nature); games, such as chess, checkers, puzzles and word games, that provide opportunities to practice basic academic skills; and experiences that build on a wide diversity of cultural and ethnic groups.

   d. The summer CLC Program shall also offer academic instruction in reading and mathematics. Pending approval of a Memorandum of Understanding with the MTEA, the day-school principal will be responsible for hiring one (1) reading and one (1) mathematics teacher, who will be paid out of the Milwaukee Public Schools' summer school budget. Academic instruction will be designed as a pullout program in which the teachers will work in small groups to address areas of need in both reading and mathematics. Teacher staffing will be assigned Monday through Friday, from 9:00 a.m. to 1:00 p.m., July 12-August 6 (four weeks).

   e. The MPS Division of Nutrition Services will provide the lunch program, which will be offered on a daily basis for all CLC participants as well as the community (ages 18 and under). CLCs that are designated as core lunch sites will be asked to identify three (3)

staff to help supervise the lunch program at their sites from June 23 through August 27. MPS will cover staffing costs before the beginning of the six-week CLC summer program and after the conclusion of the CLC summer program. CLC sites not designated as core lunch sites will also receive MPS lunches for CLC participants and the community during the scheduled summer program dates and are expected to supervise the lunch program during this time.

f. Staffing must be set at a ratio of one (1) instructor for every twenty (20) participants.

g. The lead agency shall be responsible for cleaning and maintaining rooms —this includes, but is not limited to, sweeping floors, cleaning table surfaces, and collecting garbage from all rooms used on a daily basis.

h. Lead agencies meeting these requirements will receive a maximum of $25,000, of which $20,000 (80% of the total) will be disbursed upon execution of this contract. Final payment of $5,000 (20%) will not be released until MPS has received and approved a final cost report, attendance reports, and evaluation report. If expenditures do not exceed the initial payment of $20,000, the lead agency will return the overpayment within 30 days of notice. A maximum of $2,500 (10%) may be used for administrative costs.

i. The provider further agrees that no user fees will be charged to program participants. Monies may be collected for fieldtrips to help offset the actual cost of the trips. Sites can also continue to collect W-2 funds for use during the summer and fall.

7. Middle-School Operational and Program Standards

a. Each lead agency shall receive a contract to operate a six-week summer program, Monday through Friday, and provide a minimum of five hours of programming on a daily basis. Preferred program dates are June 28, 2004, through August 6, 2004. (No program on July 5, 2004)

b. The lead agency will be responsible for providing ongoing training to all staff and must operate the program for a minimum of six weeks. The required minimum enrollment is 100 participants, and an average daily attendance 80 or more participants must be maintained over the six-week program. *The majority of CLC participants should be middle-school participants.* The collection of daily attendance on the CLC attendance tracking system (A-Plus) is required and will be monitored on a weekly basis by the CLC project team.

c. Each summer program shall offer, on a daily basis, engaging recreation-enrichment activities in the visual arts (dance, drama, pottery, music, etc.); sports and fitness (activities designed to get kids moving and physically active, as well as discussions on health and nutrition); cooperative learning games (non-competitive in nature); games, such as chess, checkers, puzzles, and word games, that provide opportunities to practice basic academic skills; and experiences that build on a wide diversity of cultural and ethnic groups.

d. The summer CLC program shall also offer academic instruction in reading and mathematics for four weeks of the six-week program. Pending approval of a Memorandum of Understanding with the MTEA, the day-school principal will be responsible for hiring two (2) to ten (10) reading and mathematics teachers, who will be paid out of the Milwaukee Public Schools' summer school budget. Academic instruction will be designed either as a pullout program in which the teachers will work in small groups to address areas of need in both reading and mathematics, or as a traditional morning summer school for 200-300 middle-school students, followed by a CLC recreation program. Teacher staffing at the site will be assigned based on the school's choice.

e. The MPS Division of Nutrition Services will provide the lunch program, which will be offered on a daily basis for all CLC participants as well as the community (ages 18 and under). CLCs that are designated as core lunch sites will be asked to identify three (3) staff to help supervise the lunch program at their sites from June 23 through August 27. MPS will cover staffing costs before the beginning of the six-week CLC summer program and at the conclusion of the CLC summer program. CLC sites not designated as core lunch sites will also receive MPS lunches for CLC participants and the community during the scheduled summer program dates and are expected to supervise the lunch program during this time.

f. Staffing must be set at a ratio of one (1) instructor for every twenty (20) participants.

g. The lead agency shall be responsible for cleaning and maintaining rooms — this includes, but is not limited to, sweeping floors, cleaning table surfaces, and collecting garbage from all rooms used on a daily basis.

h. Programs meeting the aforementioned requirements will receive a maximum of $25,000, of which $20,000 (80% of the total) will be disbursed upon execution of this contract. Final payment of $5,000 (20%) will not be released until MPS has received and approved a final cost report, attendance reports, and evaluation report. If expenditures do not exceed the initial payment of $20,000, the lead agency will return the overpayment within 30 days of notice. A maximum of $2,500 (10%) may be used for administrative costs.

i. The provider further agrees that no user fees will be charged to program participants. Monies may be collected for fieldtrips to help offset the actual cost of the trips. Sites can also continue to collect W-2 funds for use during the summer and fall.

8. The Administration is requesting Board authorization to enter into contracts for the period of June 1 through August 31, 2004, with the lead agencies of the following elementary and middle-school CLCs:

Agency	Sites	Amount
Boys and Girls Club	Allen Field Elem. School	*$50,000
	Escuela Fratney	$25,000
	Gaenslen K-8 School	$25,000
	Grand Avenue MS	$25,000
	Lincoln Elem. School	$25,000
	Lloyd Elem. School	$25,000
	Palmer Elem. School	$25,000
	Pierce Elem. School	$25,000
	Riley Elem. School	$25,000
	Siefert Elem. School	$25,000
	Vieau Elem. School	$25,000
	Walker MS	$25,000
Latino Community Ctr	Kagel Elem. School	$25,000
Journey House	Fritsche MS	$25,000
	Humboldt Park Elem. School	$25,000
Northcott Neighborhood House	Edison MS	$25,000
	Green Bay Ave. Elem. School	$25,000
	Lee Elem. School	$25,000
	Lincoln MS of the Arts	$25,000
	Milwaukee Village MS	$25,000
	Westside II	$25,000

Opportunities Industrialization Ctr	21st St. Elem. School	$25,000
	Douglas Academy MS	$25,000
	Malcolm X MS	$25,000
	Robinson MS	$25,000
Silver Spring Neighborhood Ctr	Burroughs MS	$25,000
	John Muir MS	$25,000
United Migrant Opportunity Services (UMOS)	Kosciuszko MS	$25,000
V.E. Carter	O.W. Holmes Elem. School	$25,000
YMCA	Engleburg Elem. School	$25,000
	La Follette Elem. School	$25,000
	Mitchell Elem. School	$25,000
Total		$825,000

**Anticipate enrollment in excess of 200*

Strategic Plan Compatibility Statement

9. This program supports MPS Strategic Plan, Goal 1, student achievement; Goal 2, student success in further education and employment; Goal 3, family satisfaction as measured by their choices in the education market place.

Statue, Board Policy or Rules Statement

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

Fiscal Impact Statement

11. In April 2004, the Administration requested and received approval for a one-year, no-cost extension from the Department of Education (DOE) to expend unspent funds. These grant funds as well as carryover funds from the CLC grants received from the Wisconsin Department of Public Instruction (DPI) will be used to fund the summer grants for the elementary and middle-school CLCs.

12. The total amount of the projected allocation is $825,000, which will be funded through the following budget codes, contingent upon the amount of carryover funds available.

- 21st Century Community Learning Centers:
  GEN-0-0-214-RC-ECTS-0000 ..... $250,000
- 21st Century Community Learning Centers:
  GEN-0-0-LC4-RC-ECTS-0000 ..... $325,000
- 21st Century After School Learning Center:
  GEN-0-0-ZA4-RC-ECTS-0000 ..... $150,000
- Wrap Around:
  CSV-0-0-CNR-RC-ECTS0000 ..... $100,000

Implementation and Assessment Plan

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

14. Indicators of a successful CLC summer recreation enrichment program will be measured in the following areas:

a. Health and Nutrition — daily provide participants with nutritious breakfast, lunch, supper, and/or snacks;

b. Enrichment Activities — provide activities in reading and mathematics that will support student achievement;

c. Social Competence — provide activities that will further develop friendship skills, cultural diversity, conflict resolution, and the making of positive choices;

d. Recreation — provide a wide variety of activities for children to choose from on a daily basis, including visual arts, sports and fitness, and cooperative learning games.

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration to enter into contracts for the period of June 1 through August 31, 2004, with the lead agencies of the following elementary and middle-school CLCs, contingent upon available grant funding.

Agency	Sites	Amount
Boys and Girls Club	Allen Field Elem. School	*$50,000
	Escuela Fratney	$25,000
	Gaenslen K-8 School	$25,000
	Grand Avenue MS	$25,000
	Lincoln Elem. School	$25,000
	Lloyd Elem. School	$25,000
	Palmer Elem. School	$25,000
	Pierce Elem. School	$25,000
	Riley Elem. School	$25,000
	Siefert Elem. School	$25,000
	Vieau Elem. School	$25,000
	Walker MS	$25,000
Latino Community Ctr	Kagel Elem. School	$25,000
Journey House	Fritsche MS	$25,000
	Humboldt Park Elem. School	$25,000
Northcott Neighborhood House	Edison MS	$25,000
	Green Bay Ave. Elem. School	$25,000
	Lee Elem. School	$25,000
	Lincoln MS of the Arts	$25,000
	Milwaukee Village MS	$25,000
	Westside II	$25,000
Opportunities Industrialization Ctr	21st St. Elem. School	$25,000
	Douglas Academy MS	$25,000
	Malcolm X MS	$25,000
	Robinson MS	$25,000
Silver Spring Neighborhood Ctr	Burroughs MS	$25,000
	John Muir MS	$25,000
United Migrant Opportunity Services (UMOS)	Kosciuszko MS	$25,000
V.E. Carter	O.W. Holmes Elem. School	$25,000
YMCA	Engleburg Elem. School	$25,000
	La Follette Elem. School	$25,000
	Mitchell Elem. School	$25,000

Total..... .....$825,000

**Anticipate enrollment in excess of 200*

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

* * * * *

(Item 7) Action on a Request to Approve the Continuation of Sole-Source Contracts to Complete the Evaluation Process Required by Federal Grantors for Community Learning Centers (CLCs), Gaining Early Awareness and Readiness for Undergraduate Programs (Gear Up), Summer Stars, and Supplemental Education Services Required by the No Child Left Behind Act

Administration's Analysis

1. In 2003, the Milwaukee Public Schools received one federal grant from the Department of Education (DOE) and two grants from the Wisconsin Department of Public Instruction (DPI), totaling $6,637,474, to operate Community Learning Centers (CLCs) at 45 schools. MPS contracted with 23 community-based organizations (lead agencies) to operate these CLCs in participating schools. The lead agencies were responsible for providing fiscal administration, homework help, academic and recreational enrichment activities, parent/adult programming, family activities, and health and nutrition services. The MPS CLC schools were responsible for providing core academic activities in the extended-day programs, with an emphasis on comprehensive literacy and mathematics.

2. In May 2003, the Board approved Community Learning Center contracts for the 13 sites in CLC Project #4. (The final year of a three-year DOE grant).

3. In April 2004, the Administration requested and received approval for a one-year, no-cost extension from DOE to expend unspent funds. This extension will allow the Administration to continue to support evaluation, data retrieval, and technical support required at the CLC sites and at the district level, as included in the CLC grant proposals, for one more year.

4. In August 2003, the Board approved a contract with Cayen Systems, LLC, to expand upon the Academics Plus web-based version of the district's automated program-participation data-tracking system. This expansion allowed the District to track academically low-performing students participating in Supplemental Services Tutoring (SST) programs as required by the No Child Left Behind Act (NCLB).

5. In August 2000, MPS signed a contract with Cayen Systems, LLC, to modify the CLC attendance-tracking system to complete the performance report required for the GEAR UP Program. Since August 2001, Cayen Systems, LLC, has also been retained by GEAR UP to do the data entry required for the annual performance report.

6. In May 2002, the Recreation Division contracted with Cayen Systems, LLC, to modify the CLC Attendance Tracking System to complete the Summer Stars Evaluation Report required by the Office of Juvenile Justice and Delinquency Prevention (OJJDP).

7. The Academics Plus system's expansion is now available to support the following MPS programs that require student-participation tracking for evaluation purposes: Community Learning Centers (CLCs), NCLB Supplemental Educational Services (SES), Summer Stars Teen Recreation Program, and Gaining Early Awareness and Readiness for Undergraduate Programs (GEARUP). These programs will continue to track student participation by activity using the Academics Plus web database.

8. The Administration is requesting authorization to continue sole-source contracts with the agencies identified below. Together these contracts will maintain the level of evaluation and technical support needed by the Administration and programs listed above to meet the reporting requirements set forth by the Department of Education, Wisconsin Department of Public Instruction, and the

Office of Juvenile Justice and Delinquency Prevention for FY05. The total amount for these contracts is $554,722.

9. To streamline the process and avoid duplication of services, these contracts are being presented as a package. The individual contract amounts are indicated below for your information.

10. Data Retrieval. Cayen Systems, LLC, will continue to provide technological support — including data collection/analysis, hardware/software troubleshooting, and upgrading and installation of new systems — to 45 MPS CLC sites, approximately 36 NCLB Supplemental Educational Services schools, 39 private providers of supplemental educational services, seven Summer Stars Sites, and six GEAR UP Schools that includes . This contract will be an extension of services authorized since 1998. Also included in this contract will be the ability to track participation in "playground and recreation center" programs with the Academics Plus Attendance Tracking System. A final report documenting participation and student achievement will be available at the end of the fiscal year. This contract will not exceed $258,600.

Fiscal Information: FY04: $258,600

Account Codes:

CSV-0-0-US4-DW-ECNS	$ 6,600	Summer Stars
GEN-0-0-ZA4-RC-ECNS	$ 417,322	21st Century After School Learning Centers
GEN-0-0-PRC-RC-ECNS	$ 9,600	Recreation
GEN-0-0-IS4-DW-ECNS	$ 79,200	Title I (SES)
GEN-0-0-GU4-DW-ECNS	$ 42,000	GEARUP
TOTAL	$ 258,600	

11. Evaluation Support. University of Wisconsin-Milwaukee's Center for Urban Community Development (UWM-CUCD) will continue to coordinate the MPS CLC evaluation process for four CLC projects, which include 45 sites. This will be an extension of contractual services authorized since 1998 for UWM-CUCD to develop an evaluation design and implement an evaluation process that documents progress towards program goals and objectives, resulting in recommendations for continuous program improvement. A rigorous evaluation strategy will be applied, involving collection and analysis of qualitative and quantitative data, as well as participatory self-assessment through action research projects. UWM-CUCD will facilitate ongoing dialog on project performance among stakeholders and assist in preparing required DPI and DOE annual progress reports and final reports. A final report documenting the program's impact on student achievement will be available at the end of the fiscal year.

The contract for evaluation for 45 CLC sites will not exceed $236,122.

Fiscal Information: FY04: $236,122

Account Code GEN-0-0-ZA4-RC-ECTS0000 ..... 21st Century After School Learning Centers.

12. Data Retrieval Support at District Level. Interactive Business Systems, Inc., (IBS) will continue to provide "system- wide student data retrieval" for 45 CLCs. IBS has worked collaboratively with the UWM evaluation team to provide comprehensive reports and analysis from the district level. This contract will be a continuation of ongoing technical support authorized since 1998. A final report documenting student achievement will be available at the end of the fiscal year. This contract will not exceed $60,000.

Fiscal Information: FY04: $60,000

Account Codes..... GEN-0-0-ZA4-RC-ECTS0000 .....21st Century After School Learning Centers

Strategic Plan Compatibility Statement

13. 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, Board Policy or Rules Statement

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

Fiscal Impact Statement

15. The total cost of the contracts for supportive services is $554,722 and will be funded out of the following budget codes:

- GEN-0-0-ZA4-RC-ECNS..... $ 417,322 .....21st Century After School Learning Centers
- GEN-0-0-PRC-RC-ECNS ..... $ 9,600 .....Recreation
- GEN-0-0-IS4-DW-ECNS ..... $ 79,200 .....Title I (SES)
- GEN-0-0-GU4-DW-ECNS..... $ 42,000 .....GEAR UP
- CSV-0-0-US4-DW-ECNS ..... $ 6,600 .....Summer Stars

TOTAL ..... $ 554,722

Implementation and Assessment Plan

16. The 21st Century CLC project director, or designee, will monitor the vendors' compliance for services supporting the CLCs and manage the reimbursement of their monthly expenditures. Project managers for SES, GEAR UP, Summer Stars, and recreation sites will monitor and approve reimbursements for monthly expenditures regarding their respective programs. 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 assess the impact of all activities on student achievement. Students regularly participating in the program will show continuous improvement in achievement through measures such as state test scores, grades, classroom assessments based on standards (CABS), research-proven pre- and post-tests, and teacher reports. Copies of annual reports will be available for Board review upon their completion.

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration to continue sole-source contracts for services to support the evaluation process required for CLCs, GEAR UP, SES, Summer Stars and recreation sites funded June 1, 2004-June 30, 2005, not to exceed the dollar amount as indicated:

UWM-CUCD	$ 236,122
Cayen and Associates LLC	$ 258,600
Interactive Business Systems, Inc.	$ 60,000
TOTAL AMOUNT	$ 554,722

Account Codes:

- GEN-0-0-ZA4-RC-ECNS..... $ 417,322 .....21st Century After School Learning Centers
- GEN-0-0-PRC-RC-ECNS ..... $ 9,600 .....Recreation
- GEN-0-0-IS4-DW-ECNS ..... $ 79,200 .....Title I (SES)
- GEN-0-0-GU4-DW-ECNS..... $ 42,000 .....GEAR UP
- CSV-0-0-US4-DW-ECNS ..... $ 6,600 .....Summer Stars

TOTAL ..... $ 554,722

Director Morales moved to adopt the report and to direct the administration to conduct a survey of the MPS CLC, Gear Up, SES and Summer Stars staff involved in providing data or otherwise involved in the fulfillment of the evaluation or reporting activities of these contracts, to determine these staff members' opinions regarding the performance of these contracts and that the results of this survey be shared with the Board.

The motion prevailed, the vote being as follows:

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

Noes—None.

* * * * *

(Item 8) Action on a Recommendation to Approve Inter-District (Chapter 220) Contracts for 2004-2005

Administration's Analysis

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

2. In October 2003, the Administration mailed to each suburban district the 2004-2005 Inter-district Student Transfer Agreement with a request that the agreement be signed by the respective board president and returned to the Milwaukee Public Schools. A copy of the agreement is included in the attachment.

3. Beginning with the 2002-2003 school year, a new provision was added to the Inter-district Pupil Transfer Agreement, which provides procedures to accommodate Milwaukee-resident Chapter 220 students displaced from a suburban district as a result of implementation of the Transportation Zone Plan.

4. As of March 31, 2004, the 23 participating suburban districts have returned the 2004-2005 inter-district transfer agreement signed by their board presidents. The chart below highlights the number of contracted seats for the 2003-2004 school year, the actual enrollment for 2003-2004, and the number of contracted seats for the 2004-2005 school year for all 23 suburban school districts.

Chapter 220 District	2003-2004 Contracted Seats	2003-2004 Actual Enrollment	2004-2005 Contracted Seats
Brown Deer	92	78	79
Cudahy	128	119	115

Chapter 220 District	2003-2004 Contracted Seats	2003-2004 Actual Enrollment	2004-2005 Contracted Seats
Elmbrook	357	332	380
Fox Point/Bayside	102	98	97
Franklin	354	313	320
Germantown	34	32	40
Glendale/River Hills	65	58	49
Greendale	66	61	66
Greenfield	155	121	118
Hamilton/Sussex	105	100	105
Maple Dale/Indian Hills	68	65	61
Menomonee Falls	335	318	319
Mequon/Thiensville	145	149	159
New Berlin	76	66	63
Nicolet	123	121	122
Oak Creek/Franklin	140	111	117
St. Francis	187	145	183
Shorewood	255	213	204
South Milwaukee	227	173	201
Wauwatosa	615	530	478
West Allis/West Milwaukee	191	165	173
Whitefish Bay	295	266	268
Whitnall	133	114	112
Grand Total	4,248	3,581	3,829

5. The Brown Deer and Glendale/River Hill School Districts achieved 30% or more minority population; therefore, under State Statute 121.85(2)(a)(1), these districts cannot accept new Milwaukee minority resident students via the Inter-district Student Transfer Program (Chapter 220) for the 2004-2005 school year. Milwaukee-resident students already attending these districts, however, have a right to remain in the districts to complete their education at the elementary, middle, or high school, per State Statute 121.85(8)(3)(a).

Statute, Board policy, or Rule Statement

6. The resolution regarding Chapter 220 Inter-district Student Transfer Agreement is in compliance with Wisconsin State Statute 121.85.

Fiscal Impact Statement

7. This item does not authorize expenditure of funds.

Committee's Recommendation

Your Committee recommends that the Board approve the 2004-2005 Inter-district Student Transfer Agreement and authorize the Board President to execute the 2004-2005 transfer agreements for the following school districts:

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

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

* * * * *

(Item 9) Action on a Request for Authorization to Enter into FY05 Pupil Transportation Contracts

Administration's Analysis

1. The Administration is seeking Board approval of the following three (3) contract categories for FY05: regular/suburban service (640 buses), special education service (225 buses), and the Milwaukee County Transit System. The Administration issued Request for Quotation (bids) for the Regular/Suburban service and Special Education service, while it is seeking sole-source approval for the Milwaukee County Transit Service. All school bus contracts are for FY05, with two one-year options. The contract for the Milwaukee County Transit System is based on weekly usage of bus passes.

2. Request for Quotation (bids) were issued on March 24, 2004, and were received on April 13, 2004, for Special Education services, and on April 27, 2004, for Regular/Suburban services. Contractors were required to submit three price components for each bus: base amount, cost per hour, and cost per mile. Awards are made by comparing the calculated price for each contractor for each bus against every other calculated price to arrive at the lowest total price for MPS. All contractors are required to submit the number of buses available and their sizes. No contractor is awarded more than 35% of the total number of buses available for the regular/suburban contract or 45% for the special education contract.

3. For FY05, the average bus cost increased less than 1% for regular/suburban service and 4% for special education services. A summary of the award is found below.

Bus Contractor	Award ($)		
	Regular/Suburban	Special Education	Total
Altas Transit	799,649	327,217	1,126,866
Bee Bus[1]	2,805,788	168,578	2,974,366
Bestway Services[2]	2,178,765		2,178,765
Dairlyand Bus	779,260	1,726,718	2,505,978
Johnson Bus[2]	574,735		574,735
Joy Farm Bus	2,026,757		2,026,757
Laidlaw Bus	6,480,952	1,282,122	7,763,074
Lakeside Bus	5,268,035	2,196,840	7,464,875
Lamers Bus	5,727,135	1,381,266	7,108,401
Milwaukee Bus	510,958	31,976	542,934
Milwaukee Transit*	4,643,766		4,643,766
Riteway	342,725		342,725
Specialized Care	381,177	1,001,291	1,382,468
Totals	32,519,702	8,116,008	40,635,710

[1] Owned by a minority male *Based on FY05 budget request

[2] Owned by women

4. The Administration is seeking sole-source authorization for Milwaukee County Transit Service. The Administration projects purchasing $4,643,766 in bus passes for the 2004-2005 school year. The cost of a weekly bus pass is $11.00 (student pass), $11.50 (special activity pass), and $13.00 (24/7 pass).

5. Currently, no bus company is certified as a MBE or WBE. As indicated in the table above, one company is owned by a minority male, and two are women-owned. All bus companies (excluding

Milwaukee Transit) are required to purchase a minimum of 3.5% of the contract with a certified HUB firm. The total HUB purchases for FY04 are projected at $1,259,718.

HUB-Certified	EMPLOYEE INFORMATION			HUB PARTICIPATION				
	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
NO	NA	NA	NA	3.5%	3.5%	$1,259,7180	Transportation	Service

6. The Administration will include in the *2004-2005 MPS Specifications and Operating Procedures* a requirement that all bus drivers servicing students with special education needs complete the MPS program, or one that is approved by MPS, for transporting students with special needs. The district will not pay any additional amount for this requirement.

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, Board Policy or Rule Statement

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

Fiscal Impact Statement

9. This item authorizes expenditures of $40,635,710, contingent upon approval by the Board of School Directors of the appropriate amounts in the FY05 budget. Depending on student enrollment through the spring and summer, the Administration may need to adjust the FY05 bus routes and, subsequently, the 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%.

10. Funding for this item is included in the proposed FY05 regular education accounts:

STP-0-0-TRS-DW-EPPT0000 (Regular public transportation)
RTS-0-0-TRS-DW-EPPT0000 (Regular public transportation)
SMT-0-0-TRS-DW-EPPT0000 (Suburban/Milwaukee)
SM1-0-0-TRS-1S-EPPT0000 (Suburban/Milwaukee transportation)
SAT-0-0-TRS-DW-EPPT0000 (School Age Parents)
MDK-0-0-TRS-DW-EPPT0000 (Midday kindergarten)

and special education accounts

RST-0-0-TRS-DW-EPPT0000 (Resident Special Transportation)
THI-0-0-TRS-DW-EPPT0000 (Hearing Impaired)
RWT-0-0-TRS-DW-EPPT0000 (Cognitively Disabled)
TLD-0-0-TRS-DW-EPPT0000 (Learning Disabled)
OPT-0-0-TRS-DW-EPPT0000 (Outpatient)

Implementation and Assessment Plan

11. Bus contracts are for FY05 with two one-year options. The contract amount will decrease in FY06 and FY07 as the number of buses required is expected to decline. Quality service, costs and the needs of the district will determine if the options will be exercised.

Committee's Recommendation

Your Committee recommends approval of the contracts found in the table below. Contracts will be for the 2004-05 school year, with the option for two additional one-year extensions, for a total of three years. Any extension beyond the 2004-05 school year would be contingent upon the Board's approval.

Bus Contractor	Award ($)		
	Regular/Suburban	Special Education	Total
Altas Transit	799,649	327,217	1,126,866
Bee Bus[1]	2,805,788	168,578	2,974,366
Bestway Services[2]	2,178,765		2,178,765
Dairyland Bus	779,260	1,726,718	2,505,978
Johnson Bus[2]	574,735		574,735
Joy Farm Bus	2,026,757		2,026,757
Laidlaw Bus	6,480,952	1,282,122	7,763,074
Lakeside Bus	5,268,035	2,196,840	7,464,875
Lamers Bus	5,727,135	1,381,266	7,108,401
Milwaukee Bus	510,958	31,976	542,934
Milwaukee Transit*	4,643,766		4,643,766
Riteway	342,725		342,725
Specialized Care	381,177	1,001,291	1,382,468
Totals	32,519,702	8,116,008	40,635,710

[1] Owned by a minority male

[2] Owned by women

*Based on FY05 budget request

Funding for this item is included in the proposed FY05 regular education accounts:

STP-0-0-TRS-DW-EPPT0000 (Regular public transportation)
RTS-0-0-TRS-DW-EPPT0000 (Regular public transportation)
SMT-0-0-TRS-DW-EPPT0000 (Suburban/Milwaukee)
SM1-0-0-TRS-1S-EPPT0000 (Suburban/Milwaukee transportation)
SAT-0-0-TRS-DW-EPPT0000 (School Age Parents)
MDK-0-0-TRS-DW-EPPT0000 (Midday kindergarten)

and special education accounts:

RST-0-0-TRS-DW-EPPT0000 (Resident Special Transportation)
THI-0-0-TRS-DW-EPPT0000 (Hearing Impaired)
RWT-0-0-TRS-DW-EPPT0000 (Cognitively Disabled)
TLD-0-0-TRS-DW-EPPT0000 (Learning Disabled)
OPT-0-0-TRS-DW-EPPT0000 (Outpatient)

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

* * * * *

REPORTS OF SPECIAL COMMITTEES

The Director, Office of Board Governance/Board Clerk, presented 21 expulsion orders from the Independent Hearing Panel of the Milwaukee Board of School Directors.

Director Johnson moved to accept the reports of the Independent Hearing Panel of April 30, May 10, May 11, May 12, May 13, May 14, May 17, May 18, May 19, May 20, May 21, and May 26, 2004.

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

Ayes— Directors Balistreri, Dannecker, Hardin, Johnson, Morales, O'Neil and President Blewett—7.

Noes—None.

Temporarily absent—Directors Horton and Spence—2.

* * * * *

UNFINISHED BUSINESS

At the beginning of each new Board year (May-April), the Board appoints representatives to the various Boards and Committees on which the MPS Board is represented. The appointments are listed below:

(Item 1) Library Board

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

President Blewett having elected not to serve, Director Hardin nominated Director Johnson to serve on the Library Board.

Director Johnson was appointed to serve on the Library Board, the vote being as follows:

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

Noes—None.

* * * * *

(Item 2) MATC Appointment Committee

The President is chair of the committee, and four other Board representatives serve as members of the committee. They do not have to be Board members. Election must be by roll call vote (State Statute 38.08).

President Blewett nominated Directors Balistreri, Hardin, Morales and O'Neil to the Milwaukee Area Technical College Appointment Committee.

The appointments were approved on the following vote:

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

Noes—None.

* * * * *

(Item 3) CESA #1

State Statute 116.02(1)(a) provides that, annually on or after the fourth Monday in April, the school board of each district in the agency shall appoint one of its members as its representative for the purpose of determining the composition of the Board of Control.

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

The appointment was approved on the following vote:

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

Noes—None.

* * * * *

(Item 4) 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; therefore, there will be no appointment at this meeting.

2003-2006 Delegate ..... Director Dannecker

* * * * *

(Item 5) Head Start Program Policy Council, Milwaukee City Council of PTAs/PTSAs, Title I District Advisory Council

The President announced that Vice President Hardin would serve for 2004-2005 as the Board's liaison to the Head Start Program, the Milwaukee City Council of PTAs/PTSAs and to the Title I Advisory Council.

* * * * *

RESOLUTIONS

Resolution 0405R-001

by Directors Johnson and Spence

WHEREAS, At its meeting on May 19, 2004, the Board's Committee on Strategic Planning and Budget laid upon the table an amendment to the proposed FY05 budget o direct the Administration to create and implement a policy that would allow all qualified school-level staff to allocate a minimum portion of the school day to direct classroom instruction; and

WHEREAS, It was suggested that such action would be more appropriate in the form of a resolution; now, therefore, be it

RESOLVED, That the Board direct the Administration to create and implement a policy that would allow all qualified school-level staff to allocate a minimum portion of the school day to direct classroom instruction.

Referred to the Committee on Finance/Personnel.

Resolution 0405R-002

by Directors Johnson and Spence

WHEREAS, At its meeting on May 19, 2004, the Board's Committee on Strategic Planning and Budget failed to pass an amendment to the proposed FY05 budget that would have eliminated all district travel — except for staff recruitment by Human Resources and Staffing Services and lobbying by Governmental Relations — funded through the operations, construction, and extension funds and would have provided that all grant-funded travel and travel funded through fundraising be subject to the express approval of the Superintendent, with all residual funding to be allocated back to schools on a per-pupil basis; and

WHEREAS, It was suggested that such action would be more appropriate in the form of a resolution; now, therefore, be it

RESOLVED, That all district travel — except for staff recruitment by Human Resources and Staffing Services and lobbying by Governmental Relations — funded through the operations, construction, and extension funds be eliminated; and be it

FURTHER RESOLVED, That all grant-funded travel and travel funded through fundraising be subject to the express approval of the Superintendent, with all residual funding to be allocated back to schools on a per-pupil basis.

Referred to the Committee on Finance/Personnel and the Committee on Legislation, Rules and Policies.

Resolution 0405R-003

by Directors Johnson and Spence

WHEREAS, At a meeting on May 19, 2004, of the Board's Committee on Strategic Planning and Budget, an amendment to the proposed FY05 budget that would have initiated a process to outsource the district food service function and return the savings to eliminate the operations fund subsidy, with the savings to be returned to schools on a per-pupil basis, was withdrawn from consideration; and

WHEREAS, It was suggested that such action would be more appropriate in the form of a resolution; now, therefore, be it

RESOLVED, That the Board direct the Administration to initiate a process to outsource the district food service function and return the savings to eliminate the operations fund subsidy, with the savings to be returned to schools on a per-pupil basis.

Referred to the Committee on Finance/Personnel.

Resolution 0405R-004

by Directors Johnson and Spence

WHEREAS, At its meeting on May 19, 2004, the Board's Committee on Strategic Planning and Budget indefinitely postponed consideration of an amendment to the proposed FY05 budget that would have initiated a process to move school safety assistants to the Milwaukee Police Department.; and

WHEREAS, It was suggested that such action would be more appropriate in the form of a resolution; now, therefore, be it

RESOLVED, That the Board direct the Administration to initiate a process to move school safety assistants to the Milwaukee Police Department.

Referred to the Committee on Finance/Personnel.

Resolution 0405R-005

by Director Morales

WHEREAS, The enactment of the 2001 reauthorization of the Elementary and Secondary Education Act (known as No Child Left Behind or NCLB) requires students in every public school in the nation to make achievement gains at a level identified as "Adequate Yearly Progress" (or AYP) from one annual achievement test to the next; and

WHEREAS, In the implementation of NCLB, the U.S. Department of Education has acknowledged that it is illogical to hold schools with high (50% or more) student mobility from year to year accountable for AYP by what is a significantly different school population; and

WHEREAS, The achievement test scores for students in schools with 50% or more student mobility are counted not as school-level data, but rather as district-level data; and

WHEREAS, Many Milwaukee Public Schools are experiencing significant changes in student population not related to typical student mobility patterns but to reform efforts such as the High School Redesign and Neighborhood Schools initiatives and yet will be held accountable for AYP for their changing student populations because the change in student turnover does not amount to 50% or more; therefore be it

RESOLVED, That the Milwaukee Board of School Directors direct the Administration to develop a system by which school leadership may apply to the District for an official acknowledgment that their schools' populations have significantly changed from one year to the next; and be it

FURTHER RESOLVED, That the Administration also be directed to use this official acknowledgment of changed population to apply to Wisconsin and federal authorities for a waiver from, or other flexibility in, the assessment of AYP and resulting consequences.

Referred to the Committee on Innovation/School Reform.

Resolution 0405R-006

by Director Hardin

WHEREAS, The Milwaukee Board of School Directors believes in the benefits of early childhood education and family support for our District's youngest children; and

WHEREAS, MPS receives federal grants funds for its Head Start Program; and

WHEREAS, Federal grants for Head Start programs include standards and guidelines for the school districts and agencies overseeing such programs; and

WHEREAS, Federal standards regarding the MPS Head Start program dictate a close working relationship among the Board, the district Head Start administrators, and the Head Start Policy Council; now, therefore, be it

RESOLVED, That, beginning immediately, the Office of Pupil Services' Monthly Report to the Board include information and updates regarding Head Start activities; and be it

FURTHER RESOLVED, That monthly, the Head Start Policy Council secretary (or his/her designee) submit a report to the Board's delegate to the Head Start Policy Council, for transmittal at the regular monthly Board meeting; and be it

FURTHER RESOLVED, That beginning immediately upon adoption of this resolution, whenever the Head Start Policy Council desires to make program recommendations or changes, the Head Start Policy Council's representative to the Board shall work with the MPS Head Start administrator to develop and present an item to the Innovation/School Reform Committee.

Referred to the Committee on Legislation, Rules and Policies.

Resolution 0405R-007

by Director Horton

WHEREAS, The Milwaukee Board of School Directors established a Compensation Administration Committee to monitor compensation and benefit levels to ensure that the district remains competitive in attracting valuable employees; and

WHEREAS, The most recent compensation study, which was initiated during the previous Administration, is outdated and does not reflect the district's current operational structure; and

WHEREAS, The staffing requirements, recruitment needs, and fiscal resources and allocation methods of the district have changed significantly; and

WHEREAS, District policies, procedures, and practices also need to be aligned to these changes to ensure efficient and effective operations throughout the district; and

WHEREAS, It is the Board's fiscal obligation to ensure that compensation levels match position descriptions for all district employees; and

WHEREAS, The district's current organizational structure lists many new positions that are similar to those found in other urban school district's as well as in major business corporations in the metro Milwaukee area; and

WHEREAS, Researching and performing a comparative analysis of job descriptions and compensation and benefit levels from the business industry as well as other urban school districts would be beneficial in helping the district to remain competitive in recruiting highly qualified individuals for employment; and

WHEREAS, The Milwaukee Public Schools continues to operate under various fiscal constraints which place restrictions on the district's ability to raise funds to meet its education objectives and requirements; now, therefore, be it

RESOLVED, That the Board direct the Administration to contract with a Board-approved independent consultant to 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; and be it

FURTHER RESOLVED, That the Administration bring a recommendation for contracting back to the Board by September 1, 2004; and be it

FURTHER RESOLVED, That the consultant report the findings of the analysis to the Board.

Referred to the Committee on Finance/Personnel.

Resolution 0405R-008

by Director Hardin

WHEREAS, The Milwaukee Public Schools must meet the needs of Milwaukee's children and parents through fiscally responsible strategies; and

WHEREAS, During the development of the Neighborhood Schools Plan, parents and citizens repeatedly expressed concerns about safety; and

WHEREAS, As part of the Neighborhood Schools Initiative, Milwaukee Public Schools revised student transportation and enrollment policies to expand options and opportunities for every student in the district; and

WHEREAS, The Neighborhood Schools Initiative states that any student enrolled in a school prior to the implementation of the Neighborhood Schools Initiative is guaranteed a seat at the same school until the end grade; and

WHEREAS, Currently, if a student attending a school other than his/her neighborhood school moves outside of that school's transportation region, the parents may be required to provide transportation if they wish the student to continue at the same school; now, therefore, be it

RESOLVED, That the Administration establish a procedure that requires the Administration to provide transportation for those students continuing at their schools until the end grade, even if the students move; and be it

FURTHER RESOLVED, That in order to promote continuity and stability, the Administration shall work diligently to provide elementary and K-8 students attending schools other than their neighborhood schools with transportation to the schools in which they are enrolled, thus creating a familiar and positive learning environment, and that this be brought back to the Board for approval by the July Board meeting cycle.

Referred to the Committee on Finance/Personnel.

Resolution 0405R-009

by Directors Morales and Balistreri

WHEREAS, Wisconsin statutes dictate that the Milwaukee Board of School Directors shall annually approve the district's budget; and

WHEREAS, The Milwaukee Board of School Directors strives to encourage both public and district staff input and involvement throughout the budget process; and

WHEREAS, Due to the size of the district and the complexity of funding and budgeting mandates and guidelines, the annual budget has become unwieldy and difficult to adequately review and discuss within the current budget timelines; and

WHEREAS, It is the Board's desire to establish and proceed with a budgeting process which allows for maximum effectiveness, as well as a process which allows for ongoing and meaningful communication with the public, finally producing a budget which is transparent and easily understandable for all; now, therefore, be it

RESOLVED, That the Board establish a Board advisory committee to study the MPS budget process and; and be it

FURTHER RESOLVED, That the Board Budget Advisory Committee monthly report to the Board President, with a report of its final recommendations to the full Board for consideration and possible implementation prior to the development of the FY06 budget process and timeline.

Referred to the Committee on Strategic Planning and Budget.

Resolution 0405R-010

by Director Hardin

WHEREAS, The Milwaukee Public Schools prides itself on its ability to offer a variety of education programs in an effort to increase student achievement; and

WHEREAS, Montessori education has consistently proven itself to be one of Milwaukee Public Schools' most effective specialty programs and curricula; and

WHEREAS, The expansion of MPS Montessori from two to six schools, from five to eight grades, and from 400 to1,200 students has proven to be one of MPS's most effective responses to community needs and demands; and

WHEREAS, MPS is planning a Montessori high school; and

WHEREAS, The MPS Neighborhood Schools Initiative has made public commitments to the people of Milwaukee and Wisconsin and to the Joint Finance Committee of the Wisconsin Legislature to expand the number of high-quality specialty schools in overcrowded Milwaukee neighborhoods; and

WHEREAS, There are many current teaching assistants, paraprofessionals, parents, and teachers within MPS who demonstrated commitment to, and competence in, providing high-quality Montessori education to our children; now, therefore, be it

RESOLVED, That MPS shall allocate a total of one hundred and fifty thousand dollars ($150,000) in the 2005 budget to support low-income parents, teaching assistants, paraprofessionals, teachers, and others within the City of Milwaukee to become DPI-licensed teachers in MPS with Montessori certification acceptable to MPS; and be it

FURTHER RESOLVED, That the entirety of these funds shall be spent on scholarships, stipends, and loans as designed and authorized by the MPS Board of School Directors at future meetings for the benefit of low-income parents, teaching assistants, paraprofessionals, and teachers within the City of Milwaukee; and be it

FURTHER RESOLVED, That the beneficiaries of this program shall expand the ethnic and linguistic diversity of the MPS Montessori teaching faculty, so that MPS Montessori teachers become more diverse and more language-friendly to the Spanish, Hmong, and other non-English languages within the City of Milwaukee, and that the MPS Montessori faculty include more African-American, Asian-American, Latino, and Native American members; and be it

FURTHER RESOLVED, That a plan to support this program shall be reported to the MPS Board of School Directors no later than July 30, 2004, so that at least some current parents, teaching assistants, paraprofessionals, and teachers within the City of Milwaukee may start taking pre-college, college, Montessori, and other courses to prepare to become MPS Montessori teachers during the summer of 2004.

Referred to the Committee on Finance/Personnel.

Resolution 0405R-011

by Director Balistreri

WHEREAS, A high priority of the Milwaukee Board of School Directors is to provide parents and students with expanded choices in popular and innovative educational programs; and

WHEREAS, One means of expanding educational options is to establish MPS charter schools; and

WHEREAS, On June 3, 2003, the Board of School Directors held a public hearing and approved the concept of the charter school petition for Advanced Language and Academic Studies High School (ALAS); and

WHEREAS, At this meeting, the school was asked to work with the MPS administration to identify a suitable facility for the program being offered, which serves 250 students in grades 9 through 12 ; and

WHEREAS, The recommendation to the Board from the Administration at the August 28, 2003, meeting of the Committee on Innovation and School Reform was to authorize ALAS to occupy shared space at Kosciuszko Middle School; and

WHEREAS, Public testimony has raised issues related to the Administration's decision to place the ALAS program in the Kosciuszko facility; and

WHEREAS, Many of these concerns have been brought forth by individuals affected by the negotiations for the site for the program; now, be it

RESOLVED, That the Administration and representatives from all schools involved in the negotiations to house the ALAS program bring back to the Board for approval, no later than July 30, 2004, a recommendation for a facility; and be it

FURTHER RESOLVED, That the Board direct the Administration and representatives from all schools involved to bring back two alternate sites that would be suitable for the ALAS program, should the Kosciuszko Middle School site not be approved by the Board.

Referred to the Committee on Finance/Personnel.

The Board adjourned at 9:20 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
JUNE 1, 2004

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

Present—Directors Dannecker, Hardin, Horton, Johnson, Morales, O'Neil, Spence, and President Blewett—8.

Absent and excused—Director Balistreri—1.

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

May 28, 2004

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Peter Blewett, a special meeting of the Board of School Directors will be held at 6:30 p.m. on Tuesday, June 1, 2004, 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.

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.

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 above.

The motion prevailed, the vote being as follows:

Ayes—Directors Dannecker, Hardin, Horton, Johnson, Morales, O'Neil, Spence, and President Blewett—8.

Noes—None.

The Board retired to executive session at 6:42 PM.

The Board adjourned from executive session at 8:11 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
JUNE 3, 2004

Special meeting of the Board of School Directors called to order by President Blewett at 6:54 PM.

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

Absent—None.

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

Office of Board Governance

May 28, 2004

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Peter Blewett, a special meeting of the Board of School Directors will be held at 6:30 p.m. on Thursday, June 3, 2004, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of taking action on the following:

1. Recommendations to Adopt a Proposed FY2005 Budget
2. Recommendations to Adopt Resolutions Regarding the Budgets and Tax Levies for the School Operations, Construction, and Extension Funds for FY2005

Although this is a public meeting, no public testimony will be taken.

LYNNE A. SOBCZAK
Board Clerk

COMMITTEE ON STRATEGIC PLANNING AND BUDGET

Director Morales 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 FY2005 Budget

1. Your Committee reports having reviewed the Superintendent's proposed FY2005 budget for the School Operations, Extension, and Construction Funds, dated April 26, 2004.

2. Your Committee held worksessions on the budget on May 4 and 19, 2004.

3. Your Committee gave public hearing on the budget on May 10, 12, 13, and 17, 2004.

4. In accordance with statutory provisions, the budget was published in the *Milwaukee Journal Sentinel* on May 18, 2004.

5. The full Board held a discretionary public hearing on the entire budget on May 20, 2004, and its statutory public hearing on May 25, 2004.

Committee Recommendation

Your Committee recommends that the Board adopt the Superintendent's proposed budget for FY2005, dated April 26, 2004, and amended as follows:

Author	Amendment	Amount: Increase (Decrease)	Net Effect on Budget	Fund Source/ Comments
Morales	A technical amendment to restore one position of mail-room truck driver, which had been inadvertently cut from the FY05 budget	$72,447	$0	

Director Morales moved for adoption of the Committee's recommendation, with any modifications approved by the Board this evening.

The following amendments were submitted by Board members:

Number	Sponsor	Amendment
1	Director Balistreri	Freeze the development of any new small high-school programs and eliminate all non-grant funds allocated to high-school redesign for new (i.e., not yet approved for planning or implementation) programs. Provide support to previously approved small high schools and allow those 12 schools that have already received planning grants to continue to develop proposals and present them to the Board for consideration. Freeze any/all requests for further planning grants and or proposal development until an evaluation process for the existing programs has been developed and implemented and program results have been evaluated for both financial and academic performance. Any funds not expended should go back to support the existing programs.
2	Director Balistreri	Freeze the current salaries of the Superintendent and all senior management team members. Also limit the senior management team to the positions and current number of administrators serving on this team.
3	Director Balistreri	Central Services shall reduce their budgets for outside consultants and contracted services by $1 million. The budget authority should be returned to schools on a per-pupil basis. The Administration should be allowed to determine which specific Central Services departmental consultant/contract services lines (considering current legal and contractual constraints) to reduce to total $1 million.

Number	Sponsor	Amendment
4	Director Balistreri	Only current MPS principals be utilized as principal coaches, saving the district the expense of hiring non-MPS or retired MPS staff for these positions. Freeze principal coaching positions to seven positions, reflective of the number of currently active MPS principals serving as coaches. Principals serving as principal coaches would be allowed the flexibility and resources (e.g., substitute principals), when needed, to provide coaching services to schools on an as-needed (by principal request) basis while they continue to serve as the administrators of their own schools. Such principals would coach only principals on their same school levels (e.g., high-school principals would coach only other high-school principals; elementary principals would coach only elementary principals). Any funds saved should be redirected to staff development for the school-level staff.
5	Director Balistreri	Reduce and combine all non-classroom positions at the school levels (e.g., Literacy Coaches, Learning Coordinators, Program Implementers) to a ratio of not more than one non-classroom teacher per 300 students, or one per school if there are less than 300 students enrolled in a school. Use funds saved to rehire classroom teachers (e.g. Arts, Music, Physical Education) and/or to reduce class size. (This amendment does not affect supportive staff members such as school social workers, psychologists, and guidance counselors)
6	Director Blewett	Restore the Curriculum Technology Resource Center to the level of funding that was provided in the FY03 budget. Funding to complete this task should be allocated from Title II funds (e.g. Principal Coach Positions, only eliminating enough positions required to fully restore the Curriculum Technology Resource Center to the funding level allocated in the FY03 budget)
7	Director Hardin	To establish a process to allow schools who want art or music teachers and who cannot afford them to collaborate with another school that may be experiencing the same situation to have a 0.5 art and/or a 0.5 music teacher at each school, thus creating a full time position between the two schools to ensure that every school has music and art. Requests for these 0.5 music and/or art teachers will be filled on a first-come, first-served basis, beginning with schools with the fewest existing music and/or art staff, until all funds have been expended. Funds for the establishment of these positions should come from non-school budget allocations (e.g., categorical or grant funds) with specific budget lines to be determined by the Administration.
8	Directors O'Neil & Balistreri	To permanently eliminate the adoption of music textbooks from the textbook adoption process and then reduce the funding provided for textbooks in the FY05 Budget. Funding should be returned on a per-pupil basis to schools.

Number	Sponsor	Amendment
9	Director Spence	To permanently reduce the distribution standard applied to the adoption of music textbooks in the textbook adoption process and then reduce the textbook adoption by $1,300,000 in the Fiscal Year (FY05) Budget. Funding should be returned on a per-pupil basis to schools.
10	Director Morales	That the Board amend the proposed FY05 Budget to adopt the revised Head Start Budget as presented at the Statutory Hearing on May 24, 2004.
11	Director Spence	To reduce the district levy increase to 11% without going below the revenue limit. To achieve this, cut the levy by $8,002,455 from the following sources: The Extension Fund levy of $8,002,445, which is not subject to state revenue limits, is eliminated. In FY05 Extension Fund activities will be supported by an additional $2,000,000 withdrawal from Extension Fund reserves and by increasing user fees charged for activities to double the revenue produced (+$2,000,000). Programs and services to be eliminated total $4,002,445.

With respect to amendment #11, Director Spence moved for approval.

The amendment failed of adoption on the following vote:

Ayes—Directors Johnson, O'Neil and Spence—3.

Noes—Directors Balistreri, Dannecker, Hardin, Horton, Morales and President Blewett—6.

The Board recessed from 7:28 to 7:33 PM.

With respect to amendment #1, Director Hardin moved that the amendment be referred to the Innovation/School Reform Committee.

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

Ayes—Directors Dannecker, Hardin, Horton, Morales and Spence—5.

Noes—Directors Balistreri, Johnson, O'Neil and President Blewett—4.

With respect to amendment #2, Director Balistreri moved for approval.

The amendment failed of adoption on the following vote:

Ayes—Directors Balisteri and O'Neil—2.

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

Voting "present"—President Blewett—1.

Temporarily absent—Director Hardin—1.

With respect to amendment #3, Director Balistreri moved for approval.

Director Spence moved to separate the question.

The motion failed of adoption on the following vote:

Ayes—Directors Horton, Johnson, O'Neil and Spence—4.

Noes—Directors Balistreri, Dannecker, Hardin, Morales and President Blewett—5.

The Board recessed from 9:23 to 9:44 PM.

Director Morales moved to amend by eliminating TABS funding, equity in funding and CESA 1, totaling $645,707, with those fund to be returned to the schools.

The amendment to the amendment failed of adoption on the following vote:

Ayes—Directors Morales and Spence—2.

Noes—Directors Balistreri, Dannecker, Hardin, Horton, Johnson, O'Neil and President Blewett—7.

Director Balistreri moved to substitute the following: that 10% of each of the identified departmental budget line items as identified in the analysis be returned to the schools on a per pupil basis.

The substitute failed of adoption on the following vote:

Ayes—Director Balistreri—1.

Noes—Directors Dannecker, Hardin, Horton, Johnson, Morales, O'Neil, Spence and President Blewett—8.

The question being on the original amendment, it failed of adoption on the following vote:

Ayes—Director Balistreri—1.

Noes—Directors Dannecker, Horton, Johnson, Morales, O'Neil, Spence and President Blewett—7.

Temporarily absent—Director Hardin—1.

With respect to amendment #4, Director Balistreri moved for adoption with the addition that exceptional retired principals, a maximum of three, could be retained, one at each level.

The amendment failed of adoption on the following vote:

Ayes—Directors Balistreri, Hardin and O'Neil—3.

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

Voting "present"—President Blewett—1.

Vice President Hardin in the Chair.

With regard to amendment #5, Director Balistreri moved for adoption.

The amendment failed of adoption on the following vote:

Ayes—Directors Balistreri and O'Neil—2.

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

The Board recessed from 11:50 PM to 12:07 AM.

President Blewett in the Chair.

Amendment #6 was withdrawn.

With regard to amendment #7, Director Hardin moved for adoption.

The amendment failed of adoption on the following vote:

Ayes—Directors Balistreri, Hardin, O'Neil and President Blewett—4.

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

With regard to amendment #9, Director Spence moved for adoption.

The amendment was adopted on the following vote:

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

Noes—Directos Balistreri and O'Neil—2.

With regard to amendment #8, Director O'Neil moved for adoption.

The amendment failed of adoption on the following vote:

Ayes—Directors Balistreri and O'Neil—2.

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

Vice President Hardin in the chair.

Director Blewett moved to reconsider the vote by which amendment #9 was adopted.

The motion to reconsider failed of adoption on the following vote:

Ayes—Directors Balistreri, O'Neil and Blewett—3.

Noes—Directors Dannecker, Horton, Johnson, Morales, Spence and Vice President Hardin—6.

President Blewett in the chair.

With regard to amendment #10, Director Balistreri moved for adoption.

The amendment was adopted on the following vote:

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

Noes—Director O'Neil—1.

The question being on the original motion to adopt the FY05 budget as amended, the motion failed of adoption, the vote being as follows:

Ayes—Directors Dannecker and Morales—2.

Noes—Directors Balistreri, Hardin, Horton, Johnson, O'Neil and Spence—6.

Voting "present"—President Blewett—1.

Director Hardin moved to reconsider the vote on the adoption of the budget as amended.

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

Ayes—Directors Balistreri, Dannecker, Hardin, Morales, Spence and President Blewett—6.

Noes—Directors Horton, Johnson and O'Neil—3.

Vice President Hardin in the chair.

The question now being on the adoption of the FY05 budget as amended, Director Blewett moved a substitute, to adopt of the FY05 budget recommendation with the amendment made by Director Morales.

Director Dannecker moved to adjourn to the next weekday evening there is not a scheduled Board or Committee meeting.

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

Ayes—Directors Balistreri, Dannecker, Horton and O'Neil—4.

Noes—Directors Blewett, Johnson, Morales, Spence and Vice President Hardin—5.

The question being on Director Blewett's substitute motion, it failed of adoption on the following vote:

Ayes—Director Blewett—1.

Noes—Directors Balistreri, Dannecker, Horton, Johnson, Morales, O'Neil, Spence and Vice President Hardin—8.

The question being on the adoption of the FY05 budget as amended, the motion failed of adoption, the vote being as follows:

Ayes—Directors Dannecker, Morales, Spence and Vice President Hardin—4.

Noes—Directors Balistreri, Horton, Johnson, O'Neil and Blewett—5.

Director Blewett moved to reconsider the vote on adoption of the FY05 budget.

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

Ayes—Directors Balistreri, Dannecker, Morales, Spence, Blewett, and Vice President Hardin—6.

Noes—Directors Horton, Johnson and O'Neil—3.

Director Dannecker moved to adopt the FY05 budget as amended, with the added provision that no textbooks be purchased prior to June 30, 2004.

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

Ayes—Directors Balistreri, Dannecker, Morales and Vice President Hardin—4.

Noes—Directors Blewett, Horton, Johnson, O'Neil and Spence—5.

The Board recessed from 3:25 AM to 3:35 AM.

Director Spence moved to reconsider the vote on adoption of the FY05 budget.

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

Ayes—Directors Balistreri, Dannecker, Morales, Spence, Blewett, and Vice President Hardin—6.

Noes—Directors Horton, Johnson and O'Neil—3.

Director Dannecker moved to adopt the FY05 budget as amended, with the added provision that all textbook adoptions will be held at the Board level until June 30, 2004, with the Board to meet to consider textbook adoptions prior to June 30, 2004.

The motion prevailed, the vote being as follows:

Ayes—Directors Balistreri, Blewett, Dannecker, Morales, Spence and Vice President Hardin—6.

Noes—Directors Horton, Johnson and O'Neil—3.

President Blewett in the Chair.

(Item 2) Action on Recommendations to Adopt Resolutions Regarding the Budgets and Tax Levies for the School Operations, Construction and Extension Funds for FY2005

Your Committee recommends that the Board adopt the following resolutions:

FY05 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 $903,217,162 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 2005 Fiscal Year; and that $191,168,035 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 2005, 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 $26,296,054 will be required for the 2005 Fiscal Year Construction Fund budget purposes and that it is to provide, in accordance with Section 65.07(1)(f), Wisconsin Statutes, $12,266,054 by a tax levy on all real and personal property in the City of Milwaukee subject to taxation for Milwaukee public school purposes in 2005, 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 2005 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 2005, pursuant to the provisions of Section 65.07(1)(g), Wisconsin Statutes, said amount being required in addition to other miscellaneous sources.

On the motion of Director Dannecker, the question was divided, the vote being as follows:

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

Noes— Directors Balistreri, Hardin, O'Neil and President Blewett—4.

Director Spence moved to adopt the School Operations Fund resolution and tax levy.

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

Ayes—Directors Balistreri and Morales—2.

Noes—Directors Dannecker, Hardin, Horton, Johnson, O'Neil, Spence and President Blewett—7.

Director Spence moved to reconsider the School Operations Fund resolution and tax levy.

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

Ayes—Directors Balistreri, Dannecker, Hardin, Morales, Spence and President Blewett—6.

Noes—Directors Horton, Johnson and O'Neil—3.

Director Morales moved to adopt the School Operations Fund resolution and tax levy.

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

Ayes—Directors Balistreri, Morales. Spence and President Blewett—4.

Noes—Directors Dannecker, Hardin, Horton, Johnson and O'Neil—5.

Director Dannecker moved to adopt the Construction Fund resolution and tax levy.

A two-thirds vote being required for the Construction Fund tax levy, the motion failed of adoption, the vote being as follows:

Ayes—Directors Balistreri, Dannecker, Morales, Spence and President Blewett—5.

Noes—Directors Hardin, Horton, Johnson and O'Neil—4.

Director Spence moved to reconsider the Construction Fund resolution and tax levy.

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

Ayes—Directors Balistreri, Dannecker, Hardin, Morales, Spence and President Blewett—6.

Noes—Directors Horton, Johnson and O'Neil—3.

Director Morales moved to adopt the Construction Fund resolution and tax levy.

A two-thirds vote being required for the Construction Fund tax levy, the motion failed of adoption, the vote being as follows:

Ayes—Directors Balistreri, Dannecker, Morales, Spence and President Blewett—5.

Noes—Directors Hardin, Horton, Johnson and O'Neil—4.

Director Spence moved to adopt the Extension Fund resolution and tax levy.

The motion prevailed, the vote being as follows:

Ayes—Directors Balistreri, Dannecker, Hardin, Morales and President Blewett—5.

Noes—Directors Horton, Johnson, O'Neil and Spence—4.

Vice President Hardin in the chair.

Director Johnson moved to reconsider the Construction Fund resolution and tax levy.

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

Ayes—Directors Balistreri, Dannecker, Johnson, Morales and Spence—5.

Noes—Directors Horton, O'Neil and Vice President Hardin—3.

Temporarily absent—Director Blewett—1.

President Blewett in the chair.

Director Spence moved to adopt the Construction Fund resolution and tax levy.

The motion prevailed, the vote being as follows:

Ayes—Directors Balistreri, Dannecker, Johnson, Morales, Spence and President Blewett—6.

Noes—Directors Hardin, Horton and O'Neil—3.

Director Spence moved to reconsider the School Operations Fund resolution and tax levy.

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

Ayes—Directors Balistreri, Hardin, Morales, Spence and President Blewett—5.

Noes—Directors Dannecker, Horton, Johnson and O'Neil—4.

Director Morales moved to adopt the School Operations Fund resolution and tax levy.

The motion prevailed, the vote being as follows:

Ayes—Directors Balistreri, Dannecker, Morales, Spence and President Blewett—5.

Noes—Directors Horton, Johnson and O'Neil—3.

Temporarily absent—Director Hardin—1.

The Board adjourned at 4:23 AM, June 4, 2004.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
JUNE 24, 2004

Regular meeting of the Board of School Directors called to order by President Blewett at 6:53 PM.

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

Absent—None.

AWARDS AND COMMENDATIONS

Excellence in Education Award

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

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

A. David Schwartz
Local Bookseller
(Posthumous)

David Schwartz was the energetic leader of Harry W. Schwartz Bookshops for over thirty years. During this time, his accomplishments were many and focused on fostering a love for reading in all people, especially children. His stores had extensive sections geared toward children, as well as specific staff assigned to work with educators in the selection of and ordering of books for student use. The life work of David Schwartz continues to support the education of Milwaukee's children in many ways.

The recipient of many awards during his career, David Schwartz earned *Publishers Weekly's* Bookseller of the Year award in early 2004. He was singled out for this honor for many reasons, including his successful "Schwartz Gives Back to You" program, which provided incentives for customers and gave back to the community by donating a percentage of participating customers' purchases to non-profit organizations.

Building community was very important to David Schwartz, and his efforts in this area will live on for many years to come in the metro Milwaukee area. He was especially sensitive to the specific reading tastes and needs of each neighborhood in which one of his stores was located, another testament to his dedication to building community. A quote from David Schwartz is a perfect illustration of his positive impact throughout Milwaukee: "I'm part of the community in the way national chains can't be — We're knitted into the fabric of Milwaukee."

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

Resolution in Honor of Milwaukee's New Wisconsin Promise Schools of Recognition

by Director Balistreri on Behalf of the Board

WHEREAS, Among the state's 131 New Wisconsin Promise Schools of Recognition, which State Superintendent Elizabeth Burmaster praised for "beating the odds" by meeting state reading and math goals and for ". . . . beating the odds with achievement that is moving us in the right direction to close the gap between children of color, economically disadvantaged children and their peers in Wisconsin," were the following MPS schools:

Alcott Elementary	Curtin Elementary	Rufus King High
Barton Elementary	Garland Elementary	Meir Elementary
Bruce Guadalupe	Hawley Road Elementary	Morse Middle
Clarke Street Elementary	Honey Creek Elementary	Zablocki Elementary

WHEREAS, The 131 New Wisconsin Promise Schools of Recognition for 2004 had poverty levels that made them eligible for federal Title I funding and were among the highest poverty schools in the state, based on the percentage of students receiving free or reduced-price school meals; and

WHEREAS, These schools, despite the socio-economic obstacles which their students face, still are able to maintain levels of student achievement that are above the state average in both reading and mathematics, with no noticeable lags in subgroups of students; and

WHEREAS, As it often seems that the many achievements of students in the schools of MPS are overlooked or overshadowed by gloomier stories of our perceived failures — often making the students, parents, teachers, staffs of our schools, as well as the community at large, feel disheartened, discouraged, and underappreciated — it is all the more important that accomplishments such as this, and the hard work and dedication they entail, be acknowledged and commended; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors congratulate and commend the students, teachers, and staffs of the Milwaukee Promise Schools of Recognition for their perseverance, determination, and dedication in overcoming great adversity and continuing to focus on the true mission of public education, which is to ensure that all children are given the tools needed to realize their full potentials as citizens of the city, the state, the nation, and the world; and be it

FURTHER RESOLVED, That Milwaukee Board of School Directors hold these schools up as examples with which to encourage all our schools to strive to overcome all obstacles in order to reach their full potentials; and be it

FURTHER RESOLVED, That this resolution be spread upon the permanent proceedings of the Board of School Directors; and be it

FURTHER RESOLVED, That the Board instruct the Board Clerk to have an engrossed copy of this document, suitably signed and sealed, prepared and delivered to each of the Milwaukee Promise Schools of Recognition in commemoration of its hard work and diligence in ensuring that the students of the Milwaukee Public Schools can look forward to bright and successful futures.

Adopted by consensus.

Resolution in Honor of Schools Having Demonstrated Improvement

by Director Balistreri on Behalf of the Board

WHEREAS, To meet the provisions of adequate yearly progress for this year under federal law, schools and districts had to have 61 percent of students scoring proficient or advanced in reading and 37 percent scoring proficient or advanced in math on Wisconsin Knowledge and Concepts Examinations and Wisconsin Alternate Assessments administered in Fall 2003; and

WHEREAS, Additionally, schools had to have 95 percent of students participate in statewide assessments; and

WHEREAS, Elementary and middle schools needed an attendance rate of 84.9 percent, and high schools needed a graduation rate of 81.8 percent, or schools had to show growth from the previous year on these indicators; and

WHEREAS, The Department of Public Instruction has issued this year's preliminary list of schools identified for improvement under federal education law; and

WHEREAS, The following schools in the Milwaukee Public Schools district have shown sufficient improvement this year to warrant their removal from the list of schools identified for improvement under federal law:

Carleton	Fifty-third Street	Kagel	Phillip
Carson Academy	Forest Home	Lloyd Street	Windlake
Cass Street	Fritsche LEAP	Loyola Academy	Wisconsin Avenue
Eighty-first Street	Goodrich	Maple Tree	Wisconsin Career Academy;

and

WHEREAS, As it often seems that only the bad news about public education attracts attention — often making the students, parents, teachers, staffs of our schools, as well as the community at large, feel disheartened, discouraged, and underappreciated — it is all the more important that accomplishments such as this, and the hard work and dedication they entail, be acknowledged and commended; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors congratulate and commend the students, teachers, and staffs of these schools for their perseverance, determination, and dedication in improving the educational climate in their schools, not merely for the sake of meeting federal guidelines, but to attain the more important, essential goals of education — that is, to broaden their cultural, intellectual, and social horizons and to brighten their futures; and be it

FURTHER RESOLVED, That Milwaukee Board of School Directors hold these schools up as examples with which to encourage all our schools to strive to overcome all obstacles in order to reach their full potentials; and be it

FURTHER RESOLVED, That this resolution be spread upon the permanent proceedings of the Board of School Directors; and be it

FURTHER RESOLVED, That the Board instruct the Board Clerk to have an engrossed copy of this document, suitably signed and sealed, prepared and delivered to each of these schools in commemoration of its hard work and diligence in ensuring that the students of the Milwaukee Public Schools can look forward to bright and successful futures.

Adopted by consensus.

Special Recognition

In Memory of Ms. Judy Friedrich, Teacher at Neeskara Elementary School

The Neeskara school community and Milwaukee Public Schools lost a very important and loving teacher to cancer on June 5, 2004. Ms. Judy Friedrich spent thirty-four years as a teacher at Neeskara. She was a kind, compassionate, and caring teacher and friend. She treated students as her own children and was a positive influence and inspiration for students and staff alike.

The 2003-2004 school year was the first year of her retirement, yet she continued her connection with the Neeskara school community by volunteering to work with teachers and students. Her presence in the school was a welcome comfort to all who came in contact with her.

The students at Neeskara remember Ms. Friedrich fondly as "a spontaneous and fun lady. Every time she came in to volunteer (after her retirement) she would be wearing one of her many beautiful hats. We love you, Ms. Friedrich."

Proclamation By Ald. Witkowski Recognizing Student Michael Chobanian

The following resolution was introduced by Common Council member Terry L. Witkowski and approved by all members of the Milwaukee Common Council on May 25, 2004.

Resolution recognizing Michael Chobanian for his life-saving act of courage that resulted in his selection to receive the national AAA School Safety Patrol Lifesaving Medal and the state School Safety Patroller of the Year Award

WHEREAS, MICHAEL CHOBANIAN became only the third Wisconsin school safety cadet ever selected to receive the AAA School Safety Patrol Lifesaving Medal after he pulled a first grader out of the path of a fast-moving sport utility vehicle on December 3, 2003; and

WHEREAS, On December 3, 2003, Michael Chobanian, a 6th grader student at Cooper Elementary School, 5143 S. 21st St, was serving as a school safety cadet after school at the busy corner of S. 21st. and W. Abbott Ave. when a first grade girl suddenly darted into the street in front of him; and

WHEREAS, Acting with bravery and without regard for his own personal safety, Michael Chobanian reacted quickly, reaching out and grabbing the girl in a forceful manner by her backpack and pulling her backward to safety just as an SUV was approaching the crosswalk as it came around the side of a stopped vehicle; and

WHEREAS, The driver of the SUV could not see the girl because the stopped car shielded her view, and it is because of Michael Chobanian's quick action that the girl was saved from serious injury or death; and

WHEREAS, For his heroic action Michael Chobanian was chosen to receive the AAA School Safety Patrol Lifesaving Medal for the 2003-2004 school year, and he was also selected as the recipient of the School Safety Patroller of the Year Award in the State of Wisconsin; and

WHEREAS, Michael Chobanian is a shining example of the very best of Milwaukee's young people, and his selfless actions speak volumes about his personal beliefs and his concern for the well-being of his fellow students; now, therefore, be it

RESOLVED, That the Common Council of the City of Milwaukee herewith recognizes and commends Michael Chobanian for his bravery and quick action in saving a fellow student from almost certain death, congratulates him on receiving the AAA School Safety Patrol Lifesaving Medal and the state School Safety Patroller of the Year Award, and wishes for him continued health and happiness; and, be it

FURTHER RESOLVED, That a suitably engrossed copy of this resolution be presented to Michael Chobanian, an exemplary citizen.

Other Awards and Commendations

STUDENTS

Kevin Kuschel, a student at South Division High School, and Ker Vang, a student at Riverside University High School, were named the recipients of 2004 Harley-Davidson Foundation Minority Scholarships. The scholarship program offers two $20,000 scholarships to two minority students who were accepted into an accredited four-year college for the Fall of 2004, designated IS or engineering as a career focus, and qualify for financial. The students were rated on the following criteria: Inclusion in the top ten percent of their class, grade-point average, extra-curricular activities, community service, essay, and letters of recommendation.

STAFF

Henry A. Kranendonk, MPS Math Curriculum Specialist, was a primary author of a text entitled *Navigating through Probability in Grades 9-12* through the National Council of Teachers of Mathematics (NCTM). The book was developed and published by the NCTM as a result of its focus on enriching the mathematics standards. The goal of the entire series (entitled the Navigation Series) is to translate the Principles and Standards for School Mathematics into action. The Principles and Standards for School Mathematics represent the national standards for mathematics and are used by most commercial textbook companies in developing new editions or series. The books provide teachers with directions in developing lessons along with blackline masters to implement the lessons. Mr. Kranendonk's involvement with this probability book was particularly meaningful in that several of the example lessons highlight the teenage asthma project that he developed at South Division High School.

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APPROVAL OF MINUTES

The minutes of the regular and special Board meetings of April 26, May 13, 20, 25 and 27, 2004, were approved as printed.

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COMMUNICATION FROM THE CITY COMPTROLLER

(Item A) Action on a Request from the City Comptroller for Adoption of a Resolution Authorizing the Sale of Revenue Anticipation Notes

City of Milwaukee

W. Martin Morics, C.P.A.
Comptroller

John M. Egan, C.P.A.
Deputy Comptroller

Michael J. Daun
Special Deputy Comptroller

Office of the Comptroller

June 4, 2004

Ms. Lynne A. Sobczak
Director, Office of Board Goverance/Board Clerk
Milwaukee Public Schools
P.O. Drawer 2181 (Room 273)
Milwaukee, WI 53201

Dear Ms. Sobczak:

The City of Milwaukee anticipates the issuance of Revenue Anticipation Notes for the Milwaukee Public Schools in order to provide temporary funds in advance of the receipt of State Aid Payments. Should the Milwaukee Board of School Directors determine that the temporary borrowing is desirable, enclosed are two copies of a resolution that is required to be adopted by the Board in order that such borrowing may take place.

We would ask that the resolution be placed on the next available agenda for the Board for their consideration. This resolution should be considered after the adoption of the budget and the tax levy. If the resolution is adopted, certified copies of the resolution as well as certifications relating to the adoption meeting itself (members present, specific Board vote, etc.) will be required. Richard Li of my staff will be in contact with you or your staff with the specific details of the required certifications.

Your assistance in having this item placed before the Board is appreciated. If there are any questions, or if we may be of any further assistance, please feel free to contact Richard Li at 286-2319.

Very truly yours,

W. MARTIN MORICS
Comptroller

WMM:RSL:as
Attachments - 1
cc: Ms. Michelle Nate
Chief Financial and Operations Officer
Mr. David Kirchgessner
Comptroller

REF: PD-6806W.DOC

RESOLUTION AUTHORIZING THE SALE OF REVENUE ANTICIPATION NOTES

WHEREAS, The Milwaukee Public Schools ("MPS") is a department of the City of Milwaukee (the "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; and

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 2004-2005 school year (the "Fiscal Year"); and

WHEREAS, The Milwaukee Board of School Directors (the "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; and

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; and

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 (the "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 Morales moved to adopt the resolution.

The motion prevailed, the vote being as follows:

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

Noes—None.

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REPORTS OF STANDING COMMITTEES

Separate consideration was requested of the following items:

Innovation /School Reform Committee, Report #1, Item 1, a charter school contract for Community High School in Education and Society;

Innovation /School Reform Committee, Report #1, Item 4, a report on implementation of the 2003-2004 ESEA Consolidated Plan;

Innovation /School Reform Committee, Report #2, Item 1, a charter school petition from the Alliance High School of Milwaukee;

Finance/Personnel Committee, Item 2, monthly personnel matters;

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

Finance/Personnel Committee, Item 7, a request for Contingency Fund transfers;

Finance/Personnel Committee, Item 15, a request for the continuation of the agreement between the Milwaukee Board of School Directors and the Milwaukee Teacher Education Center (MTEC);

Finance/Personnel Committee, Item 19, a request to revise Administrative Procedure 6.23(3), Filling Principal Vacancies; and

Finance/Personnel Committee, Item 20, a request for an extension of a sole-source contract with Quarles & Brady, LLP, for services connected with the Neighborhood Schools Project.

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

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

Noes—None.

COMMITTEE ON INNOVATION/SCHOOL REFORM

Director O'Neil presented the following reports for the Committee on Innovation/School Reform:

TO THE BOARD OF SCHOOL DIRECTORS:

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

REPORT #1

(Item 1) Action on a Recommendation to Approve the Charter School Contract for Community High School in Education and Society

Background

1. On February 10, 2004, the Committee on Innovation/School Reform held a public hearing to consider the charter school proposal for Community High School in Education and Society (Community School). On February 23, 2004, the Board approved the concept of the Community School's charter school

petition and authorized the Division of Diversified Community Schools, in consultation with the Board's designee and the Office of the City Attorney, to begin contract negotiations with representatives from Community School in anticipation of the establishment of an MPS instrumentality charter school for the 2004-2005 school year.

2. No contingencies were specified by the Board for Community High School.

Administration's Analysis

3. Contract negotiations have been completed. The terms for the Community High School's contract are listed below:

Address	234 W. Galena Milwaukee, Wisconsin 53212 (Professional Development Center 2nd Floor)
Status	Instrumentality Teacher Cooperative School
Term	5 years
FTE Students	250
Grades	9-12

4. Since a site has now been identified, Community High School will be able to accommodate a maximum of 85 FTE (full-time-equivalent) 9th-grade students during its start-up year, the 2004-2005 school year. The school will add a grade level each consecutive year until grade 12 is reached, with a maximum capacity of 250 FTE students.

5. Community School proposes to accept the instrumentality charter school model contract as is, with no additional contract negotiations.

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, Board Policy or Rule Statement

7. All charter school contracts are being presented to the Board pursuant to Administrative Policy 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 the Community High School's charter school contract will be budgeted and considered for approval in the 2004-2005 Board-adopted budget.

10. Community High School has been awarded a Bill and Melinda Gates Foundation planning grant in the amount of $50,000 as a part of the Small High School Redesign initiative.

11. Pending Board approval, Community High School will apply for implementation grants from the Bill and Melinda Gates Foundation and from the Wisconsin Department of Public Instruction's charter school grant program beginning with the 2004-2005 school year.

Implementation and Assessment Plan

12. The charter school contract for Community High School 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 Community High School as an MPS instrumentality charter school beginning with the 2004-2005 school year and ending with the last day of school the 2008-2009 school year.

Director Balistreri moved that, in order to allow the administration time to develop a plan to allow small high schools an incubation period in an effort to determine the financial and programmatic resources needed to ensure the schools have an opportunity to succeed,

1. The Board approve the charter school contract with Community School as an MPS instrumentality charter beginning with the 2004-2005 school year and ending with the last day of school the 2008-2009 school year.

2. The Board direct the administration to review the district's facilities plan, looking specifically at potentially under-utilized facilities, to determine a suitable place to house an incubation program for small schools and to develop a report of the financial and programmatic resources needed for the startup of a small high school.

3. The administration develop a process to identify and advertise available district facility space for interested MPS schools, and that this charter school use this process for their site location.

Vice President Hardin in the chair.

The motion prevailed, the vote being as follows:

Ayes—Directors Balistreri, Dannecker, Johnson, Morales, O'Neil and Vice President Hardin—6.

Noes—Directors Blewett and Horton—2.

Temporarily absent—Director Spence—1.

President Blewett resumed the chair.

* * * * *

(Item 2) Action on a Request to Approve a Change in Grade Levels, from Grades K through 5 to Grades K through 8, at Louisa May Alcott Elementary School

Administration's Analysis

1. The Neighborhood Schools Plan has significantly increased the number of schools offering K-8 programs, in addition to those which the Board has approved by separate Board action. Prior to the Neighborhood Schools Plan, 11 schools were K-8. Currently there are 30 schools that are K-8, 20 in transition to become full K-8 schools, and 7 that will begin the K-8 transition in fall 2004. In 2004-2005, we will have 57 K-8 schools, including 22 in transition.

2. The September 2003 enrollment at Alcott School was 319 (126 students from the Alcott attendance area, 181 from other MPS attendance areas, 12 from outside the district). In 1997 the school had an enrollment of 390. The school currently serves students in four-year-old kindergarten through grade five. The K-8 program expansion will allow parents in the Alcott School Community to keep their children at the school beyond the fifth-grade level. Alcott School would also like to attract more families from the neighborhood, and a K-8 school may be more appealing as a draw for new families that desire a K-8 setting. In addition, a K-8 setting would allow Alcott to be competitive with the non-MPS K-8 schools in the area.

3. As Alcott School is in the violet transportation region, transportation policies related to the violet region will remain in effect. It is anticipated that no additional transportation costs will occur as a result of transitioning to K-8.

4. The Alcott school governance council has unanimously endorsed the expansion of the school to become a K-8 school. The school faculty and the PTO conducted two informational meetings in March 2004. A preliminary survey of Alcott families regarding the program change from K-5 to K-8 revealed a strong interest in the K-8 model. In response to a survey which was distributed to parents on May 13, 2004, 107 parents favored the K-8 expansion, while 11 were opposed. The Alcott School staff was also surveyed: of the 23 that were returned (out of 24 that had been distributed), 20 were in favor of the K-8 expansion, while three were opposed.

5. The educational program at Alcott School focuses on high student achievement, mastery of traditional basic skills, curriculum enrichment, and a hands-on approach to mathematics and science. Alcott School has been named the New Wisconsin Promise School during the 2003-2004 school year and has been nominated by the state of Wisconsin for a National Blue Ribbon School Award. The K-8 expansion plan will extend these successful educational strategies to grades six through eight.

6. The educational plan also incorporates a special education unit: an MRP (most restrictive placement) classroom will increase by one unit to allow the students to remain at Alcott through grade eight.

7. The student enrollment, which is 319 for 2003-2004 school year, would increase by 50 students in 2005-2006, 20 students in 2006-2007, and 10 students in 2007-2008. At the end of the transition period, it is projected that the student enrollment will be 400 by adding 90 students in grades six through eight with additional MRP students during the transition years.

8. The facility can accommodate the proposed expansion. No structural modifications are required, and no supplemental operating funds beyond the per-pupil allocation are being requested.

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, Board Policy or Rules Statement

10. The recommendation is consistent with state statutes and MPS policies and procedures. In addition, the Administration is following the K-8 Transition and Implementation Checklist.

Fiscal Impact Statement

11. Alcott School will be limited to the same pattern or adjustment to its per-pupil allocations as are the schools becoming K-8 under the Neighborhood Schools Plan. Alcott School will progress from the elementary weight of 1.00 to the K-8 weight of 1.038 over five years, moving one-fifth of the way each year; therefore, the school would not receive the full effect of the school allocation formula until the 2009-2010 school year.

12. At a planning session on November 11, 2000, the Board and the Administration discussed the implementation of the Neighborhood Schools Plan. As part of the discussion, the Board requested that specific criteria be established that could be applied when considering proposals from schools not included in the Neighborhood Schools Plan. The criteria established specify that no supplemental operating funds to cover any start-up costs, capital improvements or facility leasing, safety measures, or other operations will be available for schools not included in the Neighborhood Schools Plan.

13. In accordance with the criteria established, Alcott will have the responsibility for all start-up costs. They will have to shift necessary funds from within the school budget allocations to cover any start-up costs.

14. Costs associated with the purchase of textbooks for grades six through eight will be included in the district's textbook adoption budget.

Implementation and Assessment Plan

15. The implementation timeline is:

Grade	2005-06	2006-07	2007-08
K4	50	50	50
K5	60	60	60
1	45	45	45
2	45	40	45
3	50	35	30
4	40	45	30
5	30	35	30
6	30	30	30
7		30	30
8			30
MRP	20	20	20
Student Enrollment	370	390	400

Committee's Recommendation

Your Committee recommends that the Board approve the grade change at Louisa May Alcott School from K-5 to K-8 beginning with the 2005-2006 school year.

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

* * * * *

(Item 3) Action on a Request to Amend the Previously Approved Charter School Contract Between the Milwaukee Public Schools and Audubon Communication and Technology Center to Increase the Number of Students Authorized for Audubon Communication and Technology Center

Background

1. On January 30, 2001, the Milwaukee Board of School Directors directed the MPS Office of Board Governance, in consultation with the MPS Superintendent's designees and the Office of the City Attorney, to negotiate and draft a contract with Audubon Communication and Technology Center.

2. On April 25, 2002, the Board approved a charter school contract, thereby creating Audubon Communication and Technology Center.

3. Audubon Communication and Technology Center opened as a charter school for the 2001-2002 school year with a contracted student enrollment of 940 students.

4. On October 29, 2002, the Board approved a request by the school to amend the Audubon Communication and Technology Center's contract to add 10 FTE (full-time-equivalent) seats, which would increase the number of its student seats from 940 to 950 for the remainder of the contract, beginning with the 2002-2003 school year and ending with the 2005-2006 school year.

Administration's Analysis

5. In a letter to the Division of Diversified Community Schools, Audubon Communication and Technology Center has requested an amendment to its contract to add five student seats for the 2003-2004 school year and another five student seats for the 2004-2005 school year. This will increase the number of students contracted for the 2003-2004 school year from 950 to 955, and from 955 to 960 FTE for the 2004-2005 school year. The school will maintain the FTE count of 960 students for the 2005-2006 school year. The chart below indicates the proposed changes to the contract.

Contract Year	Contract FTE
2001-2002	940
2002-2003	950
2003-2004	955
2004-2005	960
2005-2006	960

6. The principal reported that the increase in seats will allow Audubon Communication and Technology Center to accommodate more students. The school carried 972 FTE for the 2003-2004 school year and currently has 1,003 enrolled to attend in Fall 2004. Audubon gets paid only for its authorized charter number, even though enrollment is consistently higher. Parents continue to select Audubon to educate their children; as a result, the school also has a wait list.

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, Board Policy or Rule Statement

8. Charter school contracts are being presented to the Board pursuant to Administrative Policy 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. This item authorizes expenditures. The amount of the Audubon charter school contract increase for Fiscal Year 2004 (FY04) is $31,422. The funds are available in the unallotted charter school account GEN-0-0-BDS-1S-ECSP and will be transferred to Audubon's budget adjustment account GEN-0-0-BDS-AD-EBAJ.

Implementation and Assessment Plan

11. This amendment will become effective upon Board approval, and $31,573 will be transferred to Audubon for FY04.

Committee's Recommendation

Your Committee recommends that the Board approve the increase in the full-time-equivalent (FTE) student count for Audubon Communication and Technology Center from 950 to 955 for the 2003-2004 school year, and from 955 to 960 for the 2004-2005 school year. The school will maintain the FTE count of 960 students for the 2005-2006 school year.

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

(Item 4) Informational Report on Implementation of the 2003-2004 ESEA Consolidated Plan

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

Administration's Report

1. Background

The Wisconsin Department of Public Instruction (DPI) requires the Milwaukee Public Schools to annually submit a Consolidated Grant Application Plan for federal categorical funding reauthorized by the Elementary and Secondary Education Act (ESEA), also known as the No Child Left Behind Act of 2001. The Consolidated Plan incorporates strategies funded under ESEA Titles I, II, III, IV, and V for children residing in the City of Milwaukee, including eligible students attending non-public schools. A team composed of Title Program coordinators, other MPS district staff, and parent, community, and non-public school representatives annually develops the Plan. An overview detailing the entitlement programs included under the ESEA Consolidated Plan is included (attachment 1 to the minutes of your Committee's meeting).

2. Performance Goals

DPI identified the first five performance goals to meet the provisions of the No Child Left Behind Act. MPS established the sixth goal. The Consolidated Plan was developed based on these performance goals:

Performance Goal 1:	Reading and Mathematics — By 2013-14, all students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics.
Performance Goal 2:	Limited-English-Proficient Students — All Limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading and mathematics.
Performance Goal 3:	Highly Qualified Teachers — By 2005-06, all students will be taught by highly qualified teachers.
Performance Goal 4:	Safe and Drug Free Schools — All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
Performance Goal 5:	Graduation Rate — All students will graduate from high school.
Performance Goal 6:	Parental Involvement — Parents will be meaningfully involved in the education of their children and in school governance.

3. Consultation with Non-public Schools

Federal entitlement funds are allocated to serve all eligible students residing in the City of Milwaukee. As the Local Education Agency (LEA) for Milwaukee, MPS is required to consult with non-public schools in a timely and meaningful manner and to provide equitable services or benefits to participating non-public school students and staff. To ensure that non-public schools' needs are met, a number of consultation activities have taken place.

a. During this school year, MPS surveyed nearly 200 non-public schools about their interest in participating in Title programs and services. Thus far, approximately 140 responded expressing a desire to participate.

b. To enhance communications and consultation with non-public schools, MPS put a number of vehicles in place:

(1) Quarterly meetings are held with representatives from all non-public schools;

(2) a non-public school steering committee was established and held eight sessions during 2003-04;

(3) more than 12 sessions were held with non-public schools relative to program implementation, access to funding, and ongoing consultation;

(4) a non-public school website and listserv were established for ongoing communication, easy access to information, and obtaining input; and

(5) consultations were held with non-public schools regarding competitive grant opportunities.

4. Improvement Plan Strategies to Address Performance Goals

a. The strategies in the Consolidated Plan are aligned with the district's Road to Reform and the five capacity builders which the Superintendent has identified for schools to ensure that high-quality education is the standard. The improvement plan's strategies are also supported through the district's collaboration with the Milwaukee Partnership Academy to ensure that all students are performing at or above grade level in reading, writing, and mathematics. As the NCLB Act requires that funded strategies be proven effective based on educational research, MPS has identified research citations in support of the improvement plan strategies.

b. Attached is a summary report on the implementation of the improvement plan strategies funded through the Title programs to address each of the six performance goals (attachment 2 to the minutes of your Committee's meeting). In many cases, specific strategies are supported by more than one Title program, consistent with the intent of developing a consolidated plan.

5. State Monitoring and Evaluation

a. DPI has the responsibility to oversee and monitor compliance with the ESEA Consolidated Programs. This oversight and monitoring process will include on-site reviews. MPS is scheduled for an on-site review during June 2004. The review will cover broad, common requirements across all Titles as well as requirements specific to individual Title programs. When applying for funds, the district was required to complete a checklist ensuring application requirements in a number of areas. The district will be asked to provide documentation of evidence that the district has complied with these requirements.

b. DPI will present preliminary findings at the end of the monitoring visit and a formal written report within several weeks following the visit. The formal report will include strengths, weaknesses, any corrective action necessary, and an offer for technical assistance, if needed.

Director Hardin moved to accept the informational report.

The motion prevailed, the vote being as follows:

Ayes—Directors Balistreri, Dannecker, Hardin, Horton, Johnson, Morales, O'Neil and President Blewett—8.

Noes—None.

Temporarily absent—Director Spence—1.

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COMMITTEE ON INNOVATION/SCHOOL REFORM

REPORT #2

(Item 1) Action on a Charter School Petition from the Alliance High School of Milwaukee

Background

On May 28, 2004, the Alliance High School of Milwaukee (AHSM) submitted a petition to become an MPS instrumentality charter school for the 2005-2006 school year. On June 16, 2004, 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 AHSM's petition.

Analysis

1. Following the demonstration, the Panel decided to recommend the concept of AHSM's petition to become an MPS instrumentality charter school. The Panel believes that AHSM's petition has the components necessary to establish a successful charter school. Some of the factors contributing to the endorsement are that AHSM:

   a. has a dedicated staff willing to take ownership for the concept of AHSM;

   b. has a small class size and personal environment that is very attractive to a number of Milwaukee parents and high-school students;

   c. takes a team approach in providing individualized learning plans for each student;

   d. has proposed a year-round school, with flexible blocking scheduling.; and

   e. has developed a curriculum which will combine expeditionary learning through which students will be involved in their community and be personally challenged to discover their own personal powers and capabilities.

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, Board Policy, or Rule Statement

4. The recommendation is consistent with Wisconsin Statute 118.40, Charter Schools, and Administrative Policy 9.12, Charter Schools.

Fiscal Impact Statement

5. Upon approval, the FY2006 budget will allocate funds to MPS instrumentality charters in the same manner as other non-contracted MPS schools.

Committee Recommendation

Your Committee recommends that the Board:

1. approve the concept of the Alliance High School of Milwaukee's petition at this time; and

2. authorize the Office of Diversified Community Schools, in consultation with the Board's designee and the Office of the City Attorney, to begin contract negotiations with representatives from the Alliance High School of Milwaukee in anticipation of the establishment of an MPS instrumentality charter school for the 2005-2006 school year.

Director Balistreri moved to adopt the Committee's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Balistreri, Dannecker, Johnson, Morales, O'Neil, Spence and President Blewett—7.

Noes—None.

Voting "present"—Directors Hardin and Horton—2.

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(Item 2) Action on a Charter School Petition from the Honey creek Continuous Progress School

Background

On May 28, 2004, the Honey Creek Continuous Progress School (HCCP), a K-5 school, submitted a petition to become an MPS instrumentality charter school for the 2005-2006 school year. On Wednesday, June 9, 2004, members of the MPS Charter School Review Panel met to review the charter school petition. At that meeting, staff members parents, and community members demonstrated their passion, commitment, and support for HCCP's petition.

Analysis

1. Following the demonstration, the Panel decided to recommend the concept of HCCP's petition to become an MPS instrumentality charter school. The Panel believes that HCCP's petition has the components necessary to establish a successful charter school. Some of the factors contributing to the endorsement are that HCCP:

a. has a dedicated staff willing to take ownership for HCCP's concept;

b. uses a Continued Progress model as the school's guiding structure, as well as parental involvement and technology, to encourage and promote excellence in all areas and to create a community of learners;

c. uses a direct-instruction teaching and learning model, with constant monitoring and evaluation which supports its philosophy;

d. has developed the supportive infrastructure of students, staff, parents, and community stakeholders necessary to achieve its goals; and

e. has proposed a program that provides avenues for continued progress through needs assessment, data analysis, goal setting, and implementation of strategies that support the achievement of the goals and continuous evaluation.

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, Board Policy, or Rule Statement

4. The recommendation is consistent with Wisconsin Statute 118.40, Charter Schools, and Administrative Policy 9.12, Charter Schools.

Fiscal Impact Statement

5. Upon 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 Recommendation

Your Committee recommends that the Board:

1. approve the concept of the Honey Creek Continuous Progress School's petition at this time; and

2. authorize the Office of Diversified Community Schools, in consultation with the Board's designee and the Office of the City Attorney, to begin contract negotiations with representatives from the Honey Creek Continuous Progress School in anticipation of the establishment of an MPS instrumentality charter school for the 2005-2006 school year.

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

* * * * *

(Item 3) Action on a Charter School Petition from the Milwaukee Academy of Aviation, Science, and Technology High School

Background

On May 28, 2004, the Milwaukee Academy of Aviation, Science, and Technology High School (MAAST) submitted a petition to become an MPS instrumentality charter school for the 2005-2006 school year. On June 11, 2004, members of the MPS Charter School Review Panel met to review the charter school petition. At that meeting, staff members, parents, and community members demonstrated their passion, commitment, and support for MAAST's petition.

Analysis

1. Following the demonstration the Panel decided to recommend the concept of MAAST's petition to become an MPS instrumentality charter school. The Panel believes that MAAST's petition has the components necessary to establish a successful charter school. Some of the factors contributing to the endorsement are that MAAST:

a. has a dedicated staff willing to take ownership for the concept of MAAST;

b. has a small class size and personal environment that is very attractive to a number of Milwaukee parents and high-school students;

c. has developed valuable partnerships with community leaders, business representatives, and local feeder schools to increase school and community connections; and

d. has created a decision-making framework that values parental, community, and school collaboration.

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, Board Policy, or Rule Statement

4. The recommendation is consistent with Wisconsin Statute 118.40, Charter Schools, and Administrative Policy 9.12, Charter Schools.

Fiscal Impact Statement

5. Upon approval, the FY2006 budget will allocate funds to MPS instrumentality charters in the same manner as other non-contracted MPS schools.

Committee Recommendation

Your Committee recommends that the Board:

1. approve the concept of the Milwaukee Academy of Aviation, Science and Technology High School's petition at this time; and

2. authorize the Office of Diversified Community Schools, in consultation with the Board's designee and the Office of the City Attorney, to begin contract negotiations with representatives from the Milwaukee Academy of Aviation, Science and Technology High School in anticipation of the establishment of an MPS instrumentality charter school for the 2005-2006 school year.

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

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COMMITTEE ON SPECIAL EDUCATION

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

TO THE BOARD OF SCHOOL DIRECTORS:

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

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

	05/04	06/04
Population Served	17,073	17,090

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.

	05/04	06/04
Initial Evaluations (Completed since 9/03)	2,676	4,171
Active Initial Referrals	1,276	1,079

Re-evaluations (Completed since 9/03) ..... 3,944.....4,559

Active Re-evaluations..... 1229.....925

2. Data Management Services — Special Services Information Management System (SSIMS)

Project Status Report as of June 1, 2004

SSIMS (Encore) Database

- Encore enhancements were applied to the test and training servers in April 2004
- Encore enhancements were applied to the production server May 6, 2004

SSIMS Training

- Encore and Forms training began in January 2004 and will continue through October 2004
- Since January 1, 2004, approximately 830 MPS resources have been trained in Encore and Forms

Interfaces

- Inbound daily interface processing (eSIS to Encore) is running three times a day
- Outbound daily interface (Encore to eSIS) is running nightly
- Provider (People Soft) interface to Encore is scheduled to be moved into production during June 2004

IEP Forms

- IEP Forms were incorporated into the Encore production database application in January 2004
- IEP Forms updates were applied to the Forms production environment on May 6

Reports

- There are approximately 50 standard reports in Encore
- Additional Special Ed. *ad hoc* reports are being created based on user requests

December Child Count

- Child Count data were extracted from Encore during December and loaded into DPI application software
- Child Count audit reports were developed to ensure data accuracy
- Final 2003 Child Count numbers were submitted to DPI in early January 2004

Encounter Tracker (ET) — Medicaid Tracking

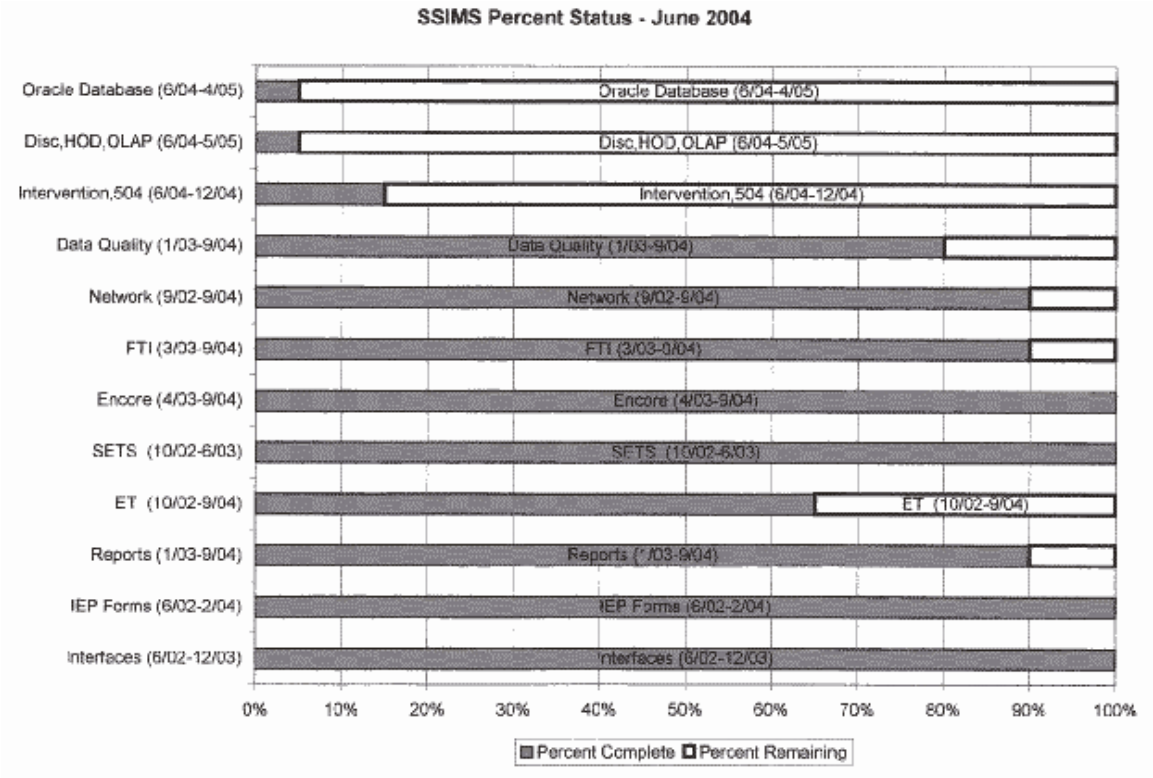
- Initial MPS testing of ET took place during May and will continue in June 2004
- Coding of the interface between ET and the billing provider, MJCare, will take place in June 2004

Forms Updating Encore Database (FTI)

- FTI coding updates took place during May 2004

Network Access — School IEP Meeting Room/Special Education Office Space

- SSIMS team continues to work with schools to ensure network access to SSIMS



SSIMS Data Quality

- A SSIMS data quality committee meets weekly to evaluate and monitor SSIMS data
- Various *ad hoc* reports have been created to monitor Encore Special Ed. data

SSIMS Help Desk

- A SSIMS Help Desk team has been created and trained to support SSIMS users
- All Help Desk calls are recorded in HEAT (Help Desk call tracking software) to ensure resolution of issues

Rollout Schedule

- Encore and Forms district rollout training began in January 2004 and will continue through October 2004
- Encounter Tracker is scheduled for implementation in 2004
- Implementation of Intervention, 504, Discipline, HOD, OLAP modules is scheduled for 2004/2005

3. Deaf and Hard-of-Hearing Services

a. The Deaf and Hard-of-Hearing Program (DHH) serves students who qualify for special education services under the disability category of hearing-impaired. A hearing impairment is defined as a significant impairment in hearing, with or without amplification, whether permanent or chronically fluctuating, that significantly affects a child's educational performance, including academic performance, speech perception and production, or language and communication skills. The DHH Program is a low-incidence program that serves students experiencing from mild or moderate hearing impairments to total deafness.

b. Milwaukee Public Schools (MPS) serves 280 students in the DHH Program. The Program provides a continuum of services for students who are hearing-impaired. There are two distinct communication modes used by DHH students:

(1) Many of the students with a severe to profound hearing loss use sign language as their mode of communication. These students typically attend Milwaukee Sign Language School (K-8) and John Marshall High School (9-12).

(2) The second mode of communication is spoken English, which requires the students to use their residual hearing and necessitates an auditory-oral approach to education. These students typically attend Neeskara (K-5) and John Marshall High School (9-12). In addition, many DHH students receive services in their neighborhood schools on an itinerant basis.

c. Six of the 280 students in the DHH Program are enrolled in the Wisconsin State School for the Deaf in Delavan, Wisconsin. This residential school serves students throughout the state of Wisconsin who are deaf and use sign language as their mode of communication. Any MPS student who is deaf may attend Wisconsin School for the Deaf upon parental request. Milwaukee Public Schools acts as the LEA for MPS students.

d. The staff of the DHH Program includes one special services supervisor, 22 classroom-based DHH teachers, 11 itinerant DHH teachers, 18 sign language interpreters, two educational audiologists, and one school psychologist.

(1) The 33 DHH teachers provide special education services to students in both regular and special education classrooms. The DHH itinerant teachers travel to 54 different MPS schools to provide special education services and services to regular education students with a unilateral or minimal loss under Section 504 of the Americans with Disabilities Act.

(2) The role of the part-time special services supervisor is to oversee and evaluate the itinerant DHH teachers and sign language interpreters. The supervisor is responsible for planning and coordinating services and conducting staff development opportunities for the itinerant teachers and sign language interpreters. In addition, the supervisor assigns the itinerant teachers and interpreters to schools and students.

(3) The role of the 18 educational interpreters is to facilitate communication between deaf students and others, including teachers and other school staff in educational environments. Educational interpreters are responsible for providing the interpreted messages in a language mode that is understandable to the child who is deaf or hard-of-hearing. The language or mode of communication of the child may be American Sign Language (ASL) or other English sign forms used by deaf and hard-of-hearing students.

(4) The two educational audiologists serve all regular and special education students in the district. They provide hearing evaluation services to any child in the City of Milwaukee who has been referred for an audiological evaluation. Additionally, the audiologists conduct audiological evaluations annually for all DHH students and are responsible for the weekly maintenance of student's personal hearing aides and assistive listening devices.

(5) The school psychologist, who is assigned to the DHH program on a part-time basis, is an integral part of the assessment, qualification, and IEP process for students suspected of having a hearing impairment. In addition, the psychologist provides individual and group psychotherapy to DHH students, if required by the students' IEPs. This intervention is generally designed to assist the student in improving social and emotional health, as well as in improving school behavior.

e. The DHH staff is also an integral part of the assessment, qualification, and IEP processes for students who are suspected of having hearing impairments. A primary responsibility is the development and implementation of students' IEPs. The determination of a student's individualized needs is completed in collaboration with regular education teachers, other professionals, and the student's parents.

f. The DHH Program has a variety of initiatives, one of which has focused on the auditory-oral approach to education. The staff at Neeskara Elementary School and the DHH itinerant teachers are receiving support from an AG Bell grant. This grant supports staff training in auditory skill development for DHH students that use spoken English. The grant has provided opportunities for training in assessing student's auditory skills and approaches for individualized and classroom-based techniques and strategies for infusing auditory skill development within the general curriculum. This training has been beneficial for use with students with cochlear implants.

g. The DHH Program is also involved in developing and writing "MPS Outcomes for Students with Hearing Impairments," which will be used as a guide for DHH teachers in ensuring that all DHH students will receive instruction in areas such as: knowledge of personal hearing loss and the implications of the loss, knowledge of assisted listening devices, ability to use interpreter services, ability to prevent or respond to emergency situations, etc.

4. Services for the Visually Impaired

a. Since 1907, MPS has provided services to meet the unique needs of students with vision impairments. According to state guidelines, a vision impairment is defined as a student's visual functioning which, even after correction, significantly affects his/her educational performance. The Vision Program provides services for a small but widely diverse group of students whose vision ranges from a documented mild vision loss to total blindness.

b. Enrollment reports as outlined in documentation dated May 2004 indicate the following breakdown:

- 197 students are enrolled in the Programs for the Visually Impaired
- 72 of the 197 students receive orientation and mobility (O&M) as a related service
- Five students are enrolled at Wisconsin School for the Visually Handicapped (WSVH), a Janesville, WI, residential site. This residential school serves students throughout the state of Wisconsin with visual impairments in a residential setting. Any student with a visual impairment may attend this school based on IEP needs and parental request. MPS acts as the LEA for MPS students.

c. The Vision Program provides a continuum of services for students with visual impairments. The students who require intensive special education services and supports are most typically placed in one of three school sites: Engleberg, Milwaukee Education Center, and Juneau. The majority of students with visual impairments are served at their neighborhood schools on an itinerant basis.

d. The staff of the Vision Program includes 14 professionals who are either vision teachers or orientation and mobility specialists. Ten vision teachers provide supportive services to children with visual impairments in regular and special education classrooms. Itinerant teachers travel from school to school (52) to provide special education services and vision adaptations and modifications through instructional strategies and techniques. One of the unique responsibilities of a vision teacher is the instruction of Braille. In addition, they occasionally visit students' homes to provide special education and vision adaptations and modifications.

e. The role of the four O&M specialists is to provide direct service to students to instruct them with the skills to travel safely, independently, and efficiently through the environment. A primary responsibility of the O&M specialist is to prepare and use equipment and materials such as tactile maps, models, distance low-vision devices, and canes for the development of orientation and mobility skills. O&M instruction is available to students on an individualized basis.

f. The vision staff is an integral part of the assessment, qualification, and IEP process for students suspected of having a visual impairment. The development and implementation of a student's IEP is the primary responsibility of the Vision Program. These mandated services are designed through collaboration with regular education teachers; special education teachers; other professionals such as psychologists, social workers and speech pathologists; and parents.

g. The Vision Program is dedicated to using assistive technology to enhance the continued evaluation, integration, and implementation of current and emerging technologies especially designed for students with visual impairments. These adaptive devices will improve the assessment and instruction of individual students in order to provide the necessary skills that they will require when entering the community and the workplace upon graduation from the Milwaukee Public Schools.

h. The Vision Program is currently involved in the "Quality Programs for the Visually Impaired," which is a model process for providing technical assistance to public school districts in the development and improvement and documentation of programs servicing students with visual impairments. This cost-free program is a three-year endeavor supported by DPI which will enable staff and parents to better serve our children through the development of new skills, attitudes, and support.

i. A special education supervisor has oversight and supervision responsibilities of the Vision Program. This individual also acts as liaison for the Center for the Blind and Visually Handicapped and the Wisconsin School for the Visually Handicapped.

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COMMITTEE ON LEGISLATION, RULES AND POLICIES

Director Hardin 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-006 by Director Hardin Regarding Head Start

Background

At its meeting on May 27, 2004, the Board referred Resolution 0405R-006 by Director Hardin to the Committee on Legislation, Rules and Policies:

WHEREAS, The Milwaukee Board of School Directors believes in the benefits of early childhood education and family support for our District's youngest children; and

WHEREAS, MPS receives federal grants funds for its Head Start Program; and

WHEREAS, Federal grants for Head Start programs include standards and guidelines for the school districts and agencies overseeing such programs; and

WHEREAS, Federal standards regarding the MPS Head Start program dictate a close working relationship among the Board, the district Head Start administrators, and the Head Start Policy Council; now, therefore, be it

RESOLVED, That beginning immediately, the Office of Pupil Services' Monthly Report to the Board include information and updates regarding Head Start activities; and be it

FURTHER RESOLVED, That monthly, the Head Start Policy Council secretary (or his/her designee) submit a report to the Board's delegate to the Head Start Policy Council, for transmittal at the regular monthly Board meeting; and be it

FURTHER RESOLVED, That beginning immediately upon adoption of this resolution, whenever the Head Start Policy Council desires to make program recommendations or changes, the Head Start Policy Council's representative to the Board shall work with the MPS Head Start administrator to develop and present an item to the Innovation/School Reform Committee.

Administration's Analysis

1. The monthly reports provided by the Office of Pupil Services serves to share with the Board activities that have taken place within all of the various divisions and programs housed in Pupil Services relative to the continuum of services provided to schools and the communities that they serve. Beginning in July 2004, the Office of Pupil Services Report will include Head Start services and activities.

2. The addition of a monthly report provided by the Head Start Policy Council secretary, or by the individual designated by the Milwaukee Public Schools' Head Start Policy Council, to the Board's delegate to the Head Start Policy Council for transmittal at the regular monthly Board meeting will increase the communication between the Head Start Program and the Board.

3. Beginning immediately upon adoption of this resolution, whenever the Head Start Policy Council desires to make program recommendations or changes, the Head Start Policy Council's representative to the Board shall work with the Chief Officer of Pupil Services and the MPS Head Start Program Coordinator to develop and present an item to the Board's Committee on Innovation/School Reform.

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, MPS Policy, or Board Rule Implication Statement

5. This item is consistent with the U.S. Department of Health and Human Services' Head Start Program Performance Standards and Other Regulations: 1304.50(d)(1)(ii), which provides procedures by which the governing body of a school district and the appropriate policy group in Head Start will implement shared decision making.

Fiscal Impact Statement

6. This item does not authorize expenditures, other than for staff time necessary to complete reports and additional items that may be brought forward to the Committee on Innovation/School Reform.

Implementation and Assessment Plan

7. Upon adoption of the resolution, implementation will take place starting with the July Board cycle.

Committee's Recommendation

Your Committee recommends that the Board adopt the resolution and direct the Administration to take the steps necessary for implementation during the July Board cycle.

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

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COMMITTEE ON FINANCE/PERSONNEL

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

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Finance/Personnel presents the following report:

(Item 1) Action on Monthly Finance and Facilities Matters: Award of Contracts; Authorization to Make Purchases; Acceptance of the Report of Revenues and Expenses; Monthly Expenditure Control Report; Report on Administrative and School Fund Transfers; Report of the Independent Monitor on Participation Performance in the Neighborhood Schools Initiative; and Acceptance of Donations

Award of Contracts

ROOF REPLACEMENT

Garfield School

Prime Contractor
Roberts Roofing & Siding, Inc.
4927 North Lydell Avenue
Glendale, WI 53217

Low Bidder, Base Bid of.....$174,700.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% MBE	80	15	6	Corporation	1

Funds are allocated for this project from FY05 account code FAR-0-0-980-GF-ECNCROF5 (W.O. 2-590617). Project is to begin on July 5, 2004, and is scheduled for completion on September 17, 2004.

Goodrich School

Prime Contractor
Langer Roofing & Sheet Metal, Inc.
345 South Curtis Road
Milwaukee, WI 53214

Low Bidder, Base Bid of.....$112,339.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10%	132	22	2	Corporation	1

Funds are allocated for this project from FY05 account code FAR-0-0-980-GO-ECNCROF5 (W.O. 2-626748). Project is to begin on September 13, 2004, and is scheduled for completion on October 29, 2004.

Hopkins School

Prime Contractor
Roberts Roofing & Siding, Inc.
4927 North Lydell Avenue
Glendale, WI 53217

Low Bidder, Base Bid of.....$173,750.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% MBE	49	15	6	Corporation	0

Funds are allocated for this project from FY05 account code FAR-0-0-980-HK-ECNCROF5 (W.O. 2-626746). Project is to begin on September 13, 2004, and is scheduled for completion on October 29, 2004.

Mitchell School

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

Low Bidder, Base Bid of.....$213,109.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% MBE	129	46	5	Corporation	1

Funds are allocated for this project from FY05 account code FAR-0-0-980-MI-ECNCROF5 (W.O. 2-590615). Project is to begin on July 5, 2004, and is scheduled for completion on September 17, 2004.

Riverside University High School

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

Low Bidder, Base Bid of.....$669,754.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% MBE	114	29	6	Corporation	1

Funds are allocated for this project from FY05 account code FAR-0-0-980-RS-ECNCROF5 (W.O. 2-626750). Project is to begin on July 5, 2004, and is scheduled for completion on October 29, 2004.

Westside Academy II

Prime Contractor
The Penebaker Enterprises LLC
118 South Second Street
Milwaukee, WI 53202

Low Bidder, Base Bid of.....$129,850.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
Yes-MBE	10%	51% MBE	30	15	2	Corporation	1

Funds are allocated for this project from FY05 account code FAR-0-0-980-WE-ECNCROF5 (W.O. 2-626749). Project is to begin on July 5, 2004, and is scheduled for completion on October 8, 2004.

MASONRY RESTORATION

Riverside University High School

Prime Contractor
Wisconsin Restoration, Inc.
427 East Waterford Avenue
Milwaukee, WI 53207

Low Bidder, Base Bid of.....$193,000.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	15%	15% MBE	6	0	1	Corporation	1

Funds are allocated for this project from FY05 account code FAR-0-0-980-RS-ECNCMSN5 (W.O. 2-626753). Project is to begin on July 5, 2004, and is scheduled for completion on September 17, 2004.

FIRE ESCAPE REPLACEMENT

Wheatley School

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

Low Bidder, Base Bid of.....$107,308.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	5%	22% MBE	8	1	0	Corporation	3

Funds were allocated for this project from FY03 ($16,781) and FY04 ($90,527) account code FAR-0-0-980-WL-ECNC (W.O. 2-645414). Project is to begin on July 5, 2004, and is scheduled for completion on August 27, 2004.

ELECTRICAL SERVICE REVISIONS/NEW OUTLETS

Custer High School

Prime Contractor
Staff Electric Co., Inc.
W133 N5030 Campbell Drive
Menomonee Falls, WI 53051

Low Bidder, Base Bid of.....$496,000.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
Yes	15%	15% MBE	300	12	16	Corporation	1

Funds were allocated for this project from FY03 account code FAR-0-0-OSM-CT-ECNC (W.O. 2-581592). Project is to begin on July 5, 2004, and is scheduled for completion on November 19, 2004.

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The following is a report detailing the emergency award of contracts due to extenuating circumstances relating to asbestos-containing material discovered above the ceilings at Silver Spring School. These contracts were awarded on June 15, 2004.

ASBESTOS ABATEMENT AND RELATED WORK

Silver Spring School

Prime Contractor
Champion Environmental Services, Inc.
38 West End Drive
Gilberts, IL 60136

Low Bidder, Base Bid of.....$172,000.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	0%	0%	89	61	9	Corporation	0

Funds are allocated for this project from FY04 account code FAR-0-0-ECC-SV-ECNCCC4 (W.O. 2-658992). Project is to begin on June 15, 2004, and Phase 1 is scheduled for completion on July 16, 2004; Phase 2 on July 23, 2004; Phase 3 on August 2, 2004; and Phase 4 on August 13, 2004.

BUILDING MODIFICATIONS AND RENOVATION

Silver Spring School

Prime Contractor
J. H. Findorff & Son, Inc.
1122 North Edison Street
Milwaukee, WI 53202

Low Bidder, Base Bid of.....$161,472.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	0%	0%	547	33	35	Corporation	

Funds are allocated for this project from FY04 account code FAR-0-0-ECC-SV-ECNCCC4 (W.O. 2-658992). Project is to begin on June 15, 2004. Phases 1 through 3 are scheduled for completion on August 22, 2004, and Phase 4 on September 24, 2004.

Construction Contracts

Total construction contract dollars awarded.....$2,603,282.00
Total dollars HUB participation $327,546.46
% of MBE participation.....12.58
% of WBE participation 0.00
% Minority employees within company.....22.18
% Women employees within company 6.63

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The following purchases of energy-management equipment are being reported as sole-source purchases in accordance with Board action in June 1996.

Granville School

Prime Contractor
Siemens Building Technologies Inc.
135 West Wells Street
Milwaukee, WI 53203

For a cost of.....$65,870.00

Funds were allocated for this project from FY03 account code FAR-0-0-MM2-GV-ECNC (W.O. 2-603807). Project is to begin on June 28, 2004, and is scheduled for completion on September 24, 2004.

Allen Field School

Prime Contractor
Siemens Building Technologies Inc.
135 West Wells Street
Milwaukee, WI 53203

For a cost of.....$73,500.00

Funds were allocated for this project from FY03 account code FAR-0-0-MM2-AF-ECNC (W.O. 2-603806). Project is to begin on June 28, 2004, and is scheduled for completion on September 24, 2004.

Kosciuszko Middle School

Prime Contractor
Siemens Building Technologies Inc.
135 West Wells Street
Milwaukee, WI 53203

For a cost of.....$107,630.00

Funds were allocated for this project from FY03 account code FAR-0-0-MM2-KZ-ECNC (W.O. 2-603805). Project is to begin on June 28, 2004, and is scheduled for completion on July 30, 2004.

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

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

The Administration is requesting authorization to enter into a contract with CESA #1 for various consulting services for FY04. MPS and CESA #1 annually enter into a contract authorizing CESA #1 to provide or procure consulting services for MPS.

The FY04 contract includes costs totaling $179,759.50. Basic service costs amount to $13,400, while the remainder of the charges are for conflict-mediation services, a health resource coordinator, Project Success expenditures, and costs associated with ESEA requirements.

Consulting expenditures are charged to the department requesting the service. The basic CESA #1 membership fees are charged to budget code 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
NO	NA	NA	NA	NA	NA	0	NA	NA

SS-2 Authorization to Enter into a Contract to Convert the Student Transportation System from a Mainframe-based to a Server-based System

The Administration is requesting authorization to enter into a contract with Jeanne Mantsch to continue conversion of the Student Transportation System from a mainframe-based to a server-based system. In addition, Ms. Mantsch will provide analytical support to install the new Parent Assistant module, which provides parents with Internet access to their children's records. Ms. Mantsch has received a sole-source waiver based on her comprehensive knowledge of the district's student application process gained while working as the primary consultant on the Student Transportation System.

The cost of this contract is not to exceed $120,000. Funds for this engagement are in the FY05 Budget. The budget code to be charged is TSV00APDTC-ECTS (Technology — 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	1	NA	1	NA	100% WBE	$120,000	Technical Service	Technical Service

SS-3 Authorization to Enter into a Contract to Continue Development of the Data Warehouse Project

The Administration is requesting authorization to enter into a contract with M&M Technologies to continue development of the district's Data Warehouse and to assist with the migration of legacy applications off the mainframe. M&M Technologies is the primary consultant developing the architecture of the Data Warehouse and, as a result, is the consultant that can most efficiently implement additions and changes to this architecture. For this reason M&M Technologies was granted a sole-source waiver.

The cost of this contract is not to exceed $75,000. The funds for this engagement are in the FY05 Budget. The budget code to be charged is TSV00APDTC-ECTS (Technology — 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

SS-4 Authorization To Enter into a Contract for the Continued Development of Student Information Systems

The Administration is requesting authorization to enter into a contract with Omni Resources to continue development of the Student Assignment Process and the Wisconsin Individual Student Enrollment System. Omni has been granted a sole-source waiver for this work based on its previous assignment as primary consultant for both projects.

Omni Resources has comprehensive knowledge of the district's Student Information System (eSIS) and, therefore, can minimize the time and money required to implement these projects.

The cost of this contract is not to exceed $180,000. Funds for this engagement are in the FY05 Budget. The budget code to be charged is TSV00APDTC-ECTS (Technology — 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

SS-5 Authorization to Enter into a Contract for the Purchase of the eSIS Parent Assistant Module with Modifications

The Administration is requesting authorization to enter into a contract with Administrative Assistant Limited (AAL) for the purchase of the Parent Assistant module with modifications. AAL has been granted a sole-source waiver because it developed the eSIS program and is the only vendor authorized to market it.

The Parent Assistant module provides parents with the ability to view their children's school records via the Internet in a secure environment. These records include demographic, attendance, grades and marks, transcripts, transportation, IEP, and other selected information.

This contract is not to exceed $270,000. The funds for this engagement are in the FY05 budget. The budget code to be charged is EQM00TECTC-EMTC (Technology — Technical Services — Maintenance Contracts).

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

SS-6 Authorization to Enter into a Contract for Project Management Support for the Conversion of the Time-and-Labor System

The Administration is requesting authorization to enter into a contract with The Revere Group to provide project management support for the conversion of the MPS time-and-labor system from a mainframe-based to a server-based system. The current time-and-labor system is being converted to an Oracle database to be compatible with the Peoplesoft HR/payroll system. This is a continuation of a project that is currently in development. The Revere Group has been granted a sole-source contract waiver for the continuation of this engagement.

The cost not to exceed is $55,000. Funding for this engagement is in the FY05 budget. The budget code to be charged is TSV00CSTDW-ECNS (District Wide — Technology Services — HR/Payroll System).

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

SS-7 Authorization to Enter into a Contract for Oracle Database Development

The Administration is requesting authorization to enter into a contract with Green Light Technologies for the continued development of several Oracle database applications. The contract is for the continuation of a prior contract. As the staff from Greenlight Technologies has comprehensive knowledge of the district's Oracle database environment, Greenlight Technologies has been granted a sole-source contract for this engagement.

The cost not to exceed is $190,000. Funding for this engagement is in the FY04 budget. The budget code to be charged is EQM00TECTC-EMTC (Technology — Technical Services — Maintenance Contracts).

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

SS-8 Authorization to Extend a Contract to Support Teacher Insight

The Administration is requesting authorization to extend a contract with The Gallup Organization. A contract was issued in June 2003 in the amount of $49,933 to provide the Teacher Insight automatic interview screener. At that time, 2,500 Teacher Insights were purchased under this contract. Due to the reduction in the number of teachers hired, the Teacher Insights have not been completely used. To guarantee their use for the next school year, a contract extension in the amount of $5,000 is necessary. The extension will provide for service through June 15, 2005. Board authorization is required because the $5,000 extension will bring the total amount of the contract to $54,933.

Funding is available in the FY04 budget. The budget code to be charged is SFS00STFHR-ECNS (Human Resources — Teacher Recruitment — 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

SS-9 Authorization to Enter into an Annual Maintenance Agreement for Software Support of the District's IFAS Financial System

The Administration is requesting authorization to enter into an annual maintenance agreement with Sungard Bi-Tech Inc. to provide software support for the IFAS system. Bi-Tech developed the IFAS software which the District uses as its financial and accounting system. Large software systems such as IFAS require annual maintenance agreements in order to receive regular and timely software updates and upgrades.

The cost is not to exceed is $83,000. Funding for this service is in the FY05 budget. The budget code to be charged is FSC00ACTFN-ECTS (General Accounting — 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

SS-10 Authorization to Enter into Three-Year Renewal Subscriptions for Virtual Library Services

The Administration is requesting authorization to renew subscriptions for virtual library services with ABC-Clio (relating to social studies of American history) and Social Issues Resources Services (SIRS) (relating to K-12 curriculum). For the past five years, the K-12 Library Media Council has advocated for all children to learn about online resources through a package of hand-picked resources called the "MPS Virtual Library." These resources are specifically targeted to K-12 education and support both teaching and learning with an array of tools as well as the databases.

The K-12 Library Media Council, which has broad-based representation from the district, recommends the renewal of these two subscriptions, which are set to expire on June 30, 2004. The renewals would be for three years each. The subscriptions are Common-School-Fund-appropriate and extend the walls of the library media center beyond what can be contained on the shelves. Each offers access from school or home on a 24/7 basis. The subscription term would be July 1, 2004, through June 30, 2007.

The cost is not to exceed $135,821 (ABC-Clio) and $220,500 (SIRS). The account code to be charged is SLB0SCSFDW-ENTB (Common School Fund — 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

SS-11 Authorization to Enter into Contracts for the Purpose of Providing Direct Instruction Training

The Administration is requesting authorization to enter into two contracts with Success For All Foundation (SFA) for the purpose of providing Carleton Elementary School with direct instruction training in the areas of math and reading. Carleton has selected the SFA method for its direct instruction programs, and SFA is the only provider of these programs. Both contracts are for the 2004-05 school year.

The contract for the math program is not to exceed $26,750, and the contract for the reading program is not to exceed $25,725. Together these contracts exceed $50,000 and require Board approval. The budget code to be charged is GEN00CCRCR-ECTS (Comprehensive School Reform — Carleton — 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

SS-12 Authorization to Enter into a Contract to Perform a Compliance Assessment of Human Resources Policies

The Administration is requesting authorization to enter into a contract with Gibbs and Company Inc. for the purpose of 1) performing a compliance assessment of Human Resources policies, 2) recommending process improvements and cost-saving strategies, and 3) developing a compensation strategy and program for the management of office clerical and educational assistant positions.

Gibbs and Company received a sole-source waiver based upon the knowledge which it has gained in working on another project for Human Resources. Although the proposed contract would not exceed $30,000, when added to the current contract of $49,500, Gibbs and Company will receive over $50,000 in a 12 month period; therefore, Board approval is required.

Funding is available in the FY04 budget. The budget code to be charged is: OGA00HROHR-ECTS (General Administrative — Human Resources — Contracted Services).

HUB-Certified Prime?	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION				
	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
YES	1	0	1	NA	NA	30,000	NA	NA

RFP 394 Authorization to Purchase Point-of-Service Software for the School Nutrition Program

The current school meal accountability and point-of-service system is an MPS legacy system run on the district's mainframe computer, which, by June 2005, will no longer be supported by the district's technology staff. The long-term strategy of MPS is to move applications from the mainframe computer to a web-based environment. The Administration expects to achieve significant cost savings as applications are transferred from the mainframe.

In March, 2003, the Administration issued a Request for Proposal (RFP #394) to install a pilot point-of-service system at Rufus King HS and Vincent HS. The successful vendor was Horizon Software International, LLC. The pilot installation has been successful, and the Administration requests expanding it to additional MPS school sites.

The original RFP included a 35% HUB requirement, which was included in Horizon's proposal. HUB vendors were selected to perform the installation and training portions of the contract. Due to a reduction in available funding, however, the Administration will perform the installation and training in-house; therefore, the HUB requirement has been waived.

The contract with Horizon is for software, hardware, installation, maintenance, and training. The contract is projected to run from July 1, 2004, to December 30, 2004. The cost of the contract is not to exceed $196,264. The budget code to be charged is EQH00TECTC-EMTC (Technical Services — Maintenance Contracts).

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

RFP-436 Authorization to Enter into Contracts to Serve as the District's Travel Agents

The Administration is requesting authorization to enter into contracts with Omega Travel and Keystone Travel to serve as the district's travel agents. If approved, schools and departments using these travel agencies will be allowed to charge airline tickets to an MPS credit card number. This MPS credit card number may also be used to book hotel reservations.

No MPS credit cards would be issued. Instead, Omega and Keystone Travel would be given access to an MPS credit card number against which they would charge travel-related costs of authorized employees.

Use of these travel agencies and the MPS credit card facility by employees would be voluntary. The purpose for creating a district credit card facility is to offer MPS employees the ability to charge a portion of their travel costs to the district, rather than to their personal credit cards. This accommodation will ease the financial burden of traveling for those MPS employees electing to use it. Student travel may also be booked through these agencies.

Omega and Keystone Travel were the winning respondents to Request For Proposal (RFP) 436. Out of the total of five travel agencies which responded, an evaluation team unanimously selected Omega and Keystone as the district's travel agents. Omega Travel would be the assigned travel agent for all schools; Keystone Travel would be the assigned travel agent for all departments. Omega Travel is a woman-owned agency; Keystone Travel is a minority-owned agency.

This item does not authorize expenditures. Travel agency charges along with other travel-related costs are charged to the budgets of the schools and departments incurring them. The value of the contracts are estimated to be $1,125,000.

HUB-Certified Prime?	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION				
	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
YES-MBE Yes-WBE	NA	NA	NA	25% MBE 5% WBE	25% MBE 75% WBE	$1,125,000	Travel	Travel

Purchasing Request Summary — June 2004

Total contract dollars to be awarded.....$2,561,499
Total dollars eligible for HUB participation.....$2,561,499
Total HUB dollars $1,275,000
% of MBE participation.....15.6
% of WBE participation 34
Total HUB Participation.....49.6

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

June 24, 2004

TO THE MILWAUKEE BOARD OF SCHOOL DIRECTORS:

Below is a summary of revenues as of April 30, 2004 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	$ 908,289,485	$ 49,308,089	$ 957,597,574	$ 3,346,463	$ 654,635,095	$ 302,962,479	68%
Categorically Aided	151,978,748	36,585,750	188,564,498	17,280,521	122,950,344	65,614,154	65%
School Nutrition	29,360,066	789,428	30,149,494	2,917,003	18,326,352	11,823,142	61%
Construction	35,787,377	32,855,230	68,642,607	13,623	15,002,594	53,640,013	22%
Extension	10,179,058	703,927	10,882,985	66,351	9,517,297	1,365,688	87%
Total All Funds	$ 1,135,594,734	$ 120,242,424	$ 1,255,837,158	$ 23,623,961	$ 820,431,682	$ 435,405,476	65%

Below is a summary of expenditures as of April 30, 2004 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	$ 908,289,485	$ 49,308,089	$ 957,597,574	$ 72,392,767	$ 735,757,325	$ 221,840,249	77%
Categorically Aided	151,978,748	36,585,750	188,564,498	15,045,649	151,889,381	36,675,117	81%
School Nutrition	29,360,066	789,428	30,149,494	3,108,918	25,938,884	4,210,610	86%
Construction	35,787,377	32,855,230	68,642,607	1,311,608	64,453,460	4,189,147	94%
Extension	10,179,058	703,927	10,882,985	529,618	7,291,823	3,591,162	67%
Total All Funds	$ 1,135,594,734	$ 120,242,424	$ 1,255,837,158	$ 92,388,560	$ 985,330,873	$ 270,506,285	78%

(1) Represents Board approved transfers during fiscal year 2004 and appropriations for purchases encumbered in fiscal year 2003.

Respectfully submitted,

Michael J. Nie

Chief Finance and Operations Officer

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

Report on Administrative and School Fund Transfers

The report on Administrative and School Fund Transfers has been attached to the minutes of your Committee's meeting.

Acceptance of Donations

School	Donor	Amount	Gift or Purpose
Barton	Macpyles Partnership	$250	Student incentives
Bay View	Harris Lumber Co., Inc.	$12,005	Construction materials
Browning	Rose Mary and Dean Muller	$2,322	College scholarship fund
Bruce	Mary McFadden	$500	Leveled books for Guided Reading
Craig	P.T.O.	$784	For after-school activities
Craig	Ms. Beil	$2,500	Greenhouse equipment
Douglass	AmeriCorp	$97	To pay for fieldtrip bus to senior citizens' home
Fernwood	Pick-N-Save	$83	Monetary donation to school
Fernwood	General Mills	$175	Monetary donation to school
Fratney	Rebecca and Michael D'Amato	$100	4th/5th-grade camping
Fratney	James and Linda Carter	$75	4th/5th-grade camping
Fratney	Jeffrey and Linda Edenhofer	$75	4th/5th-grade camping
Fratney	Miguel and Kelley Salas	$150	4th/5th-grade camping
Fratney	Melissa Hedges	$75	4th/5th-grade camping
Fratney	Bertha Zumudio	$75	4th/5th-grade camping
Garfield	Gertrude Jacobs	$25	Donation to school
Green Bay	E.M. Jones Daycare	$150	Educational Trip (Williamsburg, VA)
Green Bay	Edward W. Smyth	$250	Educational Trip (Williamsburg, VA)
Green Bay	Higher Heights Ministries	$552	Educational Trip (Williamsburg, VA)
Green Bay	Children's Palace	$100	Educational Trip (Williamsburg, VA)
Green Bay	Nail Expo	$50	Educational Trip (Williamsburg, VA)
Green Bay	Wee People Learning Center	$250	Educational Trip (Williamsburg, VA)
Green Bay	Heavenly Scent Daycare	$50	Educational Trip (Williamsburg, VA)
Green Bay	Come and Grow with Me Learning Center	$250	Educational Trip (Williamsburg, VA)
Green Bay	Leon Williamson Funeral	$150	Educational Trip (Williamsburg, VA)
Green Bay	Grace Fellowship Church	$150	Educational Trip (Williamsburg, VA)
Green Bay	Willie Morgan	$150	Educational Trip (Williamsburg, VA)
Green Bay	Harold Turner and Associates	$100	Educational Trip (Williamsburg, VA)
Green Bay	Mr. and Mrs. Thornton	$25	Educational Trip (Williamsburg, VA)
Green Bay	Elaine Allen	$125	Educational Trip (Williamsburg, VA)
Green Bay	Barbara Ambrose	$100	Educational Trip (Williamsburg, VA)
Green Bay	Renee Wenzlaff	$50	Educational Trip (Williamsburg, VA)
Green Bay	Nicole Jude	$100	Educational Trip (Williamsburg, VA)
Green Bay	Mr. and Mrs. Robert Mays	$200	Educational Trip (Williamsburg, VA)
Green Bay	Georgia Richardson	$250	Educational Trip (Williamsburg, VA)
Green Bay	Betty D. Jackson	$50	Educational Trip (Williamsburg, VA)
Green Bay	Mrs. Lofton-Wheeler	$100	Educational Trip (Williamsburg, VA)
Green Bay	Center Street Fish Market	$125	Educational Trip (Williamsburg, VA)
Green Bay	Patton Funeral Home	$552	Educational Trip (Williamsburg, VA)
Green Bay	Northwest Funeral Home	$552	Educational Trip (Williamsburg, VA)
Green Bay	Lit'l Scholars Day Care Inc.	$552	Educational Trip (Williamsburg, VA)
Green Bay	Speed Queen, Inc.	$552	Educational Trip (Williamsburg, VA)
Green Bay	Black Women's Network	$500	Educational Trip (Williamsburg, VA)
Green Bay	North Shore Podiatry	$100	Educational Trip (Williamsburg, VA)
Green Bay	T N T Tire Service	$150	Educational Trip (Williamsburg, VA)
Green Bay	Mrs. Thompson	$125	Educational Trip (Williamsburg, VA)
Green Bay	Mrs. Davis	$10	Educational Trip (Williamsburg, VA)
Green Bay	Arlene Pitts	$15	Educational Trip (Williamsburg, VA)
Green Bay	Ms. Clark	$2	Educational Trip (Williamsburg, VA)

School	Donor	Amount	Gift or Purpose
Green Bay	United Realty	$125	Educational Trip (Williamsburg, VA)
Green Bay	Mr. Juno	$100	Educational Trip (Williamsburg, VA)
Green Bay	Audio Vibe	$100	Educational Trip (Williamsburg, VA)
Green Bay	Golden Gate Funeral	$50	Educational Trip (Williamsburg, VA)
Green Bay	Loretta Bruce	$50	Educational Trip (Williamsburg, VA)
Green Bay	Mary Bruce	$50	Educational Trip (Williamsburg, VA)
Green Bay	Mrs. Eagan Cole	$50	Educational Trip (Williamsburg, VA)
Green Bay	James Brown	$5	Educational Trip (Williamsburg, VA)
Green Bay	Mr. Birdsong	$20	Educational Trip (Williamsburg, VA)
Green Bay	Dr. Patricia Ellis	$50	Educational Trip (Williamsburg, VA)
Green Bay	Lillian Lawrence	$100	Educational Trip (Williamsburg, VA)
Green Bay	Mrs. Moncrief	$20	Educational Trip (Williamsburg, VA)
Green Bay	Julie Jackson-Beckum	$40	Educational Trip (Williamsburg, VA)
Green Bay	Wal-Mart	$1,000	Educational Trip (Williamsburg, VA)
Green Bay	African American Chamber of Commerce	$125	Educational Trip (Williamsburg, VA)
Humboldt Park	Jeff Gruchalski and Maddy Tarbox	$750	Imac computer and hats for school softball teams
Lancaster	General Mills	$203	Box Tops for Education
Manitoba	P.T.O.	$10,000	Basic school needs
Marshall	Wal-Mart	$1,800	3 Gateway 310's college search computer systems stations
Milw. French Imm.	Phyllis Mawhiney	$20	Fundraiser donation
Milw. French Imm.	Mr. and Mrs. Francisco Enriquez	$150	Fundraiser donation
Milw. French Imm.	Northwestern Mutual Foundation	$500	Fundraiser donation
Milw. French Imm.	Mr. and Mrs. Raymond Unrein	$20	Fundraiser donation
Milw. French Imm.	Mr. and Mrs. Dave Jurena	$20	Fundraiser donation
Milw. French Imm.	Mr. and Mrs. Mark Drana	$20	Fundraiser donation
MHSA	Hamilton Sussex School	$1,600	Sponsor Ocean of Soul Dance Group
PLI	AF Group, Inc.	$1,000	Used Mita DC 3785 copier for school use
River Trail	Wal-Mart Teacher of the Year Foundation	$1,000	K5 supplies and after-school supplies
River Trail	Performance Freight	$3,200	16 computers (classrooms)
River Trail	Pearson Scott Foresman-Midwest Region	$200	Big Book Atlas grades K-6
Sherman	Gretchen L. Doege	$100	Donation to school
Tippecanoe	Pamela Frey	$100	Kenmore sewing machine (Middle School Life Skills)
WCLL	Donald Goode Memorial Scholarship	$1,000	Scholarship

Committee's Recommendation

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

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

* * * * *

(Item 2) Action on Monthly Personnel Matters: Approval of Classified Personnel Transactions; Approval of Certificated Appointments; Approval of Leaves of Absence; Report on Resignations; Non-Renewal of Probationary Personnel; and Affirmative Action Reports

Approval of Classified Personnel Transactions

Name and Assignment	Position and Salary	Date
	APPOINTMENTS	
Carol Nataren South Division	School Secretary I (Part-time) $9,736.00/yr.	06-01-04
Jamila Ramsey Hopkins	School Secretary I $19,442.44/yr.	05-24-04
	PROMOTIONS	
Kim Fahringer Auer	School Kitchen Manager II $23,559.64/yr.	05-17-04
Pao Lee Office of Pupil Services	Parent Information Specialist $32,476.08/yr.	05-24-04
Mari Ornelas Office of Pupil Services	Department Administrative Assistant $40,342.38/yr.	05-24-04
	CHANGES IN STATUS	
Suzie Dall Engleburg	School Secretary I $19,442.44/yr.	05-10-04
Cheryl Damato Acad. of Accelerated Learning	School Secretary I $23,113.37/yr.	08-23-04
Jodi Ellis Zablocki	School Secretary I $22,765.70/yr.	08-16-04
LaSonja Jenkins Grand	School Secretary I $28,378.80/yr.	06-17-04
Anthony Marinello Purchasing & Warehouse Svcs	Truck Driver (Light) $44,404.62/yr.	05-24-04
Brenda Reimer Purchasing & Warehouse Svcs	Truck Driver (Light) $44,404.62/yr.	05-24-04

Approval of Certificated Appointments — Teachers

Code	Teachers	Division	Salary	Yrs. Exp. Credit	Start Date
nr	Jazmin Barreto Bilingual, Grades 4/5	B	$29,224.00	0	04/26/04
r	Claudette Beauvais English as a Second Language	B	$29,224.00	0	05/10/04
r	Deborah Davis Social Studies	B	$31,299.00	2	050/3/04
r,b	Isabelle Dixon Grades 1-6	C	$32,910.00	3	05/07/04

CODES:

(b) Reappointment with 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 17, 2004:		
Holly Bourbonais	Thoreau	February 11, 2004
Helena Jakubovich	Brown	June 9, 2004
Carrie Pankowski	Audubon	February 4, 2004
Trish Purefoy	Douglass	April 1, 2004
Personal Leave to June 17, 2005:		
Angela Barth	Riverside	August 30, 2004
Madeline Resto	South	March 10, 2004
Janice Ross	Garden Homes	August 30, 2004
Sabbatical Leave to June 17, 2005:		
Andrea Mueller	Meir/Milw Spanish Immersion	August 30, 2004
Extension of Illness Leave, to June 17, 2005:		
Peggy Gaitan	Leave	August 30, 2004
Arnetta Johnson	Leave	August 30, 2004
Charles Nichols	Leave	August 30, 2004
Barbara Reiss	Leave	August 30, 2004
Ellen Weber	Leave	August 30, 2004
Extension of Legislative Leave, to June 17, 2005:		
Toni Clark	Leave	August 30, 2004
Extension of Maternity Leave, to June 17, 2005:		
Lisa Balistreri Geib	Leave	August 30, 2004
Kathy Bedessem	Leave	August 30, 2004
Karen Brockman	Leave	August 30, 2004
LaShawnda Davis	Leave	August 30, 2004
Tracey Edmond	Leave	August 30, 2004
Deanna Fayas	Leave	August 30, 2004
Kathleen Galvan	Leave	August 30, 2004
Sarah Gebhardt	Leave	August 30, 2004
Stephane Hartl	Leave	August 30, 2004
Kerry Holeman	Leave	August 30, 2004

Jennifer Kimminau	Leave	August 30, 2004
Julie Legawiec	Leave	August 30, 2004
Jennifer Madden O'Hear	Leave	August 30, 2004
Jill Magner	Leave	August 30, 2004
Cheryl Marlega	Leave	August 30, 2004

Extension of Maternity Leave, to June 17, 2005 (Continued):

Donna Miller	Leave	August 30, 2004
Annette Schwebel	Leave	August 30, 2004
Nancy K. Smith	Leave	August 30, 2004
Stacy Sondag	Leave	August 30, 2004
Mary Weinberger	Leave	August 30, 2004
Jill Westveer	Leave	August 30, 2004

Extension of Personal Leave, to June 17, 2005:

William Crandall	Leave	August 30, 2004
Sid Hatch	Leave	August 30, 2004
Ricki Koinig (Graettinger)	Leave	August 30, 2004
Jeffrey Krukar	Leave	August 30, 2004
Rebecca Lehn Hilliard	Leave	August 30, 2004
Glenda Luebke	Leave	August 30, 2004
Michelle Maas	Leave	August 30, 2004
Mary Lee Miller McCallum	Leave	August 30, 2004
Patrick O'Mahar	Leave	August 30, 2004
Anthony Thompson	Leave	August 30, 2004
Linda Wagner	Leave	August 30, 2004
Stephanie Walters	Leave	August 30, 2004
Shelly Watts	Leave	August 30, 2004
Kim Yeghiaian	Leave	August 30, 2004

Report on Resignations

Name	Position	Effective Date
Dawn Adamson	Teacher	05/04/04
Wanda Alvarado-Rodriguez	Psychologist	08/26/02
Marla Aspenson	Supervisor	05/31/04
Jeannette Bahr	Teacher	06/16/04
Rachel Beaudry-Ray	Teacher	06/17/04
Sabrina Beinlich	Teacher	05/02/04
Camille Bell	Teacher	06/17/04
Andrea Bender	Teacher	06/20/04
Sandra Brzezinski	Teacher	06/17/04
Joyce Cable	Teacher	07/01/04
Terry Carter	Soc. Worker	04/30/04
Shirley Cogan	Teacher	06/17/04
Elve Coleman	Teacher	05/11/04
Marta Cooper	Teacher	05/14/04
Lisa Cottrell	Psychologist	08/21/03
Katherine Cramer	Teacher	06/17/04
Wendi Davis	Teacher	06/21/04
Michael Endress	Teacher	08/21/04
Marvin Fleck	Teacher	09/10/04
Ann-Marie Flynn	Teacher	05/18/04

Patricia Greco	Teacher	07/11/04
Laura Griffin	Teacher	05/13/04
Jane Haessly	Teacher	05/19/04
John Hain	Teacher	06/18/04
Stacy Hale	Teacher	06/28/04
Gail Halloran	Teacher	05/05/04
Mary Hanson	Teacher	06/17/04
Jessica Hart	Teacher	06/16/04
Jennifer Haynor	Teacher	06/02/04
Amy Hewes	Teacher	06/17/04
Heidi Hoffeditz	Teacher	06/17/04
Melissa Honiotes	Teacher	06/17/04
Olga Jaquez	Teacher	07/01/04
Lydia Kabaka-Travis	Teacher	04/05/04
Kathleen Kerrar	Teacher	09/10/04
Denni Klisch	Teacher	06/17/04
Eugene Kloiber	Supervisor	05/15/04
Emily Kluess	Teacher	06/17/04
Jennifer Kocovsky	Teacher	05/11/04
Mary Krawczyk	Teacher	05/18/04
Angela Little	Teacher	06/22/04
Jacqueline Lovas	Teacher	06/21/04
Hazel Luckett	Teacher	07/01/04
Gretchen Mann	Teacher	06/17/04
Rochelle Meulemans	Teacher	05/31/04
Staci Neidert	Teacher	06/20/03
Amy Ness	Teacher	07/01/04
Noel Niemi	Teacher	06/17/04
Kristin Oliva	Teacher	06/17/04
Janett Osorio	Teacher	06/17/04
Megan Owens	Teacher	06/17/04
Shahida Persad	Teacher	06/16/04
Erin Peterson	Teacher	06/15/04
Robert Plath	Principal	08/20/04
Scott Raymond	Teacher	06/17/04
Stephanie Roland	Teacher	05/04/04
Solymar Santiago-Norat	Soc. Worker	05/28/04
Jocklyn Smith	Supervisor	07/02/04
Jocelyn Sulsberger	Teacher	06/02/04
Sara Syse	Teacher	06/22/04
Paulette Tambellini	Teacher	05/20/04
Monica Undis	Teacher	06/17/04
Meg Wajerski	Teacher	06/17/04
Adrion Walker	Teacher	06/22/04
Kathleen Ybanez	Teacher	07/28/04

Correction to April 2004 Report on Resignations Accepted

John Kapellusch	Asst. Princ..	06/30/04
Kathleen Kozicki	Teacher	06/17/04
Melanie Moore Steen	Principal	07/30/04
Coil Pitchford	Teacher	06/17/04

Report on Non-Renewal of Probationary Personnel

Pursuant to the Rules of the Milwaukee Board of School Directors, the appointment of probationary employees initially requires the nomination of the Superintendent. In the event that a person already serving in a probationary position is not nominated by the Superintendent for reappointment, such act serves to terminate the probationary employee's employment in the district from his/her probationary position without further action required by the Board.

The following name of a probationary employee not nominated for reappointment is being provided to the Board for informational purposes only:

Name	Present Position
Rosana Benishek	Principal

Affirmative Action Report

The Affirmative Action Report for May 2004 is attached to the minutes of your Committee's meeting. This is an informational report, and no action is required.

Committee's Recommendation

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

Director Spence moved that the Board retire to executive session, pursuant to Wis. Stats. 19.85 (1) (c), for the purpose of considering employment, promotion, compensation or performance evaluation data of a public employee over which the Board has jurisdiction or exercises responsibility.

The motion prevailed, the vote being as follows:

Ayes—Directors Dannecker, Horton, Johnson, Morales, O'Neil and Spence—6.

Noes—Directors Balistreri, Hardin and President Blewett—3.

The Board retired to executive session at 10:19 PM.

The Board reconvened in open session at 11:43 PM.

Director Spence moved to approve the Committee's recommendations.

Director Balistreri moved a substitute:

1. to approve the Committee's recommendation to approve the classified personnel transactions, appointment of teachers and leaves of absence; and
2. to reject the Superintendent's decision, as indicated in paragraph 5 of Item 2, not to reappoint Dr. Benishek; and
3. to reappoint Dr. Benishek for another semester.

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

Ayes—Directors Balistreri, Hardin and President Blewett—3.

Noes—Directors Dannecker, Horton, Johnson, Morales, O'Neil and Spence—6.

The question being on approval of the Committee's recommendations, they were approved, the vote being as follows:

Ayes—Directors Dannecker, Hardin, Horton Johnson, Morales, O'Neil, Spence and President Blewett—8.

Noes—Director Balistreri—1.

* * * * *

(Item 3) Action on Recommended Administrative Appointments and Promotions

Superintendent's Recommendation

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

2(r)	Lottie Smith	Principal Gaenslen School	Schedule III, Range 14Z $81,488.79
2(r)	Maurice Turner	Principal Hopkins Street School	Schedule III, Range 13Z $59,128.67
2(r)	Clavon Byrd	Principal Palmer School	Schedule III, Range 12Z $58,053.61
5(r)	Thomas Matthews	Principal Tippecanoe School	Schedule III, Range 13Z $75,957.86
2(r)	Ella Hayes	Principal Trowbridge School	Schedule III, Range 12Z $77,239.44

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

Committee's Recommendations

1. Your Committee recommends that the Board approve the appointments relative to Gaenslen School, Hopkins Street School, Palmer School, and Trowbridge School.

2. Your Committee is reporting the Superintendent's recommended appointment to Tippecanoe School to the Board without recommendation.

The administration requested that the appointment for Tippecanoe School be withdrawn.

Director Dannecker moved to approve the withdrawal, and to approve the remaining appointments.

The motion prevailed, the vote being as follows:

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

Noes—None.

* * * * *

(Item 4) Action on a Request to Change the Name of Jeremiah Curtin Elementary School to Jeremiah Curtin Leadership Academy

Administration's Analysis

1. During the last two years, the Jeremiah Curtin Elementary School community has been further developing its focus on increasing student achievement. The school governance council, the P.T.A., the staff, and parents/guardians have been involved in this process. In addition to fully implementing the Learning Targets, the school community has identified interpersonal and intrapersonal skills as the key to developing the leadership skills necessary for future academic and professional success. Based on this, the curriculum is being designed to include a focus on those areas that will promote and develop interpersonal and intrapersonal skills, including communication, cooperation, sharing, empathizing, integrity, etiquette, self-discipline, and self-control.

a. Students will use their leadership skills in a variety of ways, including participating in the student council, serving as peer mediators and mentors, leading meetings when appropriate, serving as anchors on the school news and radio programs, assuming cadet duties, and providing input relative to the determination of school rules.

b. Students will be provided with numerous opportunities to improve their communication skills, including videotaping and conferencing twice a year from K4 through fifth grade to determine if their oral communication skills are improving.

c. A career week will be held in order for students to listen to presenters discuss career choices. Follow-up fieldtrips will be planned to allow students to shadow some of the presenters. Fifth-graders will be required to engage in research on a career and complete a corresponding research paper.

d. Global studies will contribute to the development of broad-based leadership skills for all students. To accomplish this, the entire school will study one or two different continents each year. By the time students leave in the fifth grade, they will have studied all seven continents in depth.

e. Under this model, students will be required to perform community service. Each class will determine the projects to be adopted during the year (e.g., clean up around the neighborhood, adopt an elderly facility and send letters/cards, organize food/clothing drives, etc.)

f. Problem solving will also be included to develop student leadership. Students will be taught to use four steps to solve problems: reframe the concern, analyze the situation, develop and implement a plan, and evaluate the plan. Peer mediators will lead students through the process.

2. On April 3, 2003, the Jeremiah Curtin Elementary School staff discussed possible focuses for the school and name changes. The list was narrowed to three, based on those that were most reflective of the school's mission and vision. These were discussed with Curtin's school governance council (SGC) on April 7, 2003. The SGC felt that "Jeremiah Curtin Leadership Academy" was the best choice, as it was most reflective of the school's mission and vision. Based on these results, the staff voted on April 10, 2003, with 18 out of 25 (72%) supporting the change of name from Jeremiah Curtin Elementary School to Jeremiah Curtin Leadership Academy.

3. The school governance council, P.T.A. and staff also researched the cost of a sign that would reflect the name change. Fundraisers were held throughout the year, with $2,936.05 set aside for the new sign, provided that the Board approves the name change. This sign would be in addition to the standard MPS sign indicating a school's name.

4. On May 24, 2004, a letter was written to the Superintendent requesting the change of name from Jeremiah Curtin Elementary School to Jeremiah Curtin Leadership Academy.

Strategic Plan Compatibility Statement

5. The recommended change reflects the leadership focus of the school and is consistent with the MPS Strategic Plan Goal 1, student achievement.

Statute, Board Policy or Rule Statement

6. The recommended change of name is consistent with Administrative policy 5.01 (6), Facilities Development, which states:

> When a school is named after a person, the person after whom is named shall have been deceased for a period of not less than 10 years; shall have been a citizen of the United States, or shall have rendered valuable service to the United States; and shall have made an outstanding contribution to the public welfare. A school named after a person shall not be renamed, except for compelling reasons. Once official action is taken to name a school, the name shall not be changed unless there is a confusion of names.
>
> Changing the name of a school building shall be limited to elementary and middle schools. The recommendation of a name change shall be brought to the Board through the local governance….

Implementation and Assessment

7. Upon Board approval, the Administration will work with Jeremiah Curtin Elementary School to implement the name change and the installation of the new sign.

Fiscal Impact Statement

8. This item does not authorize expenditures. Costs related to removing the old name and replacing it with the new name are approximately $1,100. The school will assume this and any other costs associated with the change of name.

Committee's Recommendation

Your Committee recommends that the Board approve the change of name for Jeremiah Curtin Elementary School to Jeremiah Curtin Leadership Academy.

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

* * * * *

(Item 5) Informational Report Regarding Follow-Up to Resolution 0203R-039 by Director Hardin Regarding Uniforms for Staff Assigned to Playground Duty

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

Background

At its meeting on December 19, 2002, the Board referred the following resolution by Director Hardin to the Committee on Finance/Personnel:

WHEREAS, Milwaukee Public Schools recognizes that educating students means more than providing instruction; and

WHEREAS, Safety concerns are expressed repeatedly by parents and citizens during the development of the Neighborhood Schools Plan; and

WHEREAS, Incidents around the country have further brought to the attention of the Board the need to make safety and security a priority for the Board of Schools Directors and this district; and

WHEREAS, In case of emergency, students and parents need to be able to recognize the staff person(s) assigned to the playground duty; now, therefore, be it

RESOLVED, That the Administration establish a procedure that requires school staff assigned to playground duty to wear a uniform windbreaker or vest consisting of a vibrant color for identification purposes; and be it

FURTHER RESOLVED, That the Administration work diligently to provide each elementary and K-8 school with identifiable outer garments for staff supervising children on the playground, to help ensure the safety of our children.

Administration's Report

1. At the March 27, 2003, meeting of the Milwaukee Board of School Directors, the Administration presented a response to resolution 0203R-039, detailing the possible benefits of implementing the resolution and the fiscal impacts of implementing it district-wide. At the recommendation of the Administration, the Board directed the Administration to seek seven to ten elementary schools to pilot this program, with the Administration to report back to the Board by June 2003.

2. At the June 26, 2003, Board meeting, the Administration reported that 12 schools had expressed interest in participating in the pilot of this program. Schools that participated in the pilot were to be responsible for the purchase of supervisory playground attire:

- Belt — 8 @ $3.00 ..... $ 24.00
- Jacket — 8 @ $20.00 ..... $ 160.00
- Vest — 8 @ $10.00 ..... $ 80.00

3. The Board directed the Administration to study the effectiveness of this program for one year and to share this information in summer of 2004.

4. Of the 12 schools that expressed interest in participating in the pilot of this program, the following completed the pilot during the 2003-2004 school year:

- Forest Home Avenue
- Greenfield
- Kagel Elementary School
- Vieau

5. Those schools who participated in the pilot completed a survey at the end of the 2003-2004 school year to determine their satisfaction with the program.

6. All of the participating schools chose the vest option. When asked via an end-of-the-year survey if wearing the vest made a difference in staff identification on the playground during recess, all answered yes — especially with parents and secretarial staff. When asked if the program was effective, three of the four responded yes, and one school requested additional time to pilot the program. Specific comments include the following:

- "Parents, students, and the community know specifically who and how many people are supervising the playground."
- "The program was very effective as staff was easily identifiable."
- "Yes, the program was effective and parents have complimented the staff on being very visible."

7. Based on the positive feedback received, the Division of Administrative Leadership will inform staff each year of this program and encourage them to participate. It will appear in the very last Administrators' Bulletin in order to allow planning for Fall 2004 to take place.

* * * * *

(Item 6) Annual Adoption of Resolution Delegating the Board's Expulsion Authority to an Independent Hearing Panel

Administration's Analysis

1. Section 119.25 of the Wisconsin Statues allows the Board to adopt a resolution appointing either an independent hearing panel or a hearing officer 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 2003-2004 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 pool within the time constraints required by law.

3. For the 2004-2005 school year, the Administration is again recommending that the Panel comprise directors, coordinators, managers, supervisors, specialists, assistant coordinators, program administrators, and other staff of Central Services departments and offices. 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 counseling and services for an offense involving the use, ownership, or possession of illegal drugs and alcohol.

5. Beginning with the 1999-2000 school year, educational services were recommended for expelled students, based on the Milwaukee Public Schools' Independent Hearing Panel's "Guidelines for Offering Educational Services." Generally, these guidelines do not recommend offering educational services if the offense involves guns, distribution of illegal drugs or alcohol, battery, knives or other weapons, or any behavior that endangered the health or safety of others. A copy of the guidelines is available upon request.

6. The Independent Hearing Panel may choose not to follow the Milwaukee Public Schools' guidelines for offering educational services, depending on the circumstances of the individual cases. When this occurs, the Panel must submit the form "Deviating from Milwaukee Public Schools Guidelines in the Disposition of Expulsion Cases." A copy of the form is available upon request.

7. Effective May 23, 2000, State Statute 119.25(2)(d) authorized the Board, or the Independent Hearing Panel appointed by the Board, to impose one or more early reinstatement conditions under which a pupil who is expelled from school may be reinstated to school before the end of the term of his/her expulsion. An early reinstatement condition may be one which the pupil is required to meet before he/she may be granted early reinstatement, or after his/her early reinstatement, but before the end of the terms of the expulsion specified in the student's expulsion order. The early reinstatement conditions, which must be related to the reason for the student's expulsion, 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 he or she 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 from the Milwaukee Public Schools during the 2003-2004 school year without services were invited to participate in this voluntary program.

10. During the 2003-2004 school year (August to May), 259 students were expelled, compared with 203 expulsions during the 2002-2003 school year and 243 expulsions during the 2000-2001 school year. A summary of the expulsion data for the 2003-2004 school year and expulsion statistics covering 1978-1979 through 2003-2004 will be provided at the time of the meeting.

11. Regarding 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 then they are cared for, when they are safe and when they have a happy well-being."

Statute, Board Policy or Rule Statement

13. The proposed resolution regarding delegating the Board's expulsion authority to an Independent Hearing Panel is consistent with:

- Wisconsin State Statute 120.13, School Board Powers
- Wisconsin State Statute 119.25, Expulsion of Pupils
- Administrative Policy and Procedures 8.28, Student Discipline
- Administrative Policy and Procedures 8.31, Student Suspension
- Administrative Policy and Procedures 8.32, Student Expulsion
- *Parent/Student Handbook on Rights Responsibilities and Discipline*

Fiscal Impact Statement

14. Approval of this item does not authorize expenditures. The primary cost of processing student expulsion cases, which is for the staff time and transcription services, is covered by various departmental budgets.

Committee's Recommendation

Your Committee recommends that the Board adopt the following resolution:

RESOLVED, That for the 2004-2005 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.

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 2003-2004 be followed when hearing all cases of student expulsions, which include the Milwaukee Public Schools' Independent Hearing Panel Guidelines for Offering Educational Services; and be it

FURTHER RESOLVED, That the Independent Hearing Panel may impose one or more early reinstatement conditions under which a student who is expelled from school may be reinstated to school before the end of his or her expulsion. The reinstatement condition may be a condition a student is required to meet before he or she may be granted reinstatement, or a condition that the pupil is required to meet after his or her early reinstatement. The early reinstatement conditions must be related to the reasons for the student's expulsion and be stated in the expulsion order, and be it

FURTHER RESOLVED, That the Independent Hearing Panel should consider early reinstatement conditions for students expelled for offenses related to ownership, possession, or use of illegal drugs or alcohol. The conditions for early reinstatement for these offenses should require parents to provide documentation of AODA services or evaluations; and be it

FURTHER RESOLVED, That, while it is not required to provide alternative educational services to expelled students, the Independent Hearing Panel in all expulsion cases should consider providing educational services to expelled students at an alternative/partnership school per the Milwaukee Public Schools' Independent Hearing Panel Guidelines for Offering Educational Services. The Panel also has the option of recommending, in addition to educational services, AODA services counseling for offenses involving the use, ownership, or possession of illegal drugs and alcohol; and be it

FURTHER RESOLVED, That the expelled students shall be reinstated to the Milwaukee Public Schools through the Division of Student Services in the manner described herein.

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

* * * * *

(Item 7) Action on a Request for Contingency Fund Transfers

Background

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.)

Transfers from the Contingent Fund require an affirmative vote of two-thirds of the Board.

Administration's Analysis

1. During a routine inspection, Silver Spring Elementary School was found to have material containing asbestos. While no immediate exposure was found, MPS took action to contract with a qualified abatement service. The work is being done in June 2004 for an estimated $500,000.

2. The cost of weekly student bus passes (all three types) from the Milwaukee County Transit Service was increased by $1 effective January 1, 2004. This will cost MPS an estimated $250,000 in FY04, primarily at the high-school level. The Administration plans to keep these costs in the central transportation account, which does not have excess budget to absorb the cost — unless this transfer is approved.

Strategic Plan Compatibility Statement

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

Statute, Board Policy or Rules Statement

4. This item is in accordance with Administrative Policy 3.04, regarding fund transfer authority.

Fiscal Impact Statement

5. This item authorizes transfers of $750,000 from the School Operations Contingent Fund for identified one-time expenses.

Implementation and Assessment Plan

6. Upon approval, funds will be transferred to the appropriate accounts.

Committee's Recommendations

Your Committee recommends that the Board approve transfers from the Contingent Fund (SCF-0-0-CTG-DW-ECTG) totaling $750,000 to:

- Facilities and Maintenance contract services account (MTN-0-0-FSH-SV-ECTS): $500,000
- Transportation Operations account (STP-0-0-TRS-DW-EPPT): $250,000

Director Hardin moved to adopt the Committee's recommendations.

The motion prevailed, the vote being as follows:

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

Noes—None.

* * * * *

(Item 8) 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 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 FY04, including six alternative programs, three early childhood 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 has been provided to the Board under separate cover. The report 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 Recommendation

Your Committee recommends that the Board:

1. Receive the Summary Report of Partnership School Financial and Compliance Audits (Audits #2004-27 to -36); 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 2004 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 9) Action on a Requested Budget Transfer to Various Funds

Background

1. Funds were set aside for an average of 2,435.2 full-time equivalency (FTE) pupils for non-instrumentality charter schools in Fiscal Year 2004 (FY04). The expected FTE pupil count, however, has not been attained; therefore, as of this date, non-instrumentality charter funds of $1.25 million are not needed for charter payments.

2. Administrative Policy 3.04 states "The approval of the Board shall be required for transfers . . . . exceeding $100,000 annually on a cumulative basis." The Administration is proposing to transfer FY04 funds under this guideline.

Administration's Analysis

3. Non-instrumentality charters receive the same estimated per-pupil amount that the State determines for charters that contract through UWM, MATC, and the City of Milwaukee. For FY04, the per-pupil amount is $7,050. The non-instrumentality charters' gross payment is the per-pupil amount times the average of the September third-Friday FTE pupil count and the January second-Friday FTE pupil count.

4. The FY04 budget, as adopted in May of 2003, set aside an average of 2,614 FTEs for non-instrumentality charters. As part of the October amendment process to reflect the actual September counts, this was revised downward by 178.8 FTEs (to 2,435.2 FTEs). The January pupil counts and revisions of submitted September counts reduced the FY04 actual average FTEs to 2,273.6. This further reduction of 161.6 FTEs equates to $1.14 million in available funds. An additional $111,072 from FY03 carryover funds for Special Education reimbursements and start-up costs is also available. Therefore, $1.25 million set-aside in non-instrumentality charter school accounts is now available to be used for other school purposes as follows:

a. Transfer $620,000 to the Special Needs Fund. $750,000 was available for schools to apply for funds to cover extraordinary, non-budgeted special education costs. The needs from schools were greater than anticipated, and a shortfall of $620,000 occurred. Continuing needs from FY04 into FY05 were budgeted in the applicable school in FY05.

b. Transfer $266,257 to summer school. The FY04 summer school exceeded the amount budgeted. Costs that were anticipated to be covered by schools from grants were not allowed, creating a deficit in the account.

c. Transfer $188,283 to Agency-Non-MPS-Contracted Services.

1) The behavior-reassignment seats for students reassigned through Student Services needed to be increased for the last quarter of FY04. Four agencies agreed to increase the number of seats for these students; therefore, $109,575 is needed to cover the costs of the last quarter of FY04 for additional Behavior reassignment seats.

Agency	Number of Seats	Student Grade Level	Cost
St. Charles	15	Middle	$27,393.75
Synergy	15	Middle	$27,393.75
Career Youth Development	15	High	$27,393.75
Learning Enterprise	15	High	$27,393.75
Totals	60		$109,575.00

2) The spring semester count for the partnership middle school at the United Community Center (UCC) was 14.0 FTEs above the contracted amount. The per-pupil amount for one semester is $3,652.50; therefore, $51,135 is needed to cover the increased FTE.

3) The FY03 amount paid to Seeds of Health was inadvertently $27,573 less than the specified contract amount. The agency was paid the $27,573 in FY04 after the close of the FY03 budget; therefore, $27,573 is needed to cover the FY03 payment charged to FY04.

d. Transfer $70,000 to Career and Technical Education. The Board gave approval for a sole-source waiver to invest in high-tech career-exploration technical education labs in middle schools in June 2003. This was to be charged to a Carl Perkins grant that ended in June 2003 (FY03). As a portion of the FY03 cost was not available prior to the grant year's being closed, the FY04 Carl Perkins accounts were charged, but should not have been charged for this activity. Therefore $70,000 of expenditures will be reclassified to Career and Technical Education, with the budget transfer offsetting the expenditure reclassification.

e. Transfer $69,996 to Contracted K-8 programs. The number of pupils countable for state aid (FTEs) for contracted K-8 programs was revised after the FY04 budget was amended in October 2003. Schools in the contracted K-8 program received $5,882 in FY04 for FTEs eligible for aid, and the revised count for state-aid purposes increased by 11.9 FTEs. Therefore, MPS needs to reimburse the schools for the extra FTEs.

School	FTE Increase	Amount
VE Carter Day Care	5.9	$34,704.00
LaCausa Day Care	4.5	26,469.00
Next Door Foundation	.5	2,941.00
Seeds of Health	1.0	5,882.00
Totals	11.9	$69,996.00

f. Transfer $35,464 to Fifty-third Street School. The FY04 staffing was designed to accommodate 512 students as part of the expansion plan under the Neighborhood Schools Initiative. When the actual enrollment fell short, the school reduced staff in September 2003. Therefore, $35,464 is needed to cover the cost of the staff for the five weeks before the re-staffing occurred

Strategic Plan Compatibility Statement

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

Statute, Board Policy or Rules Statement

6. This item is in accordance with Administrative Policy 3.04. Fund Transfer Authority.

Fiscal Impact Statement

7. This item, which does not authorize expenditures, requests transfers of $111,072 from the charter carryover account (GEN-0-0-BDS-1S-ECTV) and $1.14 million from the non-instrumentality charter contracted services accounts: Afro Urban Institute — $500,550 (GEN-0-I-BDS-AI-ECTV); Bruce Guadalupe — $124,080 (GEN-0-I-BDS-BP-ECTV); V.E. Carter — $57,458 (GEN-0-I-BDS-VE-ECTV); Highland Community School — $16,215 (GEN-0-I-BDS-HD-ECTV); La Causa — $91,650 (GEN-0-I-BDS-LU-ECTV); Learning Enterprise Vocational and Training Institute — $42,300 (GEN-0-I-BDS-LV-ECTV); Milwaukee Leadership Training Center — $95,175 (GEN-0-I-BDS-M2-ECTV); New Hope Institute of Science & Technology — $123,375 (GEN-0-I-BDS-NH-ECTV); Wisconsin Career Academy — $88,125 (GEN-0-I-BDS-WJ-ECTV) to:

- Special Needs Fund (SPE-0-0-ESS-DE-EOTH) for $620,000
- Summer School-Teacher (GEN-0-0-SSR-DW-ESTC-5192) for $171,779 and Benefits (DWC-0-0-SSR-DW-EBN) for $94,478
- Agency-Non-MPS-Contracted Services (ARC-0-I-AGN-1S-ECTV) for $188,283
- Career and Technical Education-Equipment (DII-0-0-TTC-SO-EAEQ) for $70,000
- Contracted K-8 Programs-Contract Services (ECC-0-0-CKG-NL-ECTV) for $69,996
- Fifty-third Street School-Budget Adjustment (GEN-0-0-BDE-53-EBAJ) for $35,464.

Implementation and Assessment Plan

8. Upon approval, funds will be transferred to the appropriate accounts.

9. Any remaining balance in the non-instrumentality charter schools account will be requested as carryover to FY04 during Fall adjustments.

Committee's Recommendations

Your Committee recommends that the Board approve the transfer of $111,072 from the charter carryover account (GEN-0-0-BDS-1S-ECTV) and $1.14 million from the non-instrumentality charter contracted services accounts: Afro Urban Institute — $500,550 (GEN-0-I-BDS-AI-ECTV); Bruce Guadalupe — $124,080 (GEN-0-I-BDS-BP-ECTV); V.E. Carter — $57,458 (GEN-0-I-BDS-VE-ECTV); Highland Community School — $16,215 (GEN-0-I-BDS-HD-ECTV); La Causa — $91,650 (GEN-0-I-BDS-LU-ECTV); Learning Enterprise Vocational and Training Institute — $42,300 (GEN-0-I-BDS-LV-ECTV); Milwaukee Leadership Training Center — $95,175 (GEN-0-I-BDS-M2-ECTV); New Hope Institute of Science & Technology — $123,375 (GEN-0-I-BDS-NH-ECTV); Wisconsin Career Academy — $88,125 (GEN-0-I-BDS-WJ-ECTV) to:

- Special Needs Fund (SPE-0-0-ESS-DE-EOTH) for $620,000
- Summer School-Teacher (GEN-0-0-SSR-DW-ESTC-5192) for $171,779 and Benefits (DWC-0-0-SSR-DW-EBN) for $94,478
- Agency-Non-MPS-Contracted Services (ARC-0-I-AGN-1S-ECTV) for $188,283
- Career and Technical Education-Equipment (DII-0-0-TTC-SO-EAEQ) for $70,000
- Contracted K-8 Programs-Contract Services (ECC-0-0-CKG-NL-ECTV) for $69,996
- Fifty-third Street School-Budget Adjustment (GEN-0-0-BDE-53-EBAJ) for $35,464.

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

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(Item 10) Action on Authorization for Approval of Allocations for Partnership-School Alternative Education

Administration's Analysis

1. The Milwaukee Public Schools continues to have a need for programs serving at-risk students, as well as regular and special education students experiencing difficulty with their behavior. On June 26, 2003, 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 can 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 in the label from "Children At Risk" to "Children At Risk of Not Graduating from High School." The law sets standards for student outcome data, including 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 2003-2004 academic year reflect the provisions in the current law and will be available upon request after July 15, 2004.

3. The Office of Board Governance-Audit Services conducted Partnership School Financial/Compliance Reviews in the spring of 2004 for the following partnership schools: Aurora Weier, El Puente, Learning Enterprise, Milwaukee Spectrum, Shalom and Southeastern.

4. The Division of Diversified Community Schools' recommendations for seat allocations for the 2004-2005 school year are outlined under the Fiscal Impact Statement.

Strategic Plan Compatibility Statement

5. The recommendation supports the MPS Strategic Plan, Goal 1, to improve student achievement, and Goal 2, to achieve 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, Board Policy or Rules Statement

6. 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 of the MPS Office of Board Governance-Audit Services 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

7. Approval of this item authorizes expenditures totaling $14,788,973 for FY05. The chart below outlines the number of contracted seats for FY04, the proposed number of seats for FY05, and the cost per partnership school. The total contract costs listed are based on a rate of $7,305 per student and include the cost of an MPS teacher. Funding to cover the cost of the seats is included in the FY05 budget in the Agency Non-MPS accounts: ARC-0-0-AGN-1S-ECTV (teacher); AGP-0-0-AGN-1S-ESTC (contracted services); DWC-0-0-AGN-1S-EEBN (benefits).

Proposed Seats for FY2005

	Grade	Total FTE Seats		Total Contract
		2004	2005	
At Risk				
Assata	9-12	60	60	$ 438,300
Aurora Weier	9-12	75	75	547,875
Cornerstone Achieve. Acad.	9-12	100	100	730,500
Council for Span. Spkg./Loyola Academy	9-12	90	90	657,450
El Puente	9-12	100	100	730,500
HR Academy	9-12	100	100	730,500
HR Educational Possentem	6-8	60	60	438,300
LEW	9-12	150	150	1,095,750
MMAIC/Spotted Eagle	9-12	100	100	730,500
Milwaukee Spectrum	9-12	90	90	657,450
NOVA	6-12	100	100	730,500
Seeds of Health/Grandview	9-12	225	225	1,643,625
Shalom	9-12	100	100	730,500
Silver Spring Neigh. Ctr.	6-8	80	80	584,400
UCC	6-8	60	90	657,450
Totals		**1490**	**1520**	**$ 11,103,600**
Behavioral Reassignment				
Assata	9-12		40	$ 292,200
Career Youth Development	9-12	112.5	112.5	821,813
St. Charles	6-12	45.0	45.0	328,725
Southeastern	6-8	60.0	75.0	547,875
Synergy	6-12	125.0	125.0	913,125
To Be Assigned (TBA)*	—	162.0	107.0	781,635
Totals		**504.5**	**504.5**	**$ 3,685,373**
GRAND TOTAL		**1994.5**	**2024.5**	**$ 14,788,973**

*During FY04, 162 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 107 TBA behavioral reassignment seats have been allotted for FY05. An additional allotment of 55 FTE has been assigned to Assata (40 FTE) and Southeastern (15 FTE).

Implementation and Assessment

8. 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's accountability plan.

9. The requirements of the "No Child Left Behind"/NCLB Act include provisions to raise academic achievement for *all* children. This includes students enrolled in MPS partnership schools.

Committee's Recommendation

Your Committee recommends that the Board authorize the renewal of the seats with partnership schools for FY05 as listed below.

Proposed Seats for FY2005

	Grade	Total FTE Seats 2004	Total FTE Seats 2005	Total Contract
At Risk				
Assata	9-12	60	60	$ 438,300
Aurora Weier	9-12	75	75	547,875
Cornerstone Achieve. Acad.	9-12	100	100	730,500
Council for Span. Spkg./Loyola Academy	9-12	90	90	657,450
El Puente	9-12	100	100	730,500
HR Academy	9-12	100	100	730,500
HR Educational Possentem	6-8	60	60	438,300
LEW	9-12	150	150	1,095,750
MMAIC/Spotted Eagle	9-12	100	100	730,500
Milwaukee Spectrum	9-12	90	90	657,450
NOVA	6-12	100	100	730,500
Seeds of Health/Grandview	9-12	225	225	1,643,625
Shalom	9-12	100	100	730,500
Silver Spring Neigh. Ctr.	6-8	80	80	584,400
UCC	6-8	60	90	657,450
Totals		**1490**	**1520**	**$ 11,103,600**
Behavioral Reassignment				
Assata	9-12		40	$ 292,200
Career Youth Development	9-12	112.5	112.5	821,813
St. Charles	6-12	45.0	45.0	328,725
Southeastern	6-8	60.0	75.0	547,875
Synergy	6-12	125.0	125.0	913,125
To Be Assigned (TBA)*	—	162.0	107.0	781,635
Totals		**504.5**	**504.5**	**$ 3,685,373**
GRAND TOTAL		**1994.5**	**2024.5**	**$ 14,788,973**

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

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(Item 11) Action on Authorization for Approval of Allocations with St. Charles for Private School Placement of Students with Special Education Needs

Administration's Analysis

1. Under the provisions of Wisconsin Statute 115.85(2)(d), the Board is authorized to contract with private, non-sectarian special education agencies to provide special education services to pupils enrolled in MPS.

2. At its meeting on June 26, 1996, the Board approved recommendations allowing the Administration to request a waiver from the provision of PI 11.06 (1)(d)(2) of the Wisconsin Administrative Code requiring the State Superintendent of Public Instruction to individually approve each placement in a private agency for students with disabilities.

3. On June 26, 2003, the Board authorized funds for St. Charles Youth and Family Services to provide an educational treatment-oriented program to 135 students with special education and severe behavioral problems.

4. As the Milwaukee Public Schools continues to have a need for programs serving special education students experiencing difficulty with their behavior, 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 number of FTE (full-time-equivalent) seats will be 158.

Strategic Plan Compatibility Statement

5. The recommendation supports the MPS Strategic Plan Goal l, student achievement.

Statute, Board Policy or Rules Statement

6. The recommendation adheres to the provisions established by Wisconsin Statute 115.85, the MPS Board Standards for Contracting with Alternative Partnership Schools, and the Wisconsin Administrative Code upon the grant of a waiver request.

Fiscal Impact Statement

7. Approval of this item authorizes expenditures totaling $1,828,265 for 2004-2005. The per-FTE cost for grades 3-5 is $11,143. The per-FTE cost for grades 6-12 is $9,711. 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 FY05 budget in Agency-Non-MPS contracted services account ARC-0-0-AGN-1S-ECTV. The costs for these seats are shown below:

		FY 03-04	FY 04-05
Agency	St. Charles	135	135
	To Be Determined	23	23
Grade	3-5	40	40
	6-12	95	95
	To Be Determined	23	23
Costs	Grades 3-5	$445,720	$445,720
	Grades 6-12	$922,545	$922,545
	23 Undesignated Seats (budgeted)	$213,329	$460,000
	Total	$1,581,594	$1,828,265

Implementation and Assessment Plan

8. Unless otherwise negotiated and agreed to by the parties in writing, each special education site shall establish to the satisfaction of MPS on an annual basis that the partnership school has complied with performance standards specified in the contract.

9. All students will have plans for functional behavioral assessment and behavior intervention that will result in an improvement in behavior. This shall be reflected in a reduction in behavioral incidents, suspensions, and other disciplinary actions. Students must be involved in the development of their own behavioral support plans.

10. The school shall achieve a percentage of pupils in grades 3-12 meeting at least 70% of their IEP goals.

11. 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.

12. The successful bidder(s), in collaboration with the Division of Special Services, will develop appropriate transition plans for all students.

13. 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 FY05 for 135 special education seats and for 23 seats to be determined.

		FY 03-04	FY 04-05
Agency	St. Charles	135	135
	To Be Determined	23	23
Grade	3-5	40	40
	6-12	95	95
	To Be Determined	23	23
Costs	Grades 3-5	$445,720	$445,720
	Grades 6-12	$922,545	$922,545
	23 Undesignated Seats (budgeted)	$213,329	$460,000
	Total	$1,581,594	$1,828,265

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

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(Item 12) Action on Authorizations for Approval of School-within-a-School Programs for Disruptive Youth

Administration's Analysis

1. As a result of Board action on June 26, 2003, school-within-a-school programs to serve disruptive students in grades 6-12 for the 2003-04 school year were approved for 10 MPS schools. The Administration is recommending approval of the same number of seats for the 2004-2005 school year. The list of schools and corresponding seats is outlined in the table under the Fiscal Impact Statement.

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. During the 2003-2004 school year, 1,783 students were served. All school programs met the attendance and retention goals. Where seniors were enrolled, students met the graduation rate of 70% or above. The Administration is recommending that all ten schools receive approval for contracts to serve disruptive students for the 2004-2005 school year.

Fiscal Impact Statement

4. Approval of this item authorizes expenditures totaling $591,175 for 2004-2005. The chart below outlines the number of seats for 2003-2004, the proposed number of seats for 2004-2005, and the cost per school. The cost per contracted seat is $1,105.

Schools	Grades	Seats '04	Seats '05	Cost
Bradley Tech High School	9-12	60	60	$66,300
Grand Avenue School	6-8	40	40	44,200
Hamilton High School	9-12	70	70	77,350
Juneau High School	9-12	45	45	49,725
Madison High School	9-12	70	70	77,350
North Division High School	9-12	50	50	55,250
Riverside High School	9-12	60	60	66,300
Robinson Middle School	6-8	30	30	33,150
Walker Middle School	6-8	40	40	44,200
Washington High School	9-12	70	70	77,350
TOTALS		**535**	**535**	**$591,175**

5. With Board approval, the funds will be transferred from the Division of Diversified Community Schools' Non-MPS Agency account ARC-0-0-AGN-1S-ECTV to the MPS school sites listed above (various school accounts). Funds sufficient to support approved programs for the 2004-2005 school year were appropriated in the FY05 MPS Budget.

Implementation and Assessment Plan

6. Programs will begin in September 2004, subject to the completion of a signed Memorandum of Understanding with the Milwaukee Teachers' Education Association.

7. The requirements of the reauthorization of "No Child Left Behind"/NCLB 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 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 approve school-within-a-school programs to serve disruptive students for the 2004-2005 school year with the following previous service providers and authorize the transfer of funds to MPS school site accounts for individual school use.

Schools	Grades	Seats '04	Seats '05	Cost
Bradley Tech High School	9-12	60	60	$66,300
Grand Avenue School	6-8	40	40	44,200
Hamilton High School	9-12	70	70	77,350
Juneau High School	9-12	45	45	49,725
Madison High School	9-12	70	70	77,350
North Division High School	9-12	50	50	55,250
Riverside High School	9-12	60	60	66,300
Robinson Middle School	6-8	30	30	33,150
Walker Middle School	6-8	40	40	44,200
Washington High School	9-12	70	70	77,350
TOTALS		**535**	**535**	**$591,175**

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

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(Item 13) Action on Recommendations for FY05 Renewal of Revised Contracts for Early Childhood through Eighth-Grade Educational Programs

Administration's Analysis

1. Since 1988, the Milwaukee Public Schools (MPS) has had the authority under Sec.119.72, Wisconsin State Statutes, to contract with private, non-profit, non-sectarian daycare centers located in the City of Milwaukee in order to provide continuity in early childhood education to four- and five-year-olds who are residents of the City.

2. In June 26, 2003, based on the authority established under Sec. 119.72 of the Wisconsin Statutes, the MPS Board approved early childhood education contracts with four (4) daycare centers located in the City of Milwaukee. On this same date, based on the authority established under Sec. 118.001 of the Wisconsin Statutes, the Board also approved contracts For kindergarten and elementary school programs with a number of private, non-profit, non-sectarian community-based agencies and schools.

3. In July 2003, Sec. 119.72 of the Wisconsin Statutes was repealed. In order to continue the district's commitment to foster educational partnerships with private, non-profit, non-sectarian daycare centers, the Administration and the Office of the City Attorney needed to develop new contracts.

4. In August, 2003, the Office of the City Attorney requested that this Administration amend the early childhood education contract.

5. New contracts were developed based on Section 119.235 of the Wisconsin Statutes, which provides the Board with the authority to enter into contracts with nonsectarian private schools or agencies located in the City of Milwaukee. In the educational programs covered under this contract, one teacher is a certificated staff person hired by the Milwaukee Public Schools. As such, the teacher functions in the same way as other MPS teachers. Most notably, he/she follows a similar daily, as well as school-year, schedule. The teacher provides classroom instruction and works cooperatively with other program personnel within the guidelines of the approved curricula.

6. The contracted agencies reimburse the district for costs covering the MPS teacher assigned to the contracted site. Payment is made to MPS through installments deducted from monthly contract payments.

7 The contract provides for renewal, subject to an annual performance evaluation, the availability of funds, and the needs of MPS. The district continues to have a need for programs serving children in the early grades.

8. Funds totaling $4,308,635 were allocated in the FY05 budget for contracted kindergarten programs. The contract amount reflects the costs for MPS staff. All students being served under these contract agreements are includable in the MPS Third-Friday enrollment count.

9. Your Committee recommends that the Board authorize a one-year contracts withj the following agencies for early childhood through eighth-grade educational programs for the FTEs and amounts listed below:

Site	FY05 FTE	Grade Levels	Amount
Agape	170	Grades 1-8	$1,010,310
Garden Homes Montessori	45.5	K3 – Grade 6	$320,247
Guadalupe Head Start	20	K4	$118,860
La Causa	60	K4 & K5	$356,580
Next Door Foundation	70	K4 & K5	$416,010
Seeds of Health (Windlake, Hill Top and Park Side)	230	K4-Grade 5	$1,366,890
V.E. Carter	65	K4 & K5	$386,295
MPS Head Start	15	K4	$101,500
TOTAL	**655**		**$4,076,692**

Strategic Plan Compatibility Statement

10. 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, Board Policy or Rules Statement

11. MPS policy requires that all contracts with schools or community-based agencies be approved by the Board.

12. 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.

13. 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

14. This item authorizes expenditures for $4,076,692. Contracts for all programs are funded at the projected per-pupil amount for the Milwaukee Private School Choice Program. Garden Homes Montessori's funding includes a 0.30 FTE for K3 classroom teacher. MPS Head Start funding covers 1.0 FTE teacher and a 0.88 FTE educational assistant position. Costs of the contracts are included in the FY05 budget, accounts KG5-0-0-CKG-XX-ESTC; DWC-0-0-CKG-XX-EEBN; EEC-0-0-CKG-XX-ECTV.

15. If a contracted agency's number of seats are not filled by the contractor by the official MPS Third Friday (September 17, 2004), the contract shall be amended to reflect the number of seats actually filled by the contractor and any and all payments otherwise due to the contractor.

16. At no time shall the agency (sub-grantees) receive payments for seats that are not filled by eligible Milwaukee resident students.

Implementation and Assessment Plan

17. The contracts will be monitored through the Division of Early Childhood Program, Office of Pupil Services.

18. Any impact on the contract amounts due to changes in the State budget will be communicated to the Board when information is available.

Committee's Recommendation

Your Committee recommends that the Board authorize one-year contracts with the following agencies for the FTEs and amounts listed below:

Site	FY05 FTE	Grade Levels	Amount
Agape	170	Grades 1-8	$1,010,310
Garden Homes Montessori	45.5	K3 – Grade 6	$320,247
Guadalupe Head Start	20	K4	$118,860
La Causa	60	K4 & K5	$356,580
Next Door Foundation	70	K4 & K5	$416,010
Seeds of Health (Windlake, Hill Top and Park Side)	230	K4-Grade 5	$1,366,890
V.E. Carter	65	K4 & K5	$386,295
MPS Head Start	15	K4	$101,500
TOTAL	**655**		**$4,076,692**

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

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(Item 14) Action on a Request for Authorization for the Continuation of a Sole-Source Contract for the Purchase of Longitudinal Assessment Materials and Professional Development Services

Background

1. On October 31, 2000, the Milwaukee 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 — requires the purchase of standardized assessments that align with the Wisconsin Knowledge and Concepts Exam (WKCE) at grades 4, 8, and 10. 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.

2. Using the TerraNova and the WKCE, the district's assessment program provides an achievement scale score in the following subjects and grades:

- Reading.....Grades 4-10
- English/Language Arts.....Grades 4-10
- Mathematics.....Grades 3-10

3. Policy 7.38 allows for schools to voluntarily participate in the reading/English/language arts portion of the Grade 3 TerraNova. For the 2004-05 school year. 82 schools have indicated a desire to administer this sub-test in addition to the mathematics sub-test required by policy.

Administration's Analysis

4. In order for the district to continue providing longitudinal assessments of student growth, the Administration 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 grades 3, 5, 6, 7, and 9 in the subject areas of reading, English/language arts, and mathematics for the following reasons:

a. The assessments align with the State standards.

b. The custom system requires an accounting for all students enrolled at the time of testing and provides a vehicle for reporting results on alternate assessments for students with disabilities and for 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.

c. Common scale scores with the WKCE will provide the most reliable information possible for measuring growth in student achievement over time.

d. CTB provides a full range of services, including pre- and post-test staff development seminars focusing on comprehensive literacy and linking student results with instructional practices.

5. Offering the option of administering the reading sub-test to students in third grade will provide participating schools the opportunity to analyze student data and improve their instructional programs prior to the administration of the fourth-grade WKCE.

Strategic Plan Compatibility Statement

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

Statute, Board Policy or Rules Statement

7. The Administration's recommendation is consistent with Administrative Policy 7.37, MPS Promotion and Graduation Requirements; Policy 7.38, 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

8. The longitudinal assessments are included in the FY05 budget for the Division of Assessment and Accountability (Measurement Materials, budget code SYS-0-0-ASM-RH-ETTX). Approval of this item would authorize expenditures of $796,673 in FY05.

Implementation and Assessment Plan

9. Timeline

Pre-test Seminar for school teams .....September, 2004

Assessment window .....November 1-22, 2004

Post-test and Professional Development sessions..... Spring 2005

Committee's Recommendation

Your Committee recommends that the Board approve entering into a sole-source contract for the longitudinal assessments with CTB/McGraw-Hill for an amount not to exceed $796,673.00, subject to the following terms and services:

1. The term of the contract will run from July 1, 2004 through June 30, 2005;

2. Test materials will be provided for all MPS students in grades 3, 5, 6, 7, and 9, 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, reports, and tracking information;

4. Included will be a change in the test form, accountability of all students, customized directions for grade 3, two test booklets for grade 3 (math and reading), modified distribution ratios for test directions, and Braille and large-print books;

5. Pre- and post-test inservices will be given to all schools, including three days of staff development;

6. MPS will be compensated for any breach of contract for failure to meet reporting timelines.

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

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(Item 15) Action on a Request for the Continuation of the Agreement between the Milwaukee Board of School Directors and the Milwaukee Teacher Education Center (MTEC)

Background

1. Over the last few years, MPS has established, in partnership with other organizations, a number of alternate-route teacher-certification programs. The purpose of the programs is to change the way teachers in which are prepared, to recruit and retain hundreds of new teachers, and to assist those already teaching to master new competencies and/or 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. The program was designed in partnership with MTEC, the University of Wisconsin-Milwaukee, the Milwaukee Teachers' Education Association, the Administrators and Supervisors Council, 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 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 purpose of the MTEC program is 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 540 of its teachers in 135 MPS schools, teaching over 15,000 children daily. Strengths and success of the program include:

a. MTEC teacher retention over the last seven years is greater than 87%.

b. MTEC graduates are licensed by the Wisconsin Department of Public Instruction (DPI), and their certifications include elementary, middle-, and high-school bilingual and special education. The DPI has granted MTEC with certification authority 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. The MTEC bilingual program has greatly reduced the number of permit bilingual teachers in the district, and 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 teachers come from a variety of backgrounds such as business, law enforcement, finance, health care, social services, transportation, community-based organizations, military, law, and education and, therefore, bring a wealth of "work-world" experiences to the students they teach.

e. MTEC teachers are in demand. Of the 64 principals who responded to an MTEC survey in February, 100% said they would recommend MTEC to other principals. Responding principals had a total of 100 MTEC graduates in their buildings.

5. At the beginning of each school year, the MPS Department of Human Resources defines and informs MTEC of its staffing needs. The 2004-2005 class will initially consist of 104 interns in the regular education program (1-8), bilingual program, and the special education program. In addition, the class will also include 36 MPS-contracted teachers seeking certification in trade and tech, special education, math, science, business, or bilingual education.

6. The agreement between MPS and MTEC will expire on June 30, 2004. The Administration is recommending renewing the agreement for a one-year period for the 2004-2005 school year. Copies of the agreement have been provided under separate cover.

Strategic Plan Compatibility Statement

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

Statute, Board Policy or Rules Statement

8. The recommendation complies with MPS rules and policies.

Fiscal Impact Statement

9. This item authorizes expenditures included in the FY05 adopted budget in the School Operations Fund and in grants.

a. The School Operations Fund will fund:

- the benefits of seven mentors and 50% of the executive director's benefits, estimated at $301,290 (dollar amount to reflect 100% benefits for seven mentors and 50% benefits of executive director) in account DWC-0-0-MTE-DW-EEBN, under the management of The Department of Human Resources

- the salaries and benefits of the interns, which costs are funded as teacher positions in various school budgets and programs

b. The IDEA flow-through grant will fund:

- 50% of the executive director's MPS base salary and benefits at $91,226 (dollar amount to reflect $56,662 salary plus 50% of the benefit costs) in accounts OGA-0-0-IF5-XX-ESADO135 and DWC-0-0-IF5-DW-EEBN
- tuition stipends for qualified special education interns who complete the second year of the internship, at $152,000 ($4,000 per student 2004/2005), in account SDV—0-0-IF5-XX-ECTS, under the management of Pupil Services
- funding to reduce the teacher/mentor ratio for special education interns to 10:1, at $80,000 (dollars shall be pro-rated if maximum enrollment is not reached), in account SDV-0-0-IF5-XX-ECTS, under the management of Pupil Services

c. MTEC will fund:

- 50% of the executive director's MPS base salary, at $56,662, in account OGA-0-0-VR5-XX-ESAD0135, under the management of Department of Human Resources
- salaries of seven mentor positions, estimated at $437,255 in account SDV-0-0-VR5-XX-ESTC9210

Implementation and Assessment Plan

10. Upon approval by the Board, the agreement with MTEC will be executed and implemented.

Committee's Recommendations

Your Committee recommends that the Board approve the agreement, including the addendum, between the Milwaukee Board of School Directors and MTEC for the 2004-2005 school year.

Director Balistreri moved to approve the Committee's recommendations.

The motion prevailed, the vote being as follows:

Ayes—Directors Balistreri, Dannecker, Hardin, Johnson, Morales, O'Neil, Spence and President Blewett—8.

Noes—None.

Abstaining from voting—Director Horton—1.

* * * * *

(Item 16) Action on a Resolution Adopting and Ratifying the Plan Document for the Supplemental Early Retirement Plan for Teachers. Including Plan Amendments

Administration's Analysis

1. The Internal Revenue Service (IRS) has issued a favorable determination letter dated June 2, 2004, for the MBSD Supplemental Early Retirement Plan for Teachers (Teacher Plan), which brings to a close a filing process that began over 18 months ago. A copy of the Teacher Plan, including an amendment required by the IRS which addresses the definition of compensation for the purposes of Internal Revenue Code 415, has been provided to the Board under separate cover.

2. A favorable determination letter issued by the IRS indicates that, in the opinion of the IRS, the terms of the Teacher Plan conform to the requirements of section 401(a) of the Internal Revenue Code and, if operated according to those requirements, are thus entitled to favorable tax treatment.

3. In addition, the district entered into a Memorandum of Understanding with the Milwaukee Teachers' Education Association (MTEA) dated May 28, 2004, (copy attached) that stops new, non-MTEA teaching years of creditable service from being earned under the Teacher Plan by certificated district employees as defined effective on and after July 1, 2004.

Strategic Plan Compatibility Statement

4. The recommendation is consistent with the practice of fiscal responsibility.

Statute, Board Policy or Rules Statement

5. The recommendation is consistent with ensuring that the Teacher Plan is in compliance with the MBSD/MTEA(Teacher) contract and that it is a qualified plan under applicable Internal Revenue Code.

Fiscal Impact Statement

6. There is no fiscal impact to report that pertains to the recommendation.

Implementation and Assessment Plan

7. The Teacher Plan document needs to be amended to include the provisions noted in the May 28, 2004, Memorandum of Understanding between the Board and the MTEA (copy provided under separate cover).

Committee's Recommendations

Your Committee recommends that the Board adopt the following resolution:

Resolution Ratifying and Approving the Milwaukee Board of School Directors' Supplemental Early Retirement Plan for Teachers and Authorizing an Amendment to the Plan

WHEREAS, The MBSD Supplemental Early Retirement Plan for Teachers has received a favorable determination letter from the IRS that has resulted in the need to include an amendment to the Teacher Plan; and

WHEREAS, In a Memorandum of Understanding dated May 28, 2004, the MTEA and the District entered into an agreement to amend the Teacher Plan to stop granting covered years of creditable service on and after July 1, 2004, for non-MTEA service for certain certificated district employees; now, therefore, be it

RESOLVED, By the Milwaukee Board of School Directors that the Teacher Plan, as restated and attached hereto, which includes an amendment to comply with Internal Revenue Service (IRS) requirements, is hereby ratified and approved; and be it

FURTHER RESOLVED, That the Superintendent and/or other appropriate employees of the district are hereby authorized and directed to amend the Teacher Plan document to implement the attached May 28, 2004, Memorandum of Understanding.

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

* * * * *

(Item 17) Action on a Resolution Authorizing the Implementation of Negotiated Changes to the Early Retirement Supplement and Benefit Improvement Plan and the Submission of a Restated Plan Document to the Internal Revenue Service

Administration's Analysis

1. On June 24, 2003, the Milwaukee Board of School Directors and the Administrators' and Supervisors' Council (ASC) entered into a Negotiating Note (copy provided under separate cover) that included changes to the MBSD Early Retirement Supplement and Benefit Improvement Plan (Administrator Plan). This Negotiating Note was included in the settlement of the 2001/2003 MBSD/ASC Contract that was approved by the Milwaukee Board of School Directors on June 27, 2003.

2 The following is a summary of the changes to the Administrator Plan as provided in the Negotiating Note:

a. Covered employees, as defined in the Negotiating Note, will have the ability to choose the Milwaukee Board of School Directors' Supplemental Early Retirement Plan for Teachers (Teacher Plan) Benefit, plus the amount of the their separate employee contribution accounts under the Administrator Plan, *or* the Administrator Plan annuitized benefit. Such benefit will be payable from the Administrator Plan.

b. The Administrator Plan is closed to those individuals who become covered employees after June 30, 2003, whether through hire, re-hire, or transfer.

c. Effective July 1, 2003, the Administrator Plan will be paid 100% by the Board, and vesting requirements were changed to three years of service as a covered employee under the Administrator Plan, instead of three years of employee contributions.

d. Effective July 1, 2003, benefits will be suspended for retirees receiving an annuity who are rehired and elect to participate as active employees under the Wisconsin Retirement System.

3. The Negotiating Note includes a requirement that a covered employee who meets the defined eligibility criteria is required to sign a waiver and consent confirming that the employee agrees to benefit changes under the Administrator Plan and waives his or her benefits under the Teacher Plan. In order to implement the changes, the district must have at least 95% of the waivers and consents signed.

4. The district has received more than the required 95% (504 out of a total of 524) of signed waivers and is now seeking adoption of a resolution adopting and approving the restated Administrator Plan Document (a copy of which has bee provided under separate cover). The restated document includes amendments in accordance with the aforementioned Negotiating Note and amendments arising from a recent review by the Internal Revenue Service (IRS) for the purpose of issuing an updated determination letter for the Plan.

Strategic Plan Compatibility Statement

5. The recommendation is consistent with the practice of fiscal responsibility.

Statute, Board Policy or Rules Statement

6. The recommendation is consistent with ensuring that the Administrator Plan Document is codified so that it is in compliance with the negotiated settlement of the 2001/2003 contract between the Milwaukee Board of School Directors and the ASC and is a qualified plan under applicable Internal Revenue Code.

Fiscal Impact Statement

7. Administrator Plan benefits will be paid in accordance with the Plan document, which is funded from Plan assets held in trust.

Implementation and Assessment Plan

8. The Benefits and Insurance Services Division has worked closely with the City Attorney's office and the ASC in seeking the necessary signed waivers and consents and in crafting the necessary amendments to the Administrator Plan document.

Committee's Recommendation

Your Committee recommends that the Board adopt the following resolution:

Resolution Authorizing the Provisions to Implement a Negotiating Note Dated June 24, 2003, between the Milwaukee Board of School Directors and the Administrators' and Supervisors' Council, and Authorizing the Submission to the Internal Revenue Service of the Restated MBSD Early Retirement Supplement and Benefit Improvement Plan Which Incorporates Such Provisions

WHEREAS, In a Negotiating Note dated June 24, 2003, this Board approved changes to the terms of the Milwaukee Board of School Directors Early Retirement Supplement and Benefit Improvement Plan (Administrator Plan); and

WHEREAS, The Negotiating Note provided that implementation of certain changes required that at least 95% of the individual Covered Employees participating in the Administrator Plan must deliver individual agreements to the changes and waivers of individual benefits under the Milwaukee Board of School Directors Supplemental Early Retirement Plan for Teachers (Teacher Plan); and

WHEREAS, The requisite number of signed consents and waivers has been received; now, therefore, be it

RESOLVED, By the Milwaukee Board of School Directors, that the restated Administrator Plan, as attached hereto, which includes provisions to implement the Negotiating Note and other provisions to comply with Internal Revenue Service (IRS) requirements, is hereby ratified and approved; and be it

FURTHER RESOLVED, That the Superintendent and/or other appropriate employees of the district are hereby authorized and directed to submit the restated Administrator Plan to the IRS and are also authorized and directed to make any further modifications to such restated Administrator Plan as may be required by the IRS in order to obtain a favorable determination letter regarding the Administrator Plan, or as may otherwise be required to implement the Negotiating Note.

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

* * * * *

(Item 18) Action on a Recommendation to Approve Changes to the Milwaukee Board of School Directors' Investment Policy and Investment Manager Structure for the District's Two Supplemental Early Retirement Pension Plans

Administration's Analysis

1. The current investment policy for the assets of the district's two supplemental pension plans (Teacher Plan and Administrator Plan) stipulates that funds are to be invested in the State of Wisconsin Investment Board (SWIB) and Marshall and Ilsley (M&I) funds as follows:

Fund Manager	Asset Class	Investment Policy Target
SWIB Fixed	Balanced	100% of the remaining plan assets after setting aside amounts listed below:
M&I Investment Mgmt Corp.	Fixed Income	The sum of the following: — 1984 and 1989 bond dedications — one year's benefit payments (net of payments from employee contributions in the case of the Administrator Plan) — employee contributions plus investment income (in the case of the Administrator Plan)
SWIB Variable	Equities	An amount equal to 150% of the amount in Fixed Income.

This results in approximately 60% of assets to be invested outside of the SWIB Fixed Fund being allocated to equities and 40% to Fixed Income.

2. As of March 2004 supplemental pension plan assets on balance were as follows:

	Teacher Plan	Administrator Plan
SWIB Fixed	$ 32,533,587.37	$ 11,198,980.34
SWIB Variable	$ 19,912,467.10	$ 18,311,048.45
M&I	$ 3,148,030.49	$ 10,336,943.44
TOTAL	$ 55,594,084.96	$ 39,846,972.23

3. During the course of the fiscal year, these funds become out of balance with the aforementioned investment policy, primarily due to benefit payments to eligible participants and fluctuation in asset values.

4. The Administration retained the firm of Brackey Consulting, Inc., to assist in monitoring compliance with the investment policy and to recommend solutions to keep the funds reasonably in balance with the Board's investment policy. This resulted in the recommendation to change the Board's investment policy to reflect the following changes as noted in attachments and summarized below:

a. Eliminate reference to 1984 bond dedication, which was unwound (eliminated) during fiscal year 2003

b. Revise the amount set aside for benefit payments from one year to 6 months of benefit payments and administrative expenses

c. Include a provision that the total portfolio for each Plan be rebalanced toward the investment policy targets quarterly based on balances as of the end of the prior quarter

d. Include the most recent SWIB Investment Policy Objectives and Guidelines and benchmark indices.

Strategic Plan Compatibility Statement

5. The recommendation is compatible with the MPS Strategic Plan adopted by the Board in March 2000. Specifically, it supports the initiative directed at financial management to develop policies and procedures to improve the district's financial management systems to preserve the district's financial stability.

Statute, Board Policy or Rules Statement

6. The recommendation does not violate statute, board policy, or rule.

Fiscal Impact Statement

7. The recommendation will enable pension plan funds to be administered in accordance with the attached investment policy.

Implementation and Assessment Plan

8. The investment policy needs to be changed to facilitate the Administration's performance of quarterly rebalancing.

Committee's Recommendations

Your Committee recommends that the Board approve the following changes to the Milwaukee Board of School Directors' Investment Policy and Investment Manager Structure, effective June 24, 2004, as noted in attachments:

1. Eliminate reference to 1984 bond dedication, which was unwound (eliminated) during fiscal year 2003
2. Revise the amount set aside for benefit payments from one year to 6 months of benefit payments and administrative expenses
3. Include a provision that the total portfolio for each Plan be rebalanced toward the investment policy targets quarterly based on balances as of the end of the prior quarter
4. Include the most recent SWIB Investment Policy Objectives and Guidelines and benchmark indices.

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

* * * * *

(Item 19) Action on a Request to Revise Administrative Procedure 6.23(3), Filling Principal Vacancies

Administration's Analysis

1. The Board revised and adopted Administrative Procedure 6.23(3) on March 30, 1999.

2. The ever-increasing demands of the school principalship require that a more detailed and thorough selection process be implemented in order to ensure that MPS is placing the most qualified individuals in principal positions.

3. 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 Director of Human Resources to create a new principal selection process. This item satisfies this request.

Fiscal Impact Statement

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

Administration's Recommendation

The Administration recommended that Administrative Procedure 6.23(3) be amended as detailed below.

6.23(3): Filling Principal Vacancies

1.~~(D) Declaration of a Vacancy~~ Authority of the Superintendent

a. When a 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~~. filled by appointment or through the interview process. Whenever possible, the Superintendent will seek to have principal positions filled through the interview process. The Superintendent will have the authority to ~~promote or reassign a current administrator~~ assign or nominate for appointment, an individual to fill a principal vacancy, in lieu of advertising ~~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.~~

b. ~~2.~~ ~~When a principal vacancy occurs, a job announcement for the specific vacancy will be prepared and sent to all candidates in the pool who applied for that specific school level. Candidates in the pool shall have ten (10) school days to notify the Department of Human Resources of their interest and desire to be considered for the specified vacancy~~. 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 2 through 7 will be followed.

2. ~~(A) Establishment of Candidate Pool~~ Advertising Principal Vacancies

a. The Department of Human Resources will advertise all principal vacancies that will be filled through the interview process. A focus on diversity among qualified candidates will be a continuous goal in all advertising. Advertisements for principal vacancies will be placed on the MPS website, on the DPI website, national websites, and 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.

~~1. Twice a year, a candidate pool will be established to fill all anticipated principal vacancies. The Department of Human Resources will advertise for principals both locally and nationally from September 15 through October 15 and from January 15 through February 15 of each year to ensure a diverse pool of qualified applicants. In addition to newspaper advertisements, the information will be placed on the MPS web site, and copies of the posting will be sent to school districts and organizations around the country.~~

b. ~~2.~~ After the published deadline, no additional applications will be accepted; ~~until the next posting/advertising period.~~ however, ~~T~~the Department of Human Resources will have the discretion to extend the posting period or reopen the application process if it determines that such action is necessary to ensure an adequate, representative number of qualified applicants, ~~particularly with respect to race and gender,~~ consistent with the Board's policy on equal employment opportunity and affirmative action. ~~The candidate pool thus established will be subsequently used to fill all vacancies occurring during the year.~~

~~3. Interested and qualified applicants who are admitted to the pool will remain in the pool for a period of two years, after which time they must reapply. During this two-year period, candidates will have the opportunity to update their application materials.~~

3. ~~(B) Filing~~ Submission of Applications

Any individual ~~All persons~~ interested in being considered for an advertised principal~~ship~~ vacancy must complete and submit an official application form ~~furnished by the district~~, along with ~~a current resume~~. 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 ~~posted application~~ advertised deadline will not be ~~accepted~~. considered. At the conclusion of the selection process, applications for unsuccessful candidates will be archived. A separate application must be submitted for each vacancy.

4. ~~(c)~~ Screening of Applications

~~1.~~ a. ~~After the posting deadline, an initial screening of all applications will be conducted by t~~The Division of Certificated Staffing in the Department of Human Resources will conduct an initial screening to determine if the applicants meet the ~~to verify that the applicants meet the minimum qualifications. Entrance into the principal candidate pool will be based on the~~ following minimum qualifications: In order to be considered, applicants must provide evidence of their qualifications.

a. An earned master's degree;

b. ~~Eligibility for~~ Possess 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 three (3) years of ~~S~~ 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;

~~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~~ b. Following a review of the applicants' credentials, applicants who meet the minimum qualifications will be interviewed using the Principal Perceiver (c. Gallup) or Principal Insight. A writing sample assessment will be administered to all individuals who ~~successfully~~ complete the Principal Perceiver or Principal Insight interview. ~~The writing sample will be scored using a district rubric.~~ The results of the Principal Perceiver or the Principal Insight and the writing sample will become an attachment to the application.

~~4~~ c. The Department of Human Resources will also verify the professional training and official transcripts from issuing institutions and conduct reference checks 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.~~ eligible candidates for principal vacancies.

d. Upon conclusion of the screening process, the Department of Human Resources will forward eligible candidates to the Superintendent's Review Committee.

5. Superintendent's Review Committee

a. The Superintendent's Review Committee will review the applications for 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

b. The Review Committee will determine through consensus which of the eligible applicants for a particular principal vacancy should be forwarded for consideration for interview by the School Interview Panel. When determining which applicants will go on to the next stage, the Review Committee will consider a variety of data including, but not limited to, the individual's personnel file, documented disciplinary behaviors, content of letters of recommendation, documented public complaints, performance evaluation concerns, and the Principal Perceiver or Principal Insight interview results. 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.

6. ~~(c)~~ School Interview ~~Process~~ Panel

~~1~~ a. When a principal vacancy that is to be filled through the interview process exists at a school, ~~a school committee will serve as the interview panel and will be assigned to review applications of all interested candidates and determine which of these candidates will be interviewed.~~ a School Interview Panel will be created for the purpose of interviewing eligible candidates chosen by the Superintendent's Review Committee. The School's Learning Team (excluding any administrative applicants) will be responsible for developing a process to determine which individuals will serve on the Interview Panel. ~~All interview~~ The panel~~s~~ must be representative ~~balanced~~ with regard to race and gender.

b. The School Interview Panel must consist of the following members:

- One regular education teacher
- One certificated special education employee (special ed teacher, psychologist, DT, OT/PT, social worker, etc.)
- One classified staff member (secretary, engineer, educational assistant, etc.)
- One or two parents form the school (not employed by the school)
- One School Governance Council member (not an MPS employee)

c. 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.

d. The School Interview Panel will 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.

~~2. The school committee shall comprise two regular classroom teachers nominated by the building committee, one support staff member (educational assistant, librarian, building engineer, secretary, etc.), selected by the school support staff, two parents selected by the parent organization, and a retired principal selected by the Department of Human Resources. The Superintendent or his/her designee may also serve on the interview panel. The committee as constituted above shall then select a community representative. A representative of the Department of Human Resources shall work with the interview panel to facilitate and oversee the interview process.~~

~~3. School governance council members may serve on the interview panel.~~

~~4. Each interview panel shall receive training in proper interview techniques. Such training shall be conducted by a representative of the Department of Human Resources.~~

~~5. The Department of Human Resources shall ensure that the interview process is conducted in a fair and valid manner, consistent with generally accepted personnel practices.~~

~~6. Each candidate will be required to provide a professional portfolio at the interview. Portfolios will be returned to the candidates.~~

7. ~~(f)~~ Final Selection ~~Decision~~ Process

~~1. After the interviews have been conducted, the interview panel will recommend the names of at least three finalists to the Superintendent for consideration.~~

~~2. Participation in the National Association of Secondary School Principals (NASSP) Principal Assessment Center will be a requirement prior to appointment as a principal. The Assessment Center report will be used by the Superintendent as a source document in determining recommendations to the Board of School Directors relative to administrative appointments.~~

~~3. The Superintendent and/or his/her designee(s) will have the option of interviewing the finalists and/or reviewing their qualifications with key central services administrators, as deemed appropriate. The Superintendent may select one candidate from the list of finalists and recommend this candidate to the appropriate committee for appointment or promotion, reject the finalists chosen by the interview panel and request the panel to submit a new list of finalists, or choose another candidate from the pool.~~

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

(1) Select one candidate from the list of finalists and recommend this candidate to the appropriate Board Committee for appointment; or

(2) 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

(3) Reject the finalist recommended by his designees and direct the Director of Human Resources to being a new search. The Superintendent may also choose to fill the position by nomination for appointment in lieu of a new search.

b. Newly appointed principals will have one (1) year in which to complete the assessment center process. Results from the assessment center will be used to help develop their professional development plan as part of their overall support/evaluation process.

Committee's Recommendation

Your Committee recommends that:

1. current Administrative Procedure 6.23(3)(b) be revised as follows:

(b) ~~Filing~~ Submission of Applications

~~All persons~~ Any individual interested in being considered for an advertised principal~~ship~~ vacancy must complete and submit an official application form ~~furnished by the district~~, along with a ~~current resume~~ any other information as determined by the Administration that will establish the individual's eligibility as a principal candidate for the specifically advertised vacancy. Applications submitted after the posted application deadline will not be ~~accepted~~ considered. At the conclusion of the selection process, applications for unsuccessful candidates will be added to the candidate pool.

2. current Administrative Procedure 6.23(3)(e) be revised to read:

(e) School Interview Process

1. When a principal vacancy exists, a school committee will serve as the interview panel and will be assigned to review applications of all interested candidates and determine which of these candidates will be interviewed. All interview panels must be balanced with regard to race and gender.

2. The school committee shall comprise two regular classroom teachers nominated by the ~~building committee~~ learning team, one support staff member (educational assistant, librarian, building engineer, secretary, etc.), selected by the school support staff, two parents selected by the parent organization, and a retired principal selected by the Department of Human Resources. The Superintendent or his/her designee may also serve on the interview panel. The committee as constituted above shall then select a community representative. A representative of the Department of Human Resources shall work with the interview panel to facilitate and oversee the interview process.

3. the Board Direct the Administration to work with all interested parties to develop further agreed-upon revisions to Administrative Procedure 6.23(3), to be brought back to the Committee on Finance/Personnel for consideration no later than its September 2004 meeting.

Director Johnson moved to send the item back to the administration for revision, with resubmission to the Finance/Personnel Committee by September, 2004.

The motion prevailed, the vote being as follows:

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

Noes—None.

* * * * *

(Item 20) Action on a Request for an Extension of a Sole-Source Contract with Quarles & Brady, LLP, for Services Connected with the Neighborhood Schools Project

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. The Administration is requesting that the Board approve an extension of the professional service contract with the law firm of Quarles & Brady, LLP, from July 1, 2004, through June 30, 2005, at a maximum compensation of $495,000. The scope of work has been provided as an attachment to the minutes of your Committee's meeting.

3. Since September 2001, Quarles & Brady has negotiated agreements with the Police Athletic League, Housing Authority of the City of Milwaukee, Holy Redeemer, and the Boys & Girls Club-Seher Site, as well as the replacement-housing component for the 37th Street School site, predevelopment contracts with Lisbon Avenue Neighborhood Development, Latino Community Center, Community Village, and Community Baptist Church; and a service contract with the Joint Agencies for Milwaukee Neighborhoods (JAMN).

4. In addition, Quarles & Brady has provided expertise in a wide range of issues related to the Neighborhood School Plan, i.e., partnership development, facility leases, public relations, and the preparation of reports required by the State Legislature.

5. During the 2001-2002, 2002-2003, and 2003-2004 school years, representatives from the Office of Neighborhood Schools (ONS) and the Department of Facilities and Maintenance (DFM) have been involved in the negotiating process led by Quarles & Brady. Through the negotiation process, the ONS and DFM staff has gained additional knowledge and expertise regarding lease negotiations and contract development.

6. It is projected that a maximum of three (3) partnership contracts will require negotiations and completions during FY05. During the months of July through September 2004, the Administration, in collaboration with the City Attorney's Office, will review the projected scope of work and make adjustments to the professional service contract as needed by October 2004. The law firm of Quarles & Brady is in agreement with this review for services.

7. While the review process will take place between July and September 2004, if MPS concludes that more work can be done in-house, the contract can be terminated at any time, pursuant to Article IX.

8. Although not a Historically Underutilized Business (HUB) vendor, Quarles & Brady is committed to principals of HUB as identified in the firm's diversity goals. During FY04, the firm did subcontract NSI legal work to a certified HUB firm and is expected to continue to subcontract to a certified HUB vendor in FY05.

Strategic Plan Compatibility Statement

9. The implementation of the Neighborhood Schools Plan is one of the strategic initiatives of the district.

Statute, Board Policy or Rules 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.

Fiscal Impact Statement

11. Funding for the recommended professional service contract is in the amount of $495,000 — $445,000 for the Quarles & Brady contract, and $50,000 for the HUB subcontractor. Two hundred ninety-five thousand dollars ($295,000) is available within the budget of the Office of Neighborhood Schools, account code FAR-0-0-NSP-NP-ECNS. Two hundred thousand dollars ($200,000) is available from the Neighborhood Schools account FAR-0-0-NSS-NL-EOTH.

Implementation and Assessment Plan

12. 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 that the Board approve an extension of the Quarles & Brady, LLP, sole-source contract from July 1, 2004, through June 30, 2005.

Director Balistreri moved to approve the Committee's recommendations.

The motion prevailed, the vote being as follows:

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

Noes—None.

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(Item 21) Action on a Request for Approval of Permanent Utility Easements for the City of Milwaukee at the Facilities and Maintenance Services Building

Administration's Analysis

1. The purpose of this item is to approve two easement agreements with the City of Milwaukee for utility work to be conducted in vacated 10th Street between Highland Avenue and Juneau Avenue adjacent to the Facilities and Maintenance Services building.

2. During the past several months, the Administration has been in discussions with the City of Milwaukee Department of Public Works relative to utility work associated with the Marquette Interchange and Pabst City projects. A portion of this work, which will take place in vacated 10th Street between Highland Avenue and Juneau Avenue, will affect the Facilities and Maintenance Services (DFMS) facility located at 1124 North 11th Street.

3. The City is requesting permission to locate on MPS property a 12" and a 16" water main, a 42" combined sewer, and an underground communications conduit. These will be located in vacated 10th Street on the east side of the DFMS building in an area currently used for parking. The utility work is scheduled for July/August in order to minimize disruption of district operations.

4. In order for the construction to occur in July/August, the Board and the City must now enter into easement agreements for the conduit and sewer and water portions of the project. The City has drafted the easement documents, copies of which have been provided to the Board under separate cover.

5. The Division of Facilities and Maintenance Services has reviewed the plan and easement documents and recommends approval. Approval of the easement agreements by the Common Council will occur concurrently with the Board action.

Strategic Plan Compatibility Statement

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

Statute, Board Policy or Rule Statement

7. Board approval is required to authorize the City of Milwaukee to execute the easement and to locate the utilities on district property.

Fiscal impact statement

8. There is no fiscal impact associated with the recommendation. Consideration for the easements will be $1 since the easement is with the City of Milwaukee. The City will be responsible for all maintenance and repair of the proposed utilities. The affected portion of MPS property will also be restored to its existing condition by the City at its cost.

Implementation and Assessment Plan

9. Upon approval, the easement documents will be executed by the City Real Estate Agent and the City Attorney.

Committee's Recommendation

Your Committee recommends that the Board approve the permanent utility easements in vacated 10th Street located adjacent to the Facilities and Maintenance Services facility and that the City Real Estate Agent and the City Attorney be authorized to take all appropriate action to execute the easements.

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

* * * * *

(Item 22) Action on a Request for Approval of a Sale of Property and Granting of Temporary Limited Easements to the State Department of Transportation for Work Associated with the Reconstruction of the Marquette Interchange Adjacent to the Facilities and Maintenance Services Building

Administration's analysis

1. This item will authorize the sale of a portion of the Division of Facilities and Maintenance Services property located at 1124 North 11th Street to the Wisconsin Department of Transportation as part of the reconstruction of the Marquette Interchange and grant a temporary limited easement to permit construction of a new entrance ramp to I-43. This sale and easement will generate $42,200 of revenue for the Construction Fund.

2. For the past several years, staff from the Division of Facilities and Maintenance Services (DFMS) has worked with the State Department of Transportation (WISDOT) and its consultants as they developed the design for the reconstruction of the Marquette Interchange. The DFMS staff provided input as to the potential impacts on the district as a result of the various options which were being considered, as well as conducted preliminary discussions relative to acquisition of property required for the project.

3. In March 2002, WISDOT verbally notified the district that it would be necessary to acquire property at the DFMS building located at 1124 North 11th Street in order to construct a new northbound entrance ramp from Highland Avenue. Construction of the new ramp will result in the elimination of 11th Street as a through street between Highland Avenue and Juneau Avenue and result in 11th Street's becoming a dead-end street immediately adjacent to the DFMS building entrance. Based on this notification, the Administration requested the assistance of the City Attorney's Office to ensure that the rights of the district were preserved.

4. The new entrance ramp will have several impacts upon the DFMS site:

   a. First, a portion of the site will be acquired by WISDOT and become part of the ramp itself. This parcel is 357 square feet in size. (Both this and the parcel discussed below are identified in the map which has been provided under separate cover.)

   b. Second, a temporary limited easement will be required for use by WISDOT during the actual construction of the ramp. This parcel is 2,762 square feet and will eliminate 6 parking spaces for a 30-month period.

   c. Third, although the access to the main entrance for persons with disabilities originally would have been eliminated during construction, WISDOT has now agreed to maintain access during the entire project.

   d. Finally, pedestrian access between Highland and Juneau Avenues will remain after construction is complete.

5. The City Attorney, with input from the Department of Public Works and DFMS staff, has created the appropriate documents for the conveyance of the land and the temporary limited easement. These documents have also been provided to the Board under separate cover.

Strategic plan compatibility statement

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

Statute, board policy or rule statement

7. Wisconsin Statute 119.60(1) requires Board authorization to dispose of surplus property and to authorize the City Real Estate Agent and the City Attorney to execute the appropriate documents. Board approval is also required to execute the temporary limited easement. The Statute requires all proceeds from the sale to be placed in the Construction Fund.

8. The Board may wish to retire to executive session, as permitted by Wisconsin Statute 19.85(1)(e), to discuss matters related to the sale of this property.

Fiscal impact statement

9. Approval of the recommendation will result in $42,200 of unanticipated revenue, which will be placed in the Construction Fund. These funds are broken down as follows:

$	7,100	for the purchase of land
	12,500	for the Temporary Limited Easement
	8,200	for site improvements affected by the Temporary Limited Easement
	14,400	for loss of 6 parking spaces during construction
$	42,200	Total

Implementation and assessment plan

10. Upon approval of the sale of the parcel and the granting of the temporary limited easement, the City Attorney will work with the Real Estate Agent and other City officials to execute the documents. Approval by the Common Council will be concurrent with Board action.

Committee's Recommendations

Your Committee recommends that the Board:

1. approve the sale of a 357 square foot portion at the Division Facilities and Maintenance Services facility located at 1124 North 11th Street to the State of Wisconsin Department of Transportation for work associated with reconstruction of Marquette Interchange be approved;
2. grant a temporary limited easement until December 31, 2006, to the State of Wisconsin's Department of Transportation to permit reconstruction of the Marquette interchange;
3. authorize the City Attorney and other appropriate officials to execute the sale and temporary limited easement documents; and
4. direct that funds in the amount of $42,200 be placed in the Construction Fund.

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

* * * * *

REPORTS OF SPECIAL COMMITTEES

The Director, Office of Board Governance/Board Clerk, presented 23 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 26 and June 2, 3, 4, 7, 8, 10, 11, 14, 15, 16, 17, and 18, 2004.

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

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

Noes—None.

* * * * *

UNFINISHED BUSINESS

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

Background

At the June 3, 2004, Board Meeting, the Board adopted the FY05 budget with the provision that, before June 30, the Board revisit the textbook adoptions which it had approved at its meeting on May 27, 2004; therefore, this item is being presented to the Board at this time.

Administration's Analysis

1. In accordance with the textbook adoption rules of the Board of School Directors (Policy 7.26), the textbook evaluation committees were formed as a result of the Board's action of 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, Alaskan 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, 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 National Science Teachers Association, the Wisconsin Department of Public Instruction's guides, and the Wisconsin State Standards in evaluating texts.

6. The textbook evaluation process is being tied to a larger plan for re-assessing 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..... 17 parents
      Business Education grades 9-12 .....5 teachers
      Computer Literacy grades 6-12.....8 teachers
      English grade 9 .....11 teachers
      Family and Consumer Education grades 9-12 .....8 teachers
      Music History grades 9-12.....4 teachers
      Biology grades 9-12.....10 teachers
      Physical Science grades 9-12.....10 teachers
      Social Studies grades 9-12 .....30 teachers
      Trade and Technical grades 9-12 .....7 teachers
      Music grades K-8.....16 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, which, in effect, concludes 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; computer literacy, grades 6-12;, English, grade 9; family and consumer education, grades 9-12;, music history, grades 9-12; biology grades, 9-12; physical science, grades 9-12; social studies, grades 9-12; trade and technical education, grades 9-12; and music, grades K-8.

9. The Family and Consumer Education, the Family and Community, and the Music History Committees request to reopen these areas for evaluation in FY06 due to the limited materials available at this time. Publishers have informed them that more materials will be available for evaluation during the 2004-2005 school year.

10. The music textbooks recommended for adoption are aligned to the state and national standards and the district's initiated Learning Targets. The proposed music textbooks provide an overall multicultural view of general music and its elements of production for kindergarten through grade eight. These resources provide the most up-to-date techniques and methodology that address both the current trends and critical issues in music education. The textbooks illustrate, describe and provide lessons that develop a deeper appreciation of the different styles and genres of music as well as reinforce other curricular area, such as, mathematics, reading, language arts, science, and social studies.

11. Research shows that

> One of the strengths of a comprehensive general music curriculum is that children experience music not just passively through listening, but actively through singing, playing instruments, moving, reading, directed listening, analyzing, and describing. The multi-modal nature of music teaching and learning helps to reach all children regardless of learning style.
>
> (Scott-Kassner, Ph.D., Carol. "Music and Mathematics: Making the Connection," Leadership Letters. Pearson Education, Inc., p. 2.)

A copy of this complete article has been provided under separate cover.

12. The recommended music textbooks support the district K-8 Music Learning Targets. A sample of the grade 2 correlation of the music book to the Milwaukee Public Schools' Music Learning Targets has been provided under separate cover.

13. Due to budget constraints, teachers who specialize in the teaching of music become less available to schools. In schools that do not have music specialists, K-8 classroom teachers are required to teach music to their own classes. A reduction in the K-8 music textbook allocation would result in several teachers in larger schools sharing a single grade-level set of student textbooks and a single teacher edition and resource package. In schools in which there is only one classroom at a grade level, this limited access to the textbook resource does not create a concern.

14. Providing textbooks for each student and the teacher editions and resource materials for each classroom teacher allows teachers flexibility in planning and scheduling their own music classes and encourages the teacher to provide students with the full curriculum to which they are entitled. This supports the Wisconsin State Statutes 121.02 (1) (L) 1: "In the elementary grades, provide regular instruction in reading, language arts, social studies, mathematics, science, health, physical education, art and music"; and Statute 121.02 (1) (L) 2: "In grades 5 to 8, provide regular instruction in reading, language arts, social studies, mathematics, science, health, physical education, art and music. The school board shall also provide pupils with an introduction to career exploration and planning."

15. In FY98, the textbook process was delayed, the purchase of the adopted textbooks being spread out over a three-year period. As a result, all other curricular areas were delayed and continued to use the originally adopted textbooks. This meant that the current textbooks were being used for ten or more years. A copy of the Board Item "Action with Respect to Areas to be Opened for Textbook Study for Texts to be Used Beginning in the 1999-2000 School Year" has been provided under separate cover for your information.

16. If the proposed textbook adoption moves forward, the district's city-wide textbook adoptions will return to their regular seven-year cycle as stated in the Board-adopted Administrative Policy 7.27 (2), Maintenance and Control of Instructional Materials: "The district's city-wide textbook adoptions occur on a seven-year cycle." A copy of the Textbook Evaluation Seven-Year Cycle is provided below:

TENTATIVE TEXTBOOK EVALUATION SEVEN-YEAR CYCLE

2005-2006	2006-2007	2007-2008	2008-2009
BUSINESS ED. Business Law			BUSINESS ED. Keyboarding Word Processing 1 & 2
			DRIVER ED.
ENGLISH English 10	ENGLISH English 11-12		
FAMILY/CONS Independent Living	FAMILY/CONS Parents & Children		
	FOREIGN LANG French 1-5 German 1-5	FOREIGN LANG Japanese Spanish	FOREIGN LANG Latin 1-4
			SCIENCE Chemistry Physics
MATH Advanced Math 3 Transition to College Math			MATH Algebra Geometry
		SOCIAL STUDIES Economics Citizenship	SOCIAL STUDIES Am. Government Sociology U.S. History
TECHNOLOGY ED Wood	TECHNOLOGY ED Media	TECHNOLOGY ED Electricity	TECHNOLOGY ED Auto Body
Reading K-8 Reading — French & German Immersion K-8	*Math K-8*	MS Japanese MS Spanish English K-8 Spelling Elem.	ESL K-8 Social Studies K-7 US History Gr. 8 Trade & Tech 6-8
5.6 Million	5.0 Million	5.0 Million	6.0 Million

2009-2010	2010-2011	2011-2012
	ART	
	BUSINESS ED. Record keeping Intro. to Business Careers Business. Careers	BUSINESS ED. Accounting
		COMPUTER ED Comp. Literacy
ENGLISH Speech		ENGLISH English 9
	FAMILY/CONS Intro to Family & Consumer Ed. Intro to Health Occupations Parenthood Ed. Career Decision Making Employability Skills Family Health Issues	FAMILY/CONS Fashion and Fabrics Family, Food, Society Family and Community
FOREIGN LANG ESL 9-12		
	HEALTH ED. Health Ed. Gr. 9	

2009-2010	2010-2011	2011-2012
		SCIENCE Physical Science Biology
		MUSIC Music History
	SOCIAL STUDIES Justice and You	SOCIAL STUDIES World Cultures World History World Geography *(Move these to 2001-13* *Psychology* *African-American Heritage* *Anthropology*
	TECHNOLOGY ED Architectural Design Carpentry & Building General Drafting	TECHNOLOGY ED Pre-Engineering
Science K-8 Spanish K-5 Spanish- Reading Bilingual. K-8 Reading- Spanish Imm. K-8	Art K-8 Family & Cons. Ed. 6-8 Health K-8	Music K-8
5.0 Million	6.0 Million	6.4 Million

(Including funding for NIS, Expansion, Redesign)

17. At this time, the current music textbooks are ten years old. The textbooks have been off-cycle for the past three years. Delaying the purchase of the music textbooks would increase the amount of funds needed for textbook purchases in FY06.

18. By using the Seven-Year Cycle for Textbook Adoption, the allocation for textbooks can be more evenly distributed. K-12 and classroom teachers are able to make use of resources that are based on the most current methodology and instruction practices to increase student achievement.

19. Professional development is an important element for teaching and learning. Publishers frequently include professional development with a textbook adoption. The publisher provides educational consultants for the life of the adoption at no additional cost to the district. The publisher and the subject-area curriculum specialist cooperatively plan the professional development sessions, which are designed to assist with orientation to the materials, information on the effective use of the program and materials, current updates during the life of the adoption, response to teacher questions and concerns, and follow-up sessions that address specific district needs. These sessions are usually offered in city-wide settings to those schools who are implementing the program.

20. Publishers usually provide additional support to local sites upon request. There would be no negative impact on the publisher's professional development offer by the May 27, 2004, Board meeting proposed reduction of allocated funds. A sample of a publisher-provided comprehensive professional development proposal is provided under separate cover in the "Making Music Service Proposal for Milwaukee Public Schools."

21. An alternative to using hardcopy textbooks has been investigated. One such option for textbooks and resource materials is the electronic book or online textbook. Not all textbooks are available in this format. In comparing the cost of e-books or online textbooks to hardcopy textbooks, in the initial year e-books and online textbooks are cost-effective. When the second year of the electronic textbooks is purchased, however, the two-year e-book cost usually is more than the price of a hard copy used for two years.

22. Another factor for consideration is computer access for all students. The district may consider the purchase of laptops with a maintenance plan and Internet connections or CD-ROMs for all students so that all students would have access to their study materials. Although libraries offer the use of computers, not every student has access to a library near his or her home.

23. Another option to be explored would be to purchase the right to print textbooks locally. A brief look into this has found that the printing of a book in color on a less expensive paper exceeded the current cost of the publisher-produced textbook.

24. The Administration could further explore other options that may be available to the district.

Strategic Plan Compatibility Statement

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

Statute, MPS Policy, or Board Rule Implication Statement

26. The above procedure follows Administrative Policy 7.26 and Administrative Procedure 7.26, Textbook Adoptions.

Fiscal impact statement

27. Approval of this item authorizes expenditures. The estimated cost for adoption of the recommended textbooks is $6.7 million. Funding was included in the Superintendent's proposed FY05 budget, budget code Textbooks — GEN-O-O-INV-DW-ETXB0000. Approximately $25,000 of the $6.7 million will be allocated out of the FY05 textbook budget to cover translation costs.

implementation and assessment plan statement

28. Textbooks and supplementary materials for business education, grades 9-12; computer literacy, grades 6-12;, English, grade 9; family and consumer education, grades 9-12;, music history, grades 9-12; biology grades, 9-12; physical science, grades 9-12; social studies, grades 9-12; trade and technical education, grades 9-12; and music, grades K-8, will be purchased with funds that have been allocated in FY05.

Administration's Recommendation

The Administration recommends that:

1. The Board adopt the textbooks as specified below — including related supplementary materials such as teacher manuals, resource guides, and CD ROMs — as recommended by the Textbook Evaluation Committees. Purchase of the textbooks for business education, grades 9-12; computer literacy, grades 6-12;, English, grade 9; family and consumer education, grades 9-12;, music history, grades 9-12; biology grades, 9-12; physical science, grades 9-12; social studies, grades 9-12; trade and technical education, grades 9-12; and music, grades K-8, will be made using funds in the FY05 budget upon the approval of the FY05 budget; and

2. Where adopted materials do not suit the needs of a school, proposals to adopt alternative materials must be submitted to the Superintendent for approval.

High School

Business Education — Accounting

Glencoe Accounting, First Year Course: Real World Applications and Connections, Fifth Edition, Glencoe/McGraw-Hill, 2004

Glencoe Accounting, Advanced Course: Real World Applications and Connections, Fifth Edition, Glencoe/McGraw-Hill, 2004

Computer Literacy

Prentice Hall Technology Applications, Levels I and II, Pearson Education, Inc., publishing as Pearson Prentice Hall, 2004

English, Grade 9

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

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

Family and Consumer Education — Family, Food, Society

Food for Today, Eighth Edition, Glencoe/McGraw-Hill, 2004

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

Family and Consumer Education — Fashion and Fabric

Clothing: Fashion, Fabrics and Construction, Fourth Edition, Glencoe/McGraw-Hill, 2003

Family and Consumer Education — Family and Community

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

Music History, Grades 9-12

There is no recommendation for high-school Music History at this time.

Science — Biology

Modern Biology, Holt Rinehart and Winston, a division of Harcourt, Inc., 2006

Prentice Hall Biology and *Prentice Hall Biologia*, Pearson Education, Inc., publishing as Pearson Prentice Hall, 2004

Science — Physical Science

Foundations of Physical Science with Earth and Space Science, CPO, 2003

Prentice Hall Physical Science: Concepts in Action, Pearson Education, Inc., publishing as Pearson Prentice Hall, 2003

Holt Science Spectrum Physical Science, Holt, Rinehart and Winston, a division of Harcourt, Inc., 2004

Social Studies — African American Heritage/Studies

The African-American Odyssey, Pearson Education Inc., publishing as Pearson Prentice Hall, 2003

United States History Atlas, George F. Cram, 2003

Social Studies — Anthropology

Cultural Anthropology, Eighth Edition, Thomson Learning/Wadsworth, 2004

Social Studies — Psychology

Holt Psychology: Principles and Practices, Holt, Rinehart and Winston, A Division of Harcourt, Inc., 2003

and for AP Psychology:

Psychology: Themes and Variations, Sixth Edition, Thomson Learning/Wadsworth, 2004

Social Studies — World Cultures/World Studies

World Cultures: A Global Mosaic, Pearson Education, Inc., publishing as Pearson Prentice Hall, 2004

Social Studies — World Geography

World Geography: Building a Global Perspective, Pearson Education, Inc., publishing as Pearson Prentice Hall, 2005

Nystrom Desk Atlas, Classroom Set, 2004 Edition, Nystrom, 2003

and for AP Human Geography:

Human Geography: Culture, Society, and Space, Seventh Edition, Wiley, 2004

Hammond Citation World Atlas, Hammond Corporation, 2003

and for IB World Geography:

Human Geography: Landscapes of Human Activity, Eighth Edition, McGraw-Hill, 2005

Good's World Atlas, 20th Edition, Rand McNally, 2000

Social Studies — World History

World History: Patterns of Interaction, First Edition, McDougal Littell, a division of Houghton Mifflin Company, 2005

Mapping World History Program, Nystrom, 2004

and for AP World History:

World Civilizations: The Global Experience, Fourth Edition, Pearson Education, Inc., publishing as Pearson Prentice Hall, 2005

World History Unfolding Series Parts I and II, Rand McNally Educational Publishing, 2002

and for AP European History and IB Global History:

Western Civilizations, Comprehensive, Fifth Edition, Thomson Learning/Wadsworth, 2003

Trade and Technical — Pre-Engineering

(Principles of Engineering)

Introduction to Engineering, Third Edition, McDougal Littell, John Wiley and Sons, 2002

(Introduction to Engineering Design)

Engineering Drawing and Design, Third Edition, Glencoe/McGraw-Hill, 2004

(Digital Electronics)

Digital Electronics Principles and Applications, Glencoe/McGraw-Hill, 2003

(Computer Integrated Manufacturing)

CNC Programming — Principles and Applications, Delmar Learning, 2001

Robot Technology Fundamentals, Delmar Learning, 1999

(Civil Engineering and Architecture)

Architectural Drafting and Design, Delmar Learning, 2004

Middle School

Computer Literacy

Prentice Hall Keyboarding and Computer Applications, Pearson Education, Inc., publishing as Pearson Prentice Hall, 2004

Trade and Technical — Pre-Engineering

(Gateway to Technology)

Technology Interaction, Third Edition, Delmar Learning, 2003

Elementary and Middle School

Music K, Grade 8

Silver Burdett Making Music, First Edition, Pearson Education, Inc., publishing as Pearson Scott Foresman, 2005

Director Blewett moved that the Board approve the administration's recommendation regarding the FY05 textbook adoption, as represented in Item A under Unfinished Business, with the stipulation that the administration shall work with interested parties to review the textbook adoption process and to develop a process that allows for more flexibility to adopt locally created textbooks or instructional materials, or textbooks or instructional materials that are more directly related to individual schools' instructional programs and delivery modes.

Director Dannecker moved a substitute motion, that the Board approve the administration's recommendation regarding the FY05 textbook adoption, as modified by the adopted budget, with the stipulation that the administration shall work with interested parties to review the textbook adoption process and to develop a process that allows for more flexibility to adopt locally created textbooks or instructional materials, or textbooks or instructional materials that are more directly related to individual schools' instructional programs and delivery modes.

The substitute motion prevailed, the vote being as follows:

Ayes—Directors Balistreri, Dannecker, Hardin, Horton, Johnson and Spence—6.

Noes—Director Morales and President Blewett—2.

Temporarily absent—Director O'Neil—1.

* * * * *

RESOLUTIONS

Resolution 0405R-012

by Director Hardin

WHEREAS, It is the desire of the Milwaukee Board of School Directors that the annual budget serve as a successful operational plan, an efficient financial plan, and an effective public communications tool; and

WHEREAS, It is important that the annual budget be developed in a manner that provides for the full participation and understanding of all stakeholders; and

WHEREAS, Sound public policy dictates that a governing body evaluate existing processes and implement improvements in practice to ensure good stewardship of the public resources for which it is accountable; and

WHEREAS, Many factors outside the control of the Milwaukee Board of School Directors, including the state and municipal governments, influence the scheduling, format, and substance of the annual budget to varying degrees; now, therefore, be it

RESOLVED, That the Administration be directed to analyze the existing budget process and report to the Board, no later than September 2004, on the results of the analysis, with suggestions on how to better meet the objective of producing an annual budget for the district that is a successful operational plan, an efficient financial plan, and an effective communications device.

Referred to the Committee on Strategic Planning and Budget.

Resolution 0405R-013

by Director Hardin

WHEREAS, The motto of the Milwaukee Public Schools is "High Standards Start Here"; and

WHEREAS, If we are to expect our students to fulfill high standards, the leadership in our schools must set the example of those standards; and

WHEREAS, It is the obligation of the district to ensure that it has the best qualified and most skilled principals in its schools; and

WHEREAS, As part of the principal selection process, the district uses the instrument known as the Principal Perceiver; and

WHEREAS, The results of any process are only as good as the tools which that process employs; now, therefore, be it

RESOLVED, That Board direct the Administration to review its implementation of the Principal Perceiver to determine the instrument's usefulness and accuracy in identifying successful principals; and be it

FURTHER RESOLVED, That the Board direct the Administration to report back to the Board via its Committee on Finance/Personnel, no later than the January Board cycle, the findings of its review, along with any recommendations for improving or replacing the instrument as a tool in selecting new principals.

Referred to the Committee on Finance/Personnel

Resolution 0405R-014

by Director Blewett

WHEREAS, The Milwaukee Public Schools (MPS) receives a large share of its operating budget from the City of Milwaukee's property tax levy; and

WHEREAS, Although only a portion of the property tax levy is allotted to MPS, it may not be totally clear in the public's mind what that portion is; and

WHEREAS, The taxpayers of the City of Milwaukee have a right to know where their money is being spent; now, therefore, be it

RESOLVED, That, in order to better communicate with the public and to make the budget process and tax levy more transparent, the Board direct the Office of Finance and Operations to publish on the district's website and in the *Directions* booklets, as well as in any other district publications as may be appropriate, a breakdown of the property tax levy, as it relates to MPS, into major categories of use (e.g., School Operations Fund, Construction Fund, Extension Fund); and be it

FURTHER RESOLVED, That the Board direct the Administration to request the City Treasurer to disseminate this information to the taxpayers of the City of Milwaukee.

Referred to the Committee on Finance/Personnel

Resolution 0405R-015

by Director Blewett

WHEREAS, The Board of School Directors desires to continuously improve the quality of educational services while ensuring compliance with legal, contractual and ethical obligations governing delivery of services to students being served though partnerships created with the district; and

WHEREAS, As the district moves forward in requiring accountability of all its service areas, we must also ensure that all of our partnering agencies meet the same requirements and accountability as the district's own employees; and

WHEREAS, One requirement of district employees is that all employees are required to obtain City of Milwaukee residency within one year of accepting an employment contract with the district; and

WHEREAS, In the past, the district has not required this of partnering agencies who serve our students with contracted educational programs; and

WHEREAS, The Board recognizes and appreciates the willingness of outside agencies to partner with the district to service those students who are typically underserved within the district; and

WHEREAS, While the Board views the district's partnerships as invaluable and wants to continue to utilize them as viable options for MPS students, the districts contracted school programs must be held accountable and be required to follow the same requirements as our own district employees; and

WHEREAS, The Board must begin to implement policies and procedures that mandate those with whom we contract to directly service our children to follow the same requirements as MPS district employees follow; now, therefore, be it

RESOLVED, That the Board direct the Administration to include in all contracts for educational program seats a provision that requires all of the contracted schools' employees to be residents of the City of Milwaukee within one year of contracting with the district; and be it

FURTHER RESOLVED, That the change to the contract be implemented immediately upon Board approval.

Referred to the Committee on Finance/Personnel

Resolution 0405R-016

by Director Blewett

WHEREAS, The Milwaukee Public Schools (MPS) has implemented a plan for smaller high schools; and

WHEREAS, The actual resources required to establish and support smaller high schools are unknown; and

WHEREAS, The district embarked upon this road with no estimations of startup and support costs for services that, in schools with large student populations, would normally be absorbed through per pupil allocations, such as personnel (guidance counselor, psychologist, social worker, equipment, librarian) or all other ongoing costs necessary to operate a school sufficiently; and

WHEREAS, To allow these schools the opportunity to be successful, there must be 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 these programs' continued growth; and

WHEREAS, The budget forecast for MPS indicates continued decreases in funding; and

WHEREAS, As the district establishes small high schools, we must provide them with the opportunity to succeed; and

WHEREAS, Before the endeavor of small high schools expands, there must be a plan for support of the schools, as well as a period in which the schools may document their successes and strengthen their areas of weakness; now, therefore, be it

RESOLVED, That Milwaukee Board of School Directors direct the Administration to develop a template/plan to provide financial and programmatic support for the schools within the High School Redesign Initiative; and be it

FURTHER RESOLVED, That the Board direct the Administration to develop an incubation program plan to house programs for one year, to evaluate and document successes and failures while charting a course for the program's continued success; and be it

FURTHER RESOLVED, That Board direct the Administration to hold all contracts for small high schools until the incubation program plan, including space in which to house it, is identified and approved by the Board.

Referred to the Committee on Innovation/School Reform

Resolution 0405R-017

by Director Dannecker

WHEREAS, The Milwaukee Public Schools has a policy regarding the naming of school buildings; and

WHEREAS, The requirement of the policy that a person be deceased for 10 years before a building may be named after such person has been waived on more than one occasion; and

WHEREAS, The policy regarding naming of school buildings does not clearly reflect the current reality that more than one distinct school program may be located within a building; and

WHEREAS, The Sholes Middle School has been closed and has held its final closing ceremony; and

WHEREAS, The Sholes Middle School's building continues to house three distinct school programs;

WHEREAS, The original intent of the parents and community members was to name the school after President Ronald Wilson Reagan to honor his commitment to excellence in education; and

WHEREAS, One of the programs in the Sholes facility, Town of Lake College Preparatory High School, was never formally named by the district, but, because the school district was unwilling to acknowledge such a school could exist until it had sufficient enrollment to be considered a school, took a name that could be used temporarily by program recruiters to ensure that a consistent name was used on enrollment blanks; and

WHEREAS, The Sholes facility's name has a negative reputation in much of the community due to negative perceptions related to a period of the school's history; and

WHEREAS, Parents, students, and community members remain committed to the renaming of the existing Town of Lake College Preparatory High School as a living monument to the late 40th President of the United States, Ronald Wilson Reagan; and

WHEREAS, Although the late President Reagan has been deceased a short time, he had completely withdrawn from the public eye and public life for health reasons a decade before his death; now, therefore, be it

RESOLVED, That the Board of School Directors direct the Administration to enter into discussions with the citizen's group mentioned herein to develop mutually acceptable terms upon which the Town of Lake College Preparatory High School shall be renamed Ronald Wilson Reagan College Preparatory High School, and report the results of the discussion back to the Board within 30 days.

Referred to the Committee on Innovation/School Reform

The Board recessed from 7:43 to 7:48 PM; 9:07 to 9:31 PM; 12:03 to 12:08 AM; and 12:23 to 12:45 AM.

The Board adjourned at 1:27 AM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
JUNE 24, 2004

Special meeting of the Board of School Directors called to order by President Blewett at 1:28 AM, June 25, 2004.

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

Absent and excused—Director O'Neil—1.

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

June 23, 2004

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Peter Blewett, a special meeting of the Board of School Directors will be held immediately upon adjournment of the regular June Board meeting, which is scheduled to begin at 6:30 p.m. on Thursday, June 24, 2004, 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.

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.

LYNNE A. SOBCZAK
Board Clerk

Director Spence moved to adjourn.

The motion to adjourn failed of adoption on a tie vote:

Ayes—Directors Dannecker, Horton, Johnson and Spence—4.

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

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

The motion prevailed, the vote being as follows:

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

Noes—None.

The Board retired to executive session at 1:31 AM.

The Board adjourned from executive session at 2:15 AM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
JULY 8, 2004

Special meeting of the Board of School Directors called to order by President Blewett at 5:55 PM.

Present—Directors Dannecker, Horton, Johnson, Morales (6:04 PM), O'Neil, Spence, and President Blewett—7.

Absent and excused—Directors Balistreri and Hardin—2.

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

July 2, 2004

Office of Board Governance

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Peter Blewett, a special meeting of the Board of School Directors will be held at 5:30 p.m. on Thursday, July 8, 2004, in the Auditorium of the Central Services Building at 5225 W. Vliet Street, Milwaukee, WI, for the purpose of

1. receiving, considering, and taking action on various expulsion reports of the Independent Hearing Panel of the Board of School Directors; and
2. receiving an update with respect to litigation brought against the Board and the Department of Public Instruction by the Wisconsin Coalition for Advocacy (the Litigation).

With respect to item 1, 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.

With respect to Item 2, the Board, pursuant to Wisconsin Statutes, Section 1985(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.

LYNNE A. SOBCZAK
Board Clerk

Director Johnson moved that the Board accept the Reports of the Independent Hearing Panel of the Board of School Directors, dated June 21, 22, 23, 24, 25, 28, 29 and 30, 2004.

The motion prevailed, the vote being as follows:

Ayes—Directors Dannecker, Horton, Johnson, O'Neil, Spence and President Blewett—6.

Noes—None.

Director Spence moved that the Board retire to executive session, pursuant to Wisconsin Statutes, Section 1985(1)(g), to confer with its 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, Horton, Johnson, O'Neil, Spence and President Blewett—6.

Noes—None.

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

The Board adjourned from executive session at 6:14 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
JULY 27, 2004

Special meeting of the Board of School Directors called to order by President Blewett at 5:55 PM.

Present—Directors Balistreri, Dannecker, Hardin, Horton, Johnson, O'Neil, Spence and President Blewett—8.

Absent and excused—Director Morales—1.

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

July 23, 2004

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Peter Blewett, a special meeting of the Milwaukee Board of School Directors will be held at 5:30 p.m., on Tuesday, July 27, 2004, in Room 103 of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of giving hearing, deliberating, and taking action in the matter of an appeal of a disciplinary action under Part IV, Section N(1)(e)(2), of the contract between the Board of School Directors and the Milwaukee Teachers' Education Association-Teachers.

The hearing will be held in public or in private at the request of the appellant, under the provisions of Section 19.85(1)(b), Wisconsin Statutes.

The Board may retire to executive session to deliberate the matter and reconvene in open session to take action on matters considered in executive session under the provisions of Section 19.85(1)(a), Wisconsin Statutes.

LYNNE A. SOBCZAK
Board Clerk

At the request of the appellant, Director Spence moved to close the hearing, under the provisions of Wisconsin Statutes 19.85 (1) (b).

The motion prevailed, the vote being as follows:

Ayes—Directors Balistreri, Dannecker, Hardin, Horton, Johnson, O'Neil, Spence and President Blewett—8.

Noes—None.

The hearing was closed at 6:00 PM.

The Board recessed from 6:44 to 6:55 PM, and from 7:49 to 8:08 PM.

The hearing concluded at 8:26 PM.

Director Hardin moved that the Board retire to executive session to deliberate, under the provisions of Section 119.85 (1) (a), Wisconsin Statutes.

The motion prevailed, the vote being as follows:

Ayes—Directors Balistreri, Dannecker, Hardin, Horton, Johnson, O'Neil, Spence and President Blewett—8.

Noes—None.

The Board retired to executive session at 8:28 PM.

The Board reconvened in open session at 9:30 PM.

Director Johnson moved that the Board uphold the administration's recommendation based on the following findings and conclusions:

Mr. Hill admits that he was in possession of marijuana, an illegal substance, and drug paraphernalia, on or about December 6, 2003.

Possession of illegal substances and drug paraphernalia violates district rules of conduct, specifically, Employee Rules of Conduct #4 and #16.

As a result the Board determines that just cause exists to support terminating Mr. Hill's employment, effective immediately.

The motion prevailed, the vote being as follows:

Ayes—Directors Balistreri, Dannecker, Hardin, Horton, Johnson, O'Neil, Spence and President Blewett—8.

Noes—None.

The Board adjourned at 9:32 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
JULY 29, 2004

Regular meeting of the Board of School Directors called to order by President Blewett at 6:55 PM.

Present—Directors Balistreri, Dannecker, Hardin (7:23 PM), Johnson, O'Neil, Spence (7:03 PM), and President Blewett—7.

Absent and excused—Directors Horton and Morales—2.

President Blewett asked that the Board and audience share in a moment of silence in memory of Montrise Conley, a 9th-grader at Webster Middle School, who died tragically on July 20, 2004.

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 in honor of:

Sean J. Goldner
Teacher
Congress Year-Round School

Mr. Sean Goldner started his career in education in Milwaukee Public Schools as an art teacher at Congress Year-Round Elementary School. His love of art, paired with his love of working with children, was a positive start to a successful career in education. He continued at Congress and is currently serving as the school's learning coordinator. Students, their families, and staff universally respect Mr. Goldner because he consistently puts children first and views the mission of educating Milwaukee's children as a true collaborative effort in which he is a dedicated team member. Those who work with him see one of his greatest strengths as being able to work with others to build effective team connections that are an important component in supporting the education of all children.

As a product of Milwaukee Public Schools, Mr. Goldner took his example from the many positive role models whom he looked up to as a student at Granville Elementary School, Webster Middle School, and Riverside University High School. Mr. Goldner always knew he wanted to be a teacher, and his experience as a student in Milwaukee Public Schools served to reinforce this throughout his education. He has engaged in many professional development opportunities — both within the district an outside — to further enhance his abilities as an educator, including earning a master's degree in administrative leadership and curriculum from Cardinal Stritch University.

In addition to his teaching duties, Mr. Goldner served as the co-director of the Congress After School Camp Program and continues to work with other staff members to plan educational and enriching student field trips with direct connections to the curriculum. He has experienced many rewards as a teacher, but the biggest is "Seeing a student's face when he/she understands or comprehends a concept and ultimately masters it. Seeing students excited about learning." Mr. Goldner has had a positive impact on the educational experience of many children through his genuine care and concern for them, innovative approaches to lesson planning, and abilities in the area of instructional leadership.

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

DEPARTMENTS

The Milwaukee Public Schools' Neighborhood Schools Initiative (NSI) has been named as the recipient of the 2004 Innovation Award by the Public Policy Forum. The following is the write-up from the program booklet explaining the NSI program.

> Racial desegregation of Milwaukee schools began with court-ordered busing in 1976 and continued for a full generation before policymakers decided to reverse the historic effort. Changes in student demographics and a climate of change in the state legislature led to a plan to bus fewer children from one neighborhood to another and instead spend buying money on bricks and mortar so more students could walk to school in their neighborhoods.
>
> In 1999, the state legislature authorized MPS to borrow up to $170 million to fund neighborhood schools. That led to the Neighborhood Schools Initiative (NSI). After hundreds of home visits, telephone interviews, focus groups sessions, and outreach meetings, the district settled on a plan to create 11,000 classroom seats for children in their neighborhood schools. New construction began to expand the capacity of 28 of the most crowded elementary and middle schools in the district.
>
> NSI is still evolving, but so far the results have been impressive. The 28 target schools now have full day kindergarten programs and before-and after-school programs. Ten bilingual programs have been established, 348 schools are phasing in seventh and eighth grades, ten building additions have been completed, and a long list of partnerships with community organizations has been established. As a result, MPS has become the catalyst for improving some of the city's most distressed neighborhoods, and more children are walking to school.

* * * * *

APPROVAL OF MINUTES

The minutes of the regular and special Board meetings of June 1, 3, and 24, 2004, were approved as corrected, the vote being as follows:

Ayes—Directors Balistreri, Dannecker, Hardin, Johnson, O'Neil, Spence and President Blewett—7.

Noes—None.

* * * * *

REPORTS OF STANDING COMMITTEES

Separate consideration was requested of the following items:

Report of the Finance/Personnel Committee, Item 3, administrative appointments and promotions; and

Report of the Finance/Personnel Committee, Item 7, a resolution regarding the ALAS Program.

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

Ayes—Directors Balistreri, Dannecker, Hardin, Johnson, O'Neil, Spence and President Blewett—7.

Noes—None.

COMMITTEE ON SPECIAL EDUCATION

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

TO THE BOARD OF SCHOOL DIRECTORS:

(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

IEP Services: Total LEA (Local Education Agency)

	06/04	07/04
Population Served	17,090	17,242

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.

	06/04	07/04
Initial Evaluations (Completed since 9/03)	3,092	4,363
Percentage Identified Special Education	63%	
Active Initial Referrals	1,079	379
Re-evaluations (Completed since 9/03)	4,559	5987
Active Re-evaluations	925	13

2. Data-Management Services — Special Services Information Management System (SSIMS) — Project Status Report as of June 28, 2004

a. SSIMS (Encore) Database

- Encore enhancements were applied to the production server on June 25, 2004.
- All four Encore server environments will be upgraded to Encore 6.2 during July 2004.

b. SSIMS Training

- Encore and Forms training began in January 2004 and will continue through October 2004.
- Since January 1, 2004, approximately 1000 MPS resources have been trained in Encore and Forms.
- Encore and Forms training will continue through the summer on a limited basis.

c. Interfaces

- Inbound daily interface processing (eSIS to Encore) is running three times a day.
- Outbound daily interface (Encore to eSIS) is running nightly.
- Provider (PeopleSoft) interface to Encore is scheduled to be moved into production during July 2004.

d. IEP Forms

- IEP Forms were incorporated into the Encore production database application in January 2004.
- IEP Forms will be updated with enhancements prior to September 1, 2004.

e. Reports

- There are approximately 50 standard reports in Encore.
- Additional Special Ed. *ad hoc* reports are being created based on user requests.

f. December Child Count

- Final 2003 Child Count numbers were created using Encore data and submitted to DPI in January 2004.

g. Encounter Tracker (ET) — Medicaid Tracking

- Initial MPS testing of ET took place during May and June 2004.
- Coding of the interface between ET and the billing provider, MJCare, took place in June 2004.
- Initial ET training will take place on July 6, and an ET pilot will begin on July 12.

h. Forms Updating Encore Database (FTI)

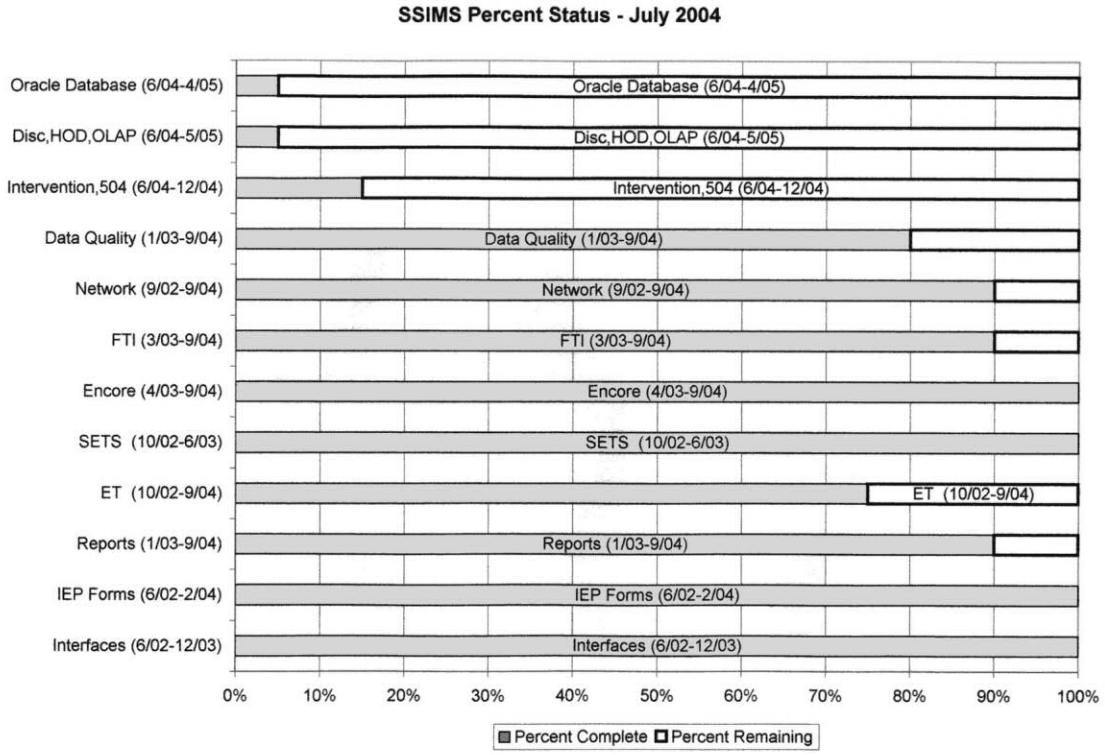
- FTI coding updates took place during May and June 2004.

i. Network Access — School IEP Meeting Room/Special Education Office Space

- SSIMS team continues to work with schools to ensure network access to SSIMS.

j. SSIMS Data Quality

- A SSIMS data quality committee meets weekly to evaluate and monitor SSIMS data.
- Various *ad hoc* reports have been created to monitor Encore Special Ed. data.



k. SSIMS Help Desk

- A SSIMS Help Desk team has been created and trained to support SSIMS users.
- All Help Desk calls are recorded in HEAT (Help Desk call tracking software) to ensure resolution of issues.

l. Rollout Schedule

- Encore and Forms district rollout training began in January 2004 and will continue through October 2004.
- Encounter Tracker is scheduled for implementation in 2004.
- Intervention, 504, Discipline, HOD, OLAP module implementation is scheduled for 2004/2005.

3. Discipline and the IDEA

a. The Milwaukee Public Schools is committed to providing a safe and effective learning environment by recognizing that students have a right to learn and teachers have a right to teach in a safe environment and that no individual or group has the right to undermine the goal of providing a high-quality education for all students.

b. To that end, the Milwaukee Board of School Directors has adopted its Student Code of School/Classroom Conduct with Discipline Policies and Procedures (Administrative Policy 8.28, revised May 2002), which is designed to assist all students to function successfully in their educational and social environments. The goal of MPS disciplinary procedures is to promote positive behavioral change for all students.

c. Students with disabilities — including students receiving special education services under the Individuals with Disabilities Education Act (IDEA) or those who are eligible for Section 504/Americans with Disabilities Act (ADA) — are also bound by the Student Code of Classroom Conduct and are also subject to disciplinary procedures. Students with disabilities must be held to the same high level of expectations for conduct as their non-disabled peers within the context of their disabilities and the IEP needs that have been identified by a properly constituted IEP team.

d. The guiding principles of discipline for students with disabilities are as follows:

(1) Students with disabilities must have clearly identified behavior expectations. In-school discipline, rules, and child-specific expectations must be developed with the child's disability taken into consideration. The expectations must be based on the same high expectations as those of all non-disabled peers, with supports and modifications based on the child's disability and needs as identified in the IEP.

(2) Behavioral issues and protections for disciplinary actions are not label-driven. In other words, a child with any disability who exhibits behavioral issues should have, at a minimum, goals and objectives that address any behavioral issues that may present themselves.

(3) Modifications within the school to support positive behavior must include consideration of adjustments to the environment, daily routines, and expectations within the context of the individual child's IEP.

(4) The IEP must be current, with appropriate goals and services delineated that lead to an appropriate placement.

(5) The IEP must be implemented as written within the school setting.

(6) Students with behavioral issues that interfere with their learning or the learning of others must have in place functional behavior analyses (FBAs) and behavior intervention plans (BIPs) which have been developed by IEP teams. The law requires an FBA and a BIP if a change in placement is being considered as a result of disciplinary issues. Best practices indicate that, any time a student has behavior issues, goals relating to behavior improvement or an FBA and BIP should be included in the IEP.

(7) Students have a right to access the high-quality programs within the district as appropriate based on their IEP needs. All school must offer a continuum of services that includes services for students with behavior concerns, and services must address such concerns.

(8) A recommendation for a change of school placement must be based on service needs that cannot be provided within the current school setting, after significant attempts to accommodate, modify, and support the student through the development and implementation of the FBA and BIP.

(9) The BIP must be implemented as written.

(10) Best professional practices strongly suggest that schools should develop alternatives to suspension to facilitate positive behavioral changes in all students.

4. Implementing Suspensions and Disciplinary Removals

a. Discipline of students with disabilities is governed by procedural due-process requirements that are designed to guarantee access to a free appropriate public education (FAPE), which is a fundamental requirement under the laws that govern education for students with disabilities. The IDEA permits school officials to maintain safe learning environments for all, but includes protections for students with disabilities and requires a balance between school authority and IDEA protections in order to prevent abuses that could lead to the inappropriate exclusion of children with disabilities.

b. Current best practices point to the need for a school district to implement alternatives to suspensions, including social emotional health curricula, in-school prevention and interventions, etc. Research further indicates that suspensions do not lead directly to improved behavior and do not serve as an appropriate deterrent for many students. Whenever possible, schools should develop alternatives within their programs for dealing with behavior and discipline.

c. When disciplinary action and suspensions are required, the principal may unilaterally suspend a student with a disability for up to five (5) consecutive school days, if the principal would suspend a non-disabled student for the same offense. Suspensions for up to ten (10) cumulative days within a school year are carried out in the same manner as those for non-disabled students. These suspensions could be implemented without educational services and should not be any longer in length than the suspension time given to non-disabled students.

d. After ten (10) cumulative days of disciplinary removal in a school year, however, educational services *are* required when a student with a disability is suspended. If the suspension would increase the cumulative total above ten days, the principal must determine whether or not a change in placement will occur. A change in placement requires that the IEP team be reconvened to review and to the revise the IEP.

e. The following issues must be taken into account when determining if a placement change will occur:

- the length of the removal
- the total amount of time removed
- proximity of the removal to one another
- other factors.

f. An In-school suspension may be used as an alternative to a regular suspension. Such suspensions do not count toward the 10-day cumulative school-day limit if the student has the opportunity to continue to appropriately progress in the general curriculum, has the opportunity to continue to receive the services specified in the IEP, and has the opportunity to participate with non-disabled peers to the same extent as in his or her current IEP.

g. Bus suspensions count toward the 10-day limit unless MPS provides alternative transportation during the period of the bus suspension.

h. School administrators must appropriately record suspensions and all disciplinary removals in eSIS and maintain a backup record to assist the Administration in ensuring compliance and procedural safeguards in the event that the 10-day limit is approached.

i. Changes in placement may be found to occur during the following conditions

- MPS suspended a student for more than ten (10) consecutive days during a school year;
- Cumulative suspensions of more than ten (10) days occurred during a school year;
- MPS places the student in an interim alternative educational setting (IAES) for up to 45 days because the offense involved drugs or weapons;
- MPS expels a student.

j. Whenever a change in placement occurs as a result of a disciplinary action, an IEP team must make a manifestation determination prior to the change in placement. Once the manifestation determination is completed, the IEP is revised accordingly to reflect the required change in services and or placement. The IEP team decides the services for a removal that constitutes a placement change. If a removal is not a placement change, school staff and the child's special education teacher together decide the services.

k. If, after careful review, school personnel believe that a child's program and placement are inappropriate as identified in the IEP, they can work with the parents through the IEP team process to develop a more appropriate program and placement that will meet the child's needs and ensure a safe and appropriate learning environment for all. If parents and school personnel, through the IEP team process, agree on a proposed placement change for a child with a disability, the special education rules concerning disciplinary removals do not need to be used. The child must, however, continue to be provided a free appropriate public education.

l. The following chart outlines the process required for disciplinary action, including suspension, though the expulsion of students with disabilities.

Disciplinary Suspension and Expulsion Summary		
Level 1	Person(s) Responsible	Activities
Conference Intervention	School Administrator IEP Team	1. Conduct Conference. 2. If necessary, convene an IEP Team meeting to review/revise IEP. 3. If necessary, plan and conduct FBA; revise, develop, and implement BIP.

Disciplinary Suspension and Expulsion Summary		
Level 2	Person(s) Responsible	Activities
Suspension IEP Review	School Administrator IEP Team	1. Send the appropriate suspension notice(s) to the parent/legal guardian. 2. Conduct school disciplinary conference with parent/legal guardian and appropriate staff. 3. If necessary, convene an IEP Team meeting to review/revise IEP. 4. If necessary, plan and conduct FBA, revise, develop, and implement BIP.

Disciplinary Suspension and Expulsion Summary		
Level 3	Person(s) Responsible	Activities
Referral To division of Student Services	School Administrator	1. Contact Division of Student Services, Special Service Supervisor/Administrator to schedule conference. 2. Schedule and send an invitation to the parent for a disciplinary conference and an IEP review. (2 separate invitations.) If the IEP review or Level 3 disciplinary findings may result in a change of educational placement, a manifestation determination must also be indicated as a purpose of the IEP review.

Disciplinary Suspension and Expulsion Summary		
Level 3	Person(s) Responsible	Activities
		3. Review all relevant case information and collect all pertinent records.
	Student Service Coordinator	4. Conduct fact-finding review of behavior subject to disciplinary action.
		If the review of facts does not support a charge of breach of discipline, no further action is required.
IEP Review	Special Service Supervisor or Administrator, IEP Team	5. Convene and conduct the IEP Team meeting (with the appropriate team members).
		6. If the IEP review or Level 3 disciplinary findings may result in a change of education placement based on an analysis of removals beyond a cumulative total of ten (10) days, conduct a manifestation determination review.
		7. If necessary, plan and conduct FBA; revise, develop, and implement BIP.
		8. Determine appropriate IEP revisions and educational placement for the student
	Special Service Supervisor or Administrator	9. Notify the Division of Student Services of the team's decision. Inform the Division if a change in educational placement requiring transfer to another school site has been determined by the IEP Team.
		10. If the parent does not agree to the change in placement, he or she may file an appeal. The student must remain in his or her original placement pending resolution of the parent's appeal.

Disciplinary Suspension and Expulsion Summary		
Level 4	Person(s) Responsible	Activities
Expulsion	School Administrator	1. Contacts the Division of Student Services and Special Services Supervisor or Administrator
	Student Services Coordinator	2. Schedules the preliminary expulsion hearing (PEH) and sends written notice to the school administrator, the parent or legal guardian, and the Special Service Supervisor or Administrator. The PEH must be conducted as soon as possible in order to determine facts of the incident.
	Special Services Supervisor or Administrator	3. In coordination with the special education teacher, schedule IEP Team meeting to review the student's IEP and placement.
	Student Services Coordinator, Special Education Supervisor or Administrator	4. Student Services Coordinator conducts the PEH and determines if the student has committed an expellable offense. The Student Services Coordinator summarizes the findings in the PEH Report and sends a copy to the Special Services Supervisor.
	Special Services Supervisor or Administrator, IEP	5. Convene the IEP Team meeting (either immediately after the hearing or as soon as possible) and conduct a manifestation hearing.

Disciplinary Suspension and Expulsion Summary		
Level 4	Person(s) Responsible	Activities
	Team	a) If the misconduct is determined to be a manifestation of or directly related to the student's disability: • The IEP Team's decisions are summarized in a manifestation determination report and the Team develops or revises an appropriate IEP that includes a behavioral plan based on an FBA and the manifestation determination of behaviors related to and not related to the student's disability.
	Special Services Supervisor/ Administrator	• The Special Services Supervisor or Administrator sends the Manifestation Determination Review (I-18) and results of the IEP Team's meeting to the Division of Student Services.
	Special Services Supervisor or Administrator	• If the IEP Team determines that a change in placement requiring transfer to another school site is necessary, the parent or legal guardian is provided with the revised IEP including the Determination and Notice of Placement (I–16/17). • If the parent does not agree to the change in placement, he or she must file an appeal. The student remains in the Interim Alternative Educational Setting (IAES) or the original educational placement pending resolution of the appeal, unless it is mutually agreed otherwise.
		b) If it is determined that the misconduct is not a manifestation of, and is not directly related to, the student's disability, then expulsion may be considered as a disciplinary action. • The parent or legal guardian may request a due-process hearing on the issue of the correctness of the manifestation determination. Until that proceeding has been completed, • The student remains in the (IAES) or the previous educational placement unless it is mutually agreed otherwise. • The IEP Team's decisions are summarized in a Manifestation Determination Review (I–17/18) and the IEP is revised as appropriate. • Special Services Supervisor or Administrator submits the findings and supporting documentation to the Student Services Coordinator in charge of the Preliminary Expulsion Hearing.
	Student Services Coordinator	• In those cases where expulsion is being recommended as an appropriate disciplinary action, a Recommendation for Expulsion is submitted to the Chief of Pupil Services and the Deputy Superintendent.

Disciplinary Suspension and Expulsion Summary		
Level 4	Person(s) Responsible	Activities
	Student Services Coordinator, Special Services Supervisor or Administrator	• Notice of Student Expulsion Hearing is sent to the parent or legal guardian prior to the expulsion hearing before the Independent Hearing Panel of the Milwaukee Board of School Directors. • An expulsion hearing is conducted by Central Services personnel and heard by an Independent Hearing Panel. The Independent Hearing Panel makes a recommendation as to whether or not the child should be expelled and for how long. • If a qualified student with special education needs is expelled by the Independent Hearing Panel of the Milwaukee Board of School Directors, the school district must continue to provide the educational services necessary to appropriately implement the student's Individualized Educational Plan (IEP).

5. Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP)

a. The IDEA encourages the use of proactive measures to prevent discipline problems. It places an emphasis on positive strategies and interventions to address the behavior of a child with disabilities when that behavior interferes with the child's learning or that of others. The District has a responsibility to address proactively the behavioral needs of children with disabilities by working to change the behavior, rather than by relying solely on exclusionary practices.

b. If a child's behavior impedes his or her learning or the learning of others, the child's individualized education program (IEP) team must consider strategies including positive behavioral interventions, strategies, and supports to address the behavior. The goal is to systematically address inappropriate behavior with interventions that are based on data gathered through the process of functional behavioral assessment. The purposes of the FBA and the BIP are to target behaviors, to determine the cause of the behavior, and to develop a plan to modify those behaviors.

c. Regardless of the identified disability area, if a student has significant behavior concerns, or may be expected to have behavior concerns, these concerns must be addressed ion the IEP. The IEP team conducts the functional behavior assessment, gathering nformation through records, observations, and interviews. The IEP team, through the FBA process, defines target behaviors and determines the function of the behavior for the students.

d. Most behaviors are motivated by one of three reasons:

(1) To get something

(2) To avoid something

(3) To communicate something.

e. Once the FBA has identified target behaviors, the IEP team develops the BIP in order to:

(1) Provide environmental adjustments that make the target behavior relevant;

(2) Identify and teach replacement behaviors that serve the same function as the target behavior;

(3) Reinforce the occurrence of desired behaviors; and

(4) Use predetermined consequences to extinguish the target behavior.

f. Whenever possible the student should be involved in the development of their IEP, and especially in the development of the behavior components of the IEP.

6. Interim Alternative Education Setting (IAES)

a. When a child with a disability commits an offense that involves weapons or drugs as defined by IDEA, MPS may, through the IEP team, place the student in an interim alternative educational setting (IAES). The IAES enables the student to continue to progress in the general curriculum, even though the child is in another setting. The placement must also allow the child to continue to receive services and modifications, including those described in the child's current IEP, that will enable the student her to meet the IEP goals. Finally, the IAES must include services and modifications designed to address behavior so that it will not recur.

b. Administrators must ensure that a student with disabilities in not placed for a longer time than a non-disabled student in an alternative setting, such as an alternative educational program. The interim alternative educational setting placement may not last longer than 45 calendar days without the agreement of the parent.

c. The following documents are available as attachments to the minutes of your Committee's meeting:

Attachment #1	Rights of Students Involved in the Disciplinary Process (To be published in the Parent and Student Rights, Responsibilities and Discipline document 2004-05)
Attachment #2	Legal Requirements Relating to Disciplining Children with Disabilities (DPI Information Update)
Attachment # 3	Addressing the Behavioral Needs of Students with Disabilities (DPI Informational Update)

* * * * *

COMMITTEE ON INNOVATION/SCHOOL REFORM

Director O'Neil 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) Approval of a Lease Agreement with the Community Trade and Business Center for Space at Malcolm X Academy

Administration's Analysis

1. The Community Trade and Business Center (CTBC), an MPS non-instrumentality charter school, is a project-based-learning high school that affords boys and girls in grades 9 through 12 opportunities to participate in community service.

2. On February 10, 2004, the Committee on Innovation/School Reform held a public hearing to consider the charter proposal for CTBC. On February 23, 2004, the Board approved the concept of CTBC's charter school proposal for possible implementation as an MPS non-instrumentality charter school during the 2004-2005 school year.

3. Board action directed the Superintendent's designee, in consultation with the Office of the City Attorney, the Office of Board Governance, and representatives from the school, to negotiate and draft the charter contract for CTBC. Representatives from the CTBC decided to accept the MPS non-instrumentality model contract.

4. At its meeting on March 23, 2004, the Board approved the charter school contract with CTBC as a non-instrumentality charter school, to begin with the 2004-2005 school year and to end with the last regularly scheduled school day of the 2008-2009 school year.

5. At the time CTBC was brought forward to have its charter school contract approved, CTBC agreed to share space at Malcolm X Academy, located at 2760 N. 1st Street, Milwaukee, Wisconsin, 53212. The lease term will be for one year, commencing on July 1, 2004, and terminating on June 30, 2005. The lease rate will be $89,172. CTBC shall have the option to extend this lease for four (4) one-year (1-year) periods under the same terms and conditions, except that the rent may be adjusted to reflect increased expenses. A copy of the proposed lease agreement has been provided in the attachments to the minutes of your Committee's meeting.

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, MPS Policy, or Board Rule Implication Statement

7. The recommendation is consistent with Administrative Procedure 5.01(3)(3), Lease Provisions: Partial Use.

Fiscal Impact Statement

8. This item does not authorize expenditures. CTBC will pay MPS $89,172.00 for the use of space at Malcolm X.

Implementation and Assessment Plan

9. Upon approval by the Board, the lease document will be executed. At that time, CTBC can make the appropriate arrangements for moving and set-up at Malcolm X.

Committee's Recommendation

Your Committee recommends that the Board approve the lease agreement with the Community Trade and Business Center for space at Malcolm X Academy at an annual cost of $89,172, to commence on July 1, 2004, and to terminate on June 30, 2005, with the option to extend the lease for four (4) one-year (l-year) periods.

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

* * * * *

(Item 2) Action on a Recommendation to Approve the Charter School Contract for TransCenter for Youth, Inc., CITIES (Communities Implementing Transformations in Education and Society) Project High School

Administration's Analysis

1. On December 9, 2003, the Committee on Innovation/School Reform held a public hearing to consider the charter school proposal from TransCenter For Youth, Inc., to establish CITIES (Communities

Implementing Transformations in Education and Society) Project High School charter school. On December 16, 2003, the Board approved the concept of TransCenter's CITIES Project High School charter school proposal and authorized the Division of Diversified Community schools, in consultation with the Board's designee and the Office of the City Attorney, to begin contract negotiations with representatives from TransCenter in anticipation of the establishment of an MPS non-instrumentality charter school for the 2004-2005 school year. The Board specified no contingencies at the time of concept approval.

2. The contract negotiations have been completed. At this time, the Administration is asking the Board to approve entering into a charter school contract with TransCenter For Youth, Inc., to establish CITIES Project High School charter school. TransCenter's CITIES Project High School has accepted the MPS non-instrumentality model charter school contract under the terms listed below.

3. CITIES Project High School has obtained a Certificate of Occupancy from the City of Milwaukee Department of City Development to be located at 700 W. Michigan Street, Milwaukee, WI 53233. A copy of the permit has been submitted to the Division of Diversified Community Schools.

4. The school requests a five-year charter school contract term. CITIES Project High School will serve 66 students in grades 9 through 11 for the 2004-2005 school year, 80 students in grades 9-12 for the 2005-2006 school year, and 100 students in grades 9-12 for the 2006-2007 school year. CITIES Project High School will maintain a maximum of 100 students in grades 9 through 12 in the 2007-08 and 2008-09 school years.

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, Board Policy or Rule Statement

6. This contract is being presented to the Board pursuant to Administrative Policy 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 authorize expenditures. The funds for this charter school contract were budgeted and approved in the FY05 Board adopted budget. Funding to cover the cost of the contract is included in the FY05 budget in the account: GEN-0-I-BDS-CJ-ECTV for the amount of $469,326.

9. In addition to the Board-approved budget allocation, CITIES Project High School has been awarded a Wisconsin Department of Public Instruction charter school planning grant for the amount of $50,000.

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 TransCenter For Youth, Inc., to establish CITIES (Communities Implementing Transformations in Education and Society) Project High School as a non-instrumentality charter school, to begin with the 2004-2005 school year and to end on the last regularly scheduled school day of the 2008-2009 school year.

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

* * * * *

(Item 3) Monthly Report on the Milwaukee Public Schools Head Start Program

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

Administration's Report

1. The district-wide monthly enrollment and the average percentage of monthly attendance for the MPS Head Start Program during the 2003-2004 school year are noted below. Detailed charts, noting enrollment and percentage of attendance at the school and district-wide levels, are included in the attachments to your Committee's meeting.

Month	Enrollment	Attendance
September	783	
October	832	88%
November	854	86%
December	871	86%
January	885	82%
February	882	88%
March	901	87%
April	913	87%
May	914	88%
June	914	89%

2. It is projected that 1,007 students will be enrolled in the MPS Head Start Program during the 2004-2005 school year. As of June 22, 2004, 524 students have been enrolled into the program. Program personnel are continuing with the enrollment process throughout the summer. A detailed chart, noting current enrollment at the school and district-wide levels, is included as an attachment.

3. The MPS Head Start Policy Council's Finance Committee will be finalizing the 2004-2005 distribution of Head Start funds at the centralized and school levels in July. After approval by the MPS Head Start Policy Council, recommendations will be presented to the Board for approval in August.

4. The following activities and events occurred during June 2004:

a. Four Assistant Superintendents from the Omaha Public Schools visited the MPS Head Start Program and MPS Administrators at Central Services. The Omaha school district is planning to implement a Head Start Program and requested a visit to our program.

b. The annual staff retreat was held at the Harbor Lights Conference Room in Milwaukee. Staff worked in small groups on the following performance standards: Education and Early Childhood Development 1304.21(a)(2)(2)(iii); Nutrition 1304.23(b)(4); And Family and Community Partnerships 1304.40(b)(2). Staff's understanding of Head Start regulations is crucial to compliance and will assist in providing better services to families throughout the program. The notes from each small group will be compiled into a booklet for staff members.

c. Three Head Start centralized staff and four parents/guardians attended a Fatherhood Conference in Dallas, Texas, from June 14 to 18, 2004. The conference was sponsored by MEN2 (Men Educate and Nurture 2), a national program that targets the Head Start population by seeking male parents and guardians to teach them nurturing and caring skills to support their families. The theme of the conference was "The Father Factor: National Head Start Institute on Father Involvement." Funding assistance was provided by the regional Head Start office.

d. The Wisconsin Department of Public Instruction (DPI) has not contacted programs regarding the State's supplemental funding. The grant period is June 30, 2004, through July 1, 2005.

e. In an effort to facilitate and improve communication with Policy Council members, the MPS automatic calling system was installed on Friday, June 11, 2004. As a result, Policy Council members will now be able to receive voice messages related to various ongoing activities and other notices.

f. On June 10, 2004, the Policy Council flyer was translated into Spanish. The July flyer and future publications will be available in both Spanish and English.

* * * * *

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 Leases; 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

Addition and Renovations

Congress and Craig Schools

Prime Contractor
Voss-Jorgensen-Schueler Co. Inc.
2000 Bluemound Road
Waukesha, WI 53186

Low Bidder, Base Bid of.....$5,755,000.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	30% MBE 5% WBE	31% MBE 10% MBE	167	17	17	Corporation	30

Funds are allocated for the Congress project from FY04 account code FAR-0-0-OBO-CO-ECNCADD4 ($4,300,000) (W.O. 2-622851). Project is to begin on August 2, 2004, and is scheduled for completion on April 15, 2005.

Funds are allocated for the Craig project from FY04 account codes FAR–0-0-MRP-CG-ECNCADD4 ($700,000), FAR-0-0-MM2-CG-ECNCADD4 ($240,000) and FAR-0-0-OBO-CG-ECNCADD4 ($515,000) (W.O. 2-622936). Project is to begin on August 2, 2004, and is scheduled for completion on December 20, 2004.

Construction Contracts

Total construction contract dollars awarded.....$5,755,000.00
Total dollars HUB participation $2,359,550.00
% of MBE participation.....31.00
% of WBE participation 10.00
% Minority employees within company.....10.00
% Women employees within company 10.00

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 Desktop and Servers Support

The District requested from several local vendors hourly rates to provide desktop and server support for the Central Service Building. The selected vendor would also be required to retrofit donated PCs to be installed to schools. Currently, the District has over 1,800 donated PCs that must be configured for waiting schools. In order to complete the required work in a timely manner, three technicians are needed. The following hourly rates were received.

AE Business ..... $40.00 Per/Hr
Omni Resources ..... $32.00 Per/Hr
Argus, Inc. ..... $28.50 Per/Hr

Based upon these rates, the Administration is requesting authority to enter into a contract with Argus, Inc., for support staff at an hourly rate of $28.50, not to exceed $170,000 for FY05.

Funds for this engagement are in the FY05 budget, budget code TSV00TECTC-ETCS (Technical Services-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

Authorization to Enter into a Contract for Armored Car Service

The Administration is requesting authorization to enter into a contract with United Armored Services for scheduled pick-up of school cash receipts and delivery to the appropriate banks.

An RFP was issued for armored car service. Four vendors responded. An evaluation team selected United Armored Services, based on the evaluation criteria set forth in the RFP. United Armored Services was the lowest-cost vendor.

The contract will be for a period of one year, with an option for two annual renewals. The cost not to exceed for the first year is $65,000. For years two and three, the rate increase is not to exceed 1.3%.

Schools receiving the armored car service are to be charged. The account code to be charged is FSC00BDXX-EGSV (School Board Funds — General Service).

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 IBM Mainframe Operating System Support

Due to cost, the District cancelled the contract for operating system support provided by IBM for the IBM Mainframe. The Bartowitz Consulting Services' rate of $135.00 per hour is approximately half of what was IBM charged for Mr. Bartowitz's services when he worked for IBM.

Instead of just renewing the contract for Mr. Bartowitz's services for FY05, the Technology Division requested rates from several local vendors to ensure that the District was not paying inflated rates for the work performed by Mr. Bartowitz. Listed below are the rates provided by two additional companies, plus IBM.

IBM ..... $260.00 Per/Hr
AE Business ..... $105.00 Per/Hr
Omni Resources ..... $125.00 Per Hr
Bartowitz Consulting ..... $135.00 Per/Hr

While two of the hourly rates listed above are lower than that charged by Bartowitz Consulting, the staff members provided by the other vendors are not software engineers, but mainframe programmers. Mr. Bartowitz is a software engineer trained by IBM specifically to maintain the IBM S390/H4030 mainframe computer. As a result, the Administration is recommending the award of a contract to Bartowitz Consulting to maintain the operating system on the MPS mainframe computer for FY05.

The total cost of this engagement will not exceed $65,000. Funds for this contract are in the FY05 budget. The account code to be charged is TSV00TECTC-ECTS (Technical Services-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

SS-807 Authorization to Enter into a Contract to Purchase Computers and Related Supplies and Accessories

The Administration is requesting authorization to enter into a sole-source contract with Apple Computer to purchase computers, disk drives, software, supplies, accessories, and related items included on Apple Computer's educational price list. The District purchases Apple equipment directly from the manufacturer. It is not, however, an exclusive contract. If a State of Wisconsin, University of Wisconsin, or similar agreement provides pricing more advantageous to MPS than the Apple Computer contract being recommended, MPS would purchase off the third-party contract.

With implementation of the MPS policy to standardize on the PC platform for most computer uses, future purchases from Apple Computer will be significantly reduced; however, there will continue to be instances in which Apple Computer equipment is approved for use by the Technology Advisory Committee (TAC).

Funds are encumbered when schools and departments online purchase requisitions. Account codes to be charged will vary depending upon location and source of funds e.g. Board or categorical funds. Annual totals vary. For FY03, the purchase order total was approximately $1,532,000. For FY04 through June 1, 2004, the purchase order total was approximately $447,475. Projections for FY05 are $200,000.

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 Two Contracts for Training in the F.A.S.T. Program

The Administration is requesting authorization to enter into two contracts with Shirley Robinson to provide training to MPS families in the (FAST) Families and Schools Together program. The first contract is for $35,000 and provides for training in the FAST prevention program designed to prevent school failure, violence, and delinquency while decreasing social isolation as a stressor to families within the MPS community. It also includes the FASTWORKS program, which provides parenting-skills training to develop more healthful family lifestyles.

The second contract is for $35,000 and provides training in BABY FAST, a three-generational program (teen mother/father, grandparents, and baby) providing skill development to reduce conflict while promoting self-sufficiency for parents. It also includes MIDDLE SCHOOL FAST, which promotes youth leadership across the domains of violence and drug/alcohol prevention.

Shirley Robinson is the only Milwaukee-area consultant that has been trained in instruction of the FAST program. As such, she has been granted sole-source status.

Funding for the contracts is to be provided by a FAST grant. The contracts are to be charged to account code GEN00FC4DW-ECNS.

HUB-Certified Prime?	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION				
	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
YES	100%	YES	0%	0%	100%	70,000	Consulting	NA

SS- 808 Request for Authorization to Make a Sole-Source Purchase of a Media System

The Administration is requesting authorization to purchase from AVI- Midwest a media system for making presentations stream over the MPS network to train on items such as ESIS, PeopleSoft, and video-on-demand. The cost of $58,349 for one Sonic Foundry Mediasite Rackmount Capture Station and one Sonic Mediasite Foundry Mobile Capture Station includes accessories and implementation services.

The manufacturer, Sonic Foundry, has indicated AVI-Midwest is the sole-source for a purchase made by MPS in Wisconsin.

Technology Support reviewed several products and concluded this was the only system that fit into the existing Training Center systems for hookup of input/output cables and software. It was also the only system that offered no license fees, no annual charges, no per computer charge, and no need to change technology infrastructure or standards.

The account code to be charged is: TSV00ITCSQ-EEQ5 (Instructional Technology-School Technology Support)

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 — July 2004

Total contract dollars to be awarded.....$628,349
Total dollars eligible for HUB participation.....$628,349
Total HUB dollars $70,000
% of MBE participation.....0
% of WBE participation…… 11.1
Total HUB Participation.....11.1%

Acceptance of the Report of Revenues and Expenses

July 29, 2004

TO THE MILWAUKEE BOARD OF SCHOOL DIRECTORS:

Below is a summary of revenues as of May 31, 2004 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	$ 908,289,485	$ 49,308,089	$ 957,597,574	$ 2,974,965	$ 657,610,060	$ 299,987,514	69%
Categorically Aided	151,978,748	37,681,270	189,660,018	14,337,889	137,288,232	52,371,786	72%
School Nutrition	29,360,066	789,428	30,149,494	3,128,809	21,455,161	8,694,333	71%
Construction	35,787,377	32,855,230	68,642,607	11,316	15,013,910	53,628,697	22%
Extension	10,179,058	703,927	10,882,985	210,013	9,727,310	1,155,675	89%
Total All Funds	$ 1,135,594,734	$ 121,337,944	$ 1,256,932,678	$ 20,662,992	$ 841,094,673	$ 415,838,005	67%

Below is a summary of expenditures as of May 31, 2004 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	$ 908,289,485	$ 49,308,089	$ 957,597,574	$ 61,699,984	$ 799,432,999	$ 158,164,575	83%
Categorically Aided	151,978,748	37,681,270	189,660,018	17,761,218	166,489,208	23,170,810	88%
School Nutrition	29,360,066	789,428	30,149,494	2,209,412	27,922,797	2,226,697	93%
Construction	35,787,377	32,855,230	68,642,607	1,690,676	64,958,770	3,683,837	95%
Extension	10,179,058	703,927	10,882,985	559,187	7,801,461	3,081,524	72%
Total All Funds	$ 1,135,594,734	$ 121,337,944	$ 1,256,932,678	$ 83,920,477	$ 1,066,605,235	$ 190,327,443	85%

(1) Represents Board approved transfers during fiscal year 2004 and appropriations for purchases encumbered in fiscal year 2003.

Respectfully submitted,

Michael J. Val

Chief Finance and Operations Officer

Monthly Report on Expenditures

The Monthly report on expenditures has been attached to the minutes of your Committee's meeting.

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

Fourth Quarter Report of Contracts

Month	School	Project	Contractor	HUB Participation	Amount
Apr-04	Washington High	Roof Replacement	The Penebaker Enterprises LLC	31% MBE	$25,519.63
	Fifty-third Street	Boiler Abatement	Champion Environmental Services, Inc.	0%	$33,340.00
	McNair	Boiler Abatement	Champion Environmental Services, Inc.	0%	$33,940.00
	Sixty-fifth Street	Boiler Abatement	Champion Environmental Services, Inc.	0%	$36,372.00
	Lloyd Street	Asbestos Ceiling Tile Abatement	Onyx Special Services, Inc.	0%	$26,800.00
	Acad. of Accelerated Learning	Boiler Abatement	Professional Asbestos Removal & Survey Services	0%	$27,557.00
	Spanish Immersion	Boiler Abatement	Professional Asbestos Removal & Survey Services	0%	$30,112.00
May-04	Pulaski High	Trap & Valve Components	Climatic Control Co., Inc.	0%	$48,806.00
	C&I	Lab/Intro. to Info. Tech	Lab Midwest Corp	0%	$49,996.00
Jun-04	Thirty-fifth Street	Asbestos Abatement	Holian Asbestos of Wisconsin	0%	$30,525.00
	Edison Middle	Door Hardware	Precision Metals Inc.	0%	$28,281.93
	Technology	Cisco Switch Components	Munger Technical Services	0%	$30,977.00
	Recreation	Fall Recreation Guide	Lake Country Printing	0%	$32,453.00
Total					$434,679.56

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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	Sweet Earth Garden Center	$272	17 flats of annuals (flowers for the front of the school)
Allen-Field	Target	$795	"Take Charge of Education"
Browning	Suzanne Flesch	$20	College Scholarship Fund
Fratney	Daniel and Holly Graves	$75	Camping Trip
Fratney	Bessie Alexopoulos	$40	Camping Trip
Fratney	Stili Klikizos	$75	Camping Trip
Fratney	Jonas Karvelis	$325	Camping Trip
Fratney	Rita Tenorio	$100	Camping Trip

School	Donor	Amount	Gift or Purpose
Fratney	Rick Korducki	$75	Camping Trip
Fratney	Sarah Glodoski	$100	Camping Trip
Fratney	Robbie McLoud	$75	Camping Trip
Fratney	Sally Voelz	$75	Camping Trip
Fratney	Mariadelina Lopez	$75	Camping Trip
Fratney	Gretchen Mann	$75	Camping Trip
Fratney	Robert Peterson	$75	Camping Trip
Fratney	Anita Hernandez	$50	Camping Trip
Fratney	Jennifer Elliott	$25	Camping Trip
Fratney	Mayra Negron	$50	Camping Trip
Fratney	Melissa Tempel	$25	Camping Trip
Hawley	Onyx	$1,000	Miscellaneous school needs
Hayes	Northwestern Mutual Foundation (Volunteer Support Program)	$500	School library
Meir	Martha Lopez	$50	Student opportunities
Milwaukee Public Schools	Milwaukee Public Schools Foundation	$500	School to Work Program
Milwaukee Public Schools (WYMS Radio Station)	Bob Fox, Jr.	$2	Donation to Milwaukee Public Schools Radio Station (WYMS)
Mitchell	Kiwanis Club	$500	"Reading Is Fundamental" (RIF Grant)
Morgandale	Playzone	$5,000	Construct and maintain Tot Lot
Neeskara	Krishre LoDuca	$25	In Memory of Judy Friedrich
Neeskara	John M. Berens	$30	In Memory of Judy Friedrich
Neeskara	Emily Berens	$15	In Memory of Judy Friedrich
Neeskara	Bonny Buran	$25	In Memory of Judy Friedrich
Neeskara	Nancy Schauer	$50	In Memory of Judy Friedrich
Neeskara	Patricia Toman	$20	In Memory of Judy Friedrich
Neeskara	Anonymous	$50	In Memory of Judy Friedrich
Neeskara	Betty Siemsen	$25	In Memory of Judy Friedrich
Neeskara	Beth Burrows	$50	In Memory of Judy Friedrich
Neeskara	Mary Parsons	$10	In Memory of Judy Friedrich
Neeskara	Christine Pitroski	$25	In Memory of Judy Friedrich
Neeskara	Louisella Frank	$25	In Memory of Judy Friedrich
Neeskara	M. Kathleen O'Sullivan	$50	In Memory of Judy Friedrich
Neeskara	Catherine LaFond	$25	In Memory of Judy Friedrich
Neeskara	Ellen M. Croke	$25	In Memory of Judy Friedrich
River Trail	Pauline Redmond Coggs Foundation, Inc.	$250	Book It School-Wide
Riverside	Nancy E. Knopp and Kenneth Schultz	$2,000	Vector 1800 Multi-Purpose Weight Machine (Riverside High School Wellness Center)
Sherman	The Leukemia Society and Lymphoma Society	$100	Pennies for Patients (Wal-Mart gift certificate)
Sherman	Pauline Redmond Coggs Foundation, Inc.	$250	Academic Awards
Vincent	Dream Gunther-Nettesheim	$2,295	1992 Ford Taurus (auto shop hands-on experience for students)

Committee recommendation

Your Committee recommends that the Board:

1. 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; and
2. that the Board direct the Administration to develop and present to the Board during the September/October 2004 Board/Committee cycle a complete report identifying the complete fiscal impact, including all funding sources, changes in borrowing authority, and changes to the FY05 budget regarding the contracts in this item.

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

* * * * *

(Item 2) Action on Monthly Personnel Matters: Approval of Classified Personnel Transactions; Approval of Leaves of Absence; Report on Resignations; Approval of Prevailing Wage Rates; and Affirmative Action Report

Approval of Classified Personnel Transactions

Name and Assignment	Position and Salary	Date
	APPOINTMENTS	
Wendy Concha South Division	School Secretary I $19,442.44/yr.	08-23-04
	PROMOTIONS	
David Dittmar Brown	School Engineer II $39,413.66/yr.	06-21-04
	REINSTATEMENTS	
Angela Henderson Metropolitan	School Secretary I $30,717.68/yr.	07-01-04
	CHANGES IN STATUS	
Roberta Elizondo Grant	School Secretary I $26,169.11/yr.	08-23-04
Frances Glazewski Story	School Secretary I $19,442.44/yr.	08-23-04
Theresa Perleberg Webster	School Secretary I $25,239.07/yr.	08-23-04

Approval of Leaves of Absence

	Present Assignment	Effective From
Adoption Leave to January 28, 2005:		
Cynthia Wilder	Washington	March 16, 2004

Maternity Leave to June 17, 2005:

Keri Kinney	Neeskara	August 30, 2004
Shahanna McKinney Baldon	Riverside	August 30, 2004

Personal Leave to January 28, 2005:

Leslie Kuper	Milwaukee Education Center	August 30, 2004

Personal Leave to June 17, 2005:

Melissa Camacho	Pulaski	August 30, 2004
Kerry Hill	Story	August 30, 2004
Willa Lee	Juneau	August 30, 2004

Sabbatical Leave to June 17, 2005:

Joel Berger	Allen Field	August 30, 2004

Extension of Maternity Leave, to June 17, 2005:

Susan Karchunas Smith	Leave	August 30, 2004
Rebecca Mork	Leave	August 30, 2004
Teresa Mueller	Leave	August 30, 2004
Lydia Sutton	Leave	August 30, 2004

Extension of Personal Leave, to June 30, 2005:

Christine Anderson	Leave	July 1, 2004

Extension of Personal Leave, to June 17, 2005:

Colleen Hallman	Leave	August 30, 2004
Patricia Marshall	Leave	August 30, 2004
Margaret Shumway	Leave	August 30, 2004
Meghan Steinmeyer	Leave	August 30, 2004

Report on Resignations

Name	Position	Effective Date
Rafael Acevedo	Teacher	07/01/04
Jeffrey Andrzejewski	Teacher	06/27/04
Mary Angell	Teacher	09/02/02
Brenda Beckley	Teacher	06/17/04
Katherine Boesch	Teacher	06/17/04
John Briggs	Teacher	06/22/04
Julie Brimmer	Teacher	06/18/04
Janet Brueggeman	Teacher	06/22/04
Rachel Caby	Teacher	06/17/04
Marie Campos	Adm. Spec.	07/02/04
Kelly Carlson	Teacher	06/17/04
Willie Carter	Soc. Worker	06/17/04
Aree Cherner	Teacher	06/17/04
Kristi Cooley	Supervisor	06/22/04
Mark Douglas	Teacher	09/07/04
Rashida Evans	Teacher	08/02/04
Karen Folker	Teacher	06/09/04
Caroline Garofani	Teacher	07/01/04
Heather Giannonatti	Teacher	06/21/04
Jennouise Gliniecki	Teacher	06/17/04

Susan Gruenwald	Teacher	09/24/04
Lynn Gutchewsky	Teacher	06/17/04
Melissa Harper	Teacher	06/15/04
John Harrison	Teacher	06/16/04
Andrew Hoffmann	Teacher	06/17/04
James Jones	Teacher	06/16/04
Sonya Keyser	Teacher	06/21/04
Janice Kirk	Teacher	06/17/04
Anne Klemke	Teacher	06/21/04
Diana Knight	Teacher	08/28/03
Diane Kulas	Teacher	06/17/04
Evelyn Kurter	Teacher	12/17/04
Cean Kussman	Teacher	07/01/04
Adrian Langlois	Teacher	06/17/04
Judith Lesperance	Teacher	06/18/04
Megan Licht	Teacher	06/16/04
John Malley	Teacher	06/17/04
Elizabeth Martins	Teacher	06/17/04
Hillary Mayes	Principal	08/24/04
Yvonne McCaskill	Prof Dev Spec	07/01/04
Shirley McCoy	Teacher	07/14/04
Esther McGuire	Teacher	06/11/04
Louis McRae	Teacher	06/17/04
Holly Meier	Teacher	06/17/04
Katherine Meister	Teacher	06/28/04
Lisa Mosier	Teacher	06/22/04
Nicole Mueller	Teacher	06/17/04
Judy Nagel	Teacher	06/17/04
Phillip Pape	Teacher	06/25/04
Tyra Perine	Teacher	08/27/04
Ramona Phillips	Teacher	02/16/04
Robert Piotrowski	Teacher	06/17/04
Dianne Pratt	Teacher	06/24/04
Christina Ratatori	Teacher	06/17/04
Kaye Reynolds	Coordinator	07/02/04
Nancy Rogers	Teacher	06/17/04
Lisa Ruhlen	Teacher	06/17/04
Dorothy St. Charles	Adm. Spec.	07/02/04
Kevin Schroeter	Teacher	06/25/04
Daniel Sitter	Teacher	06/17/04
Michelle Steffer	Teacher	06/17/04
Tomille Tuzzolino	Teacher	06/17/04
Halema Tyler	Teacher	06/17/04
Joan Whitman	Teacher	06/24/04
Fe Whittaker	Teacher	06/17/04
Jennifer Wilcox	Teacher	06/17/04
Angela Wolff	Teacher	06/17/04

◊

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.

Construction craftsmen 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 and was further affirmed by the Board in December 1962 (Proc. 12-11-62, pp. 301-302; 12-19-62, pp. 303-304). Communications from the Milwaukee Building and Construction Trades Council listing the new wage rates and their effective dates have been provided to your Commmittee under separate cover.

Affirmative Action Report

The Affirmative Action monthly personnel transaction report for June 2004 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:

1. approve the classified personnel transactions and leaves of absence as listed above;
2. Authorize the Administration to pay the prevailing wage rates detailed in the communications in contracts with contractors and subcontractors and authorize increases for MPS construction craftsmen as of the date(s) indicated on the above-mentioned communications.

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)	Leea Power	Principal Carleton School	Schedule III, Range 13Z $71,088.02
5(r)	Jonathan Leinfelder	Principal Engleburg School	Schedule III, Range 13Z $78,669.80
2(r)	Erica Hendricks	Principal Keefe Avenue School	Schedule III, Range 13Z $78,669.80
2(r)	Selestine Skipper	Principal Metcalfe School	Schedule III, Range 13Z $71,367.98
2(r)	Ramon Evans	Principal Thirty-fifth Street School	Schedule III, Range 12Z $64,713.81
2(r)	Deborah Ford	Executive Director Dept. of Human Resources	Schedule IIIE, Range 16A $110,189.33

2(r)	Flora Odom Flagg	Administrative Specialist Dept. of Administrative Accountability	Schedule III, Range 14A $101,037.59
2(r)	Miriam Tangle	Coordinator, Compliance and Monitoring Dept. of Special Services	Schedule III, Range 11A $83,796.99
2(r)	Debra Rash	HR Communications Specialist Dept. of Human Resources	Schedule III, Range 10A $83,939.00
5(r)	Diane Howard	Special Education Supervisor — Vocational Transitional Services Dept. of Special Services	Schedule III, Range 8A $76,134.00
5(r)	Mary Esser	Psychological Services Coordinator Dept. of Special Services	Schedule III, Range 8C $65,211.00

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
5 White
r Resident who must remain resident

Director Spence moved that the Board retire to executive session, pursuant to Wisconsin Statutes 19.85(1)(c), to consider a personnel matter.

The motion prevailed, the vote being as follows:

Ayes—Directors Balistreri, Hardin, Johnson, O'Neil, Spence and President Blewett—6.

Noes—None.

Abstaining from voting—Director Dannecker—1.

The Board retired to executive session at 8:18 PM.

The Board reconvened in open session at 8:36 PM.

Director Spence moved to approve the appointments and promotions.

The motion prevailed, the vote being as follows:

Ayes— Directors Balistreri, Dannecker, Hardin, Johnson, O'Neil, Spence and President Blewett—7.

Noes—None.

* * * * *

(Item 4) Action on a Request to Renew a Contract with the University of Wisconsin-Milwaukee For Kindergarten Services

Administration's Analysis

1. Hartford University School has contracted since FY02 with the University of Wisconsin-Milwaukee (UWM) Children's Center, a private provider of kindergarten services, for a minimum of 30 and maximum of 35 FTE (full-time-equivalent) K4/K5 kindergarten seats. The Administration is requesting authorization to enter into a new contract for 30 to 35 kindergarten seats during FY05. The students are included in the Hartford membership count. UWM will provide kindergarten services to the children at $5,000 per FTE. Hartford will assure the students of seats at Hartford at K5 or first grade. Hartford University School will administer the contract and fund the contract through the per-pupil allocation. An MPS teacher will be assigned to the UWM Children's Center. Total cost of the contract is not to exceed $175,000.

2. This collaboration supports the Neighborhood Schools Initiative. It is an innovative program which furthers a strong partnership with an organization in the neighborhood — the University of Wisconsin-Milwaukee in general and the UWM Children's Center in particular. The Governor and the State Superintendent have both lauded this partnership as a model of school-community collaboration. It provides MPS children access to a premier-quality early childhood program that is expected to fuel future academic success. It also reduces busing, since the great majority of the participants are transported by their parents. Hartford staff and UWM staff also engage in collaborative dialogue and staff development, improving early childhood instruction in both settings. The admission procedures for participation are aligned with current administrative policy.

3. The Administration is requesting that the Board authorize Hartford University School to enter into a contract with the University of Wisconsin-Milwaukee's Children Center for a K4/K5 kindergarten program for up to 35 FTE, at a cost not to exceed $175,000.

Strategic Plan Compatibility Statement

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

Statute, Board Policy or Rule Statement

5. No administrative policy or Board rule would require modification. This item meets the requirements set forth in Administrative 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. This item authorizes expenditures of up to $175,000. Funds will be available in the following Hartford accounts:

Teacher .....GEN-K-I-BDK-HF-ESTC5105 (Hartford teacher)
Position benefits .....DWC-0-0-BDK-HF-EEBN0000 (Hartford fringe benefits)
Contract services .....GEN-0-0-BDK-HF-ECTS0000 (Hartford contracted services).

Implementation and Assessment Plan

7. 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 with University of Wisconsin-Milwaukee Children's Center for FY05 for a K4-K5 kindergarten program for up to 35 FTEs at a cost of $175,000.

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

* * * * *

(Item 5) Action on a Request for Approval of a Lease with the Private Industry Council to House Expansion of Kilmer South Programs

Administration's Analysis

1. The purpose of this item is to seek Board approval of a lease agreement with the Private Industry Council (PIC) for space at 2342 North 27th Street to house the Kilmer North educational program. All costs associated with the lease will be paid through Kilmer's per-pupil allocation. Eighty (80) pupils will be served at this site.

2. Beginning with the FY04 school year, Kilmer South began a cooperative program with the PIC to provide educational and supplemental services to students who have stopped attending school. As part of this program, PIC identifies through a youth-workers outreach program students who are no longer attending school. Kilmer South provides educational services at the PIC building located at 2342 North 27th Street, and PIC provides the students with supplemental services. During the 2003-2004 school year, the program served 40 students, with 27 of these students having graduated in June 2004.

3. Because of the success of the program with PIC, Kilmer has proposed expanding the program to 80 students. The space to be leased within the Private Industry Council, which totals approximately 3,000 square feet, would consist of two classrooms. PIC would provide all design and construction activities. The proposed lease period is 10 years.

4. Lease negotiations with PIC have been completed. A copy of the lease has been provided under separate cover. Representatives from PIC and Kilmer South will be present to answer the Committee's questions regarding the program.

Strategic Plan Compatibility Statement

5. The recommendation supports the MPS Strategic Plan, Goal 1, student achievement; and Goal 2, to improve student success in further education and employment.

Statute, Board Policy or rule Statement

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

Fiscal Impact Statement

7. Total cost of the lease is $12.73/sq.ft., with a total annual cost of $38,187. This cost includes a base rent of $6.00/sq.ft., cost to amortize the build-out of $4.18/sq.ft., and common-area maintenance cost of $2.55/sq.ft. The initial term is for 10 years. PIC will be responsible for both infrastructure and capital maintenance, cleaning, and snow removal. Utilities costs, which will be funded by the school, are estimated at $3,000 annually. All costs for the lease will be funded by the school from its per-pupil allocation.

Implementation and Assessment Plan

8. Upon approval by the Board, the lease will be executed, and PIC will begin design activities. The Division of Facilities and Maintenance Services will assist the school during the design process to ensure that program needs are met. Construction will commence in September 2004 and will be completed during the school year. Temporary space has been identified to house the program during construction. Upon completion of the build-out, the school will be relocated to its new space.

Committee's Recommendation

Your Committee recommends that authorization be given to enter into a lease agreement with the PIC Services LLC for space located at 2342 North 27th Street to house the Kilmer North Program, at an annual cost of $38,187.

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

* * * * *

(Item 6) Action on Authorization for Approval of MPS/Milwaukee County Collaborative Day-Treatment Programs for Adjudicated Youth

Administration's Analysis

1. The Milwaukee County Children's Court Center and MPS have agreed to collaborate in providing Intensive Day Treatment Programs for those students having been assigned by the courts. The Milwaukee Public Schools, in cooperation with the Milwaukee County Children's Court Center, jointly fund several day treatment facilities for adjudicated youth.

2. 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. 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 school and community adjustment for students who are engaging in socially unacceptable behavior, have academic problems, and are in difficult family relationships. These programs provide an alternative to placement in a correctional or residential treatment facility, and 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, a student is 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 2004-2005 as outlined under the Fiscal Impact Statement.

Strategic Plan Compatibility Statement

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

Statute, Board Policy or 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 $516,303 for FY05. Projected costs listed for approval are shown below.

	Seats		
Day Treatment Site	2004	2005	Cost
Lad Lake Ultra	30	30	$151,194
Project Excel	30	30	151,194
St. Charles Intensive Day	45	45	213,915
Totals	105	105	$516,303

9. The base FTE (full-time-equivalent) costs for Lad Lake Ultra and Project Excel are $5,040. The base FTE cost for St. Charles is $4,754. Funds sufficient to support educational services to adjudicated students were approved in the FY05 budget's Milwaukee County Collaborative accounts ORC-0-0-MCO-XX-ESTC (teacher), DWC-0-0-MCO-XX-EEBN (benefits), and ORC-0-0-MCO-XX-ECTS (contract services).

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 (NCLB) include provisions to raise academic achievement for all children. This includes students enrolled in MPS Diversified Community Schools.

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration to provide an educational program for adjudicated students in FY05.

	Seats		
Day Treatment Site	2004	2005	Cost
Lad Lake Ultra	30	30	$151,194
Project Excel	30	30	151,194
St. Charles Intensive Day	45	45	213,915
Totals	105	105	$516,303

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

* * * * *

(Item 7) Action on Resolution 0405R-011 by Director Balistreri Regarding the ALAS Program

Background

At its meeting on May 27, 2004, the Board referred Resolution 0405R-011 by Director Balistreri to the Committee on Finance/Personnel:

WHEREAS, A high priority of the Milwaukee Board of School Directors is to provide parents and students with expanded choices in popular and innovative educational programs; and

WHEREAS, One means of expanding educational options is to establish MPS charter schools; and

WHEREAS, On June 3, 2003, the Board of School Directors held a public hearing and approved the concept of the charter school petition for Advanced Language and Academic Studies High School (ALAS); and

WHEREAS, At this meeting, the school was asked to work with the MPS administration to identify a suitable facility for the program being offered, which serves 250 students in grades 9 through 12; and

WHEREAS, The recommendation to the Board from the Administration at the August 28, 2003, meeting of the Committee on Innovation and School Reform was to authorize ALAS to occupy shared space at Kosciuszko Middle School; and

WHEREAS, Public testimony has raised issues related to the Administration's decision to place the ALAS program in the Kosciuszko facility; and

WHEREAS, Many of these concerns have been brought forth by individuals affected by the negotiations for the site for the program; now, be it

RESOLVED, That the Administration and representatives from all schools involved in the negotiations to house the ALAS program bring back to the Board for approval, no later than July 30, 2004, a recommendation for a facility; and be it

FURTHER RESOLVED, That the Board direct the Administration and representatives from all schools involved to bring back two alternate sites that would be suitable for the ALAS program, should the Kosciuszko Middle School site not be approved by the Board.

Administration's Analysis

1. On April 6, 2004, the Superintendent sent a communication to the Board relative to the process of developing a collaborative model to allow both ALAS and Kosciuszko to move forward in a positive manner in their new relationship. This communication included an overview of the activities that took place, or were scheduled to take place, in support of the development of a new, shared school community. In addition, practical considerations such as assignment of safety personnel and providing necessary supportive services in this new model were addressed. Some of the activities included development of a joint student council as well as a joint building council comprising key staff from ALAS and Kosciuszko, parents, and community members.

2. Numerous meetings were held with the Kosciuszko and ALAS staffs, students, and parents to explain the rationale for the collaboration and to provide team building and joint planning for the two schools:

- Eight meetings were held with the Kosciuszko staff regarding rationale, actual and projected enrollment, and other concerns.
- Two community meetings were held off-site for the purpose of listening to community concerns. (At the second meeting, the only attendees were the Kosciuszko principal, one teacher, the project manager for high school redesign, and the community organizer who was to facilitate the meeting.)
- Five joint council meetings have been held with Kosciuszko and ALAS students to help them plan for the sharing of the building and to discuss common expectations.
- A family cook-off was held and a joint cookbook published.
- Two joint student council meetings were held.

3. The Director of Pupil Services addressed strategies for working with the immigrant population at ALAS, as well as special education and bilingual considerations.

4. The Kosciuszko principal arranged staff and parent visits to other sites where middle- and high-school students attend school in the same building; scheduled a parent meeting and dinner for Kosciuszko parents to learn about the ALAS program; and invited community members to be involved in planning for ALAS and Kosciuszko's sharing of the building. The Director of Leadership Support compiled data for Kosciuszko staff showing that Kosciuszko's projected lower enrollment numbers were not a result of the assignment of ALAS to the building. Trend data were also included and allowed the Kosciuszko staff to envision the many positive outcomes that would be realized as a result of ALAS's sharing the Kosciuszko building. The Director of Leadership Support worked closely with the Kosciuszko principal and Kosciuszko principal coach to help the staff work through processes and stages of change. The Superintendent was directly involved in this process, including communication with parents and staff members that identified and explained the positives of the new model and discussions on sharing space.

5. Kosciuszko, which once had an enrollment of over 750 students, enrolled 508 students during the 2004 three-choice enrollment period. Although a projection of 520 was made by the Administration, there were no restrictions set on enrollment for the school during this time period. Kosciuszko admitted all sixth-grade students who choose Kosciuszko as first choice and all students who choose Kosciuszko as their second or third choice and did not get their first or second choices. After all enrollment options and mandatory assignments were made, Kosciuszko was able to enroll only 101 sixth-grade students for the 2004-2005 school year.

6. Kosciuszko's current sixth-grade enrollment, as compared with previous years, is already low. Only 170 sixth-graders currently attend the school, as compared with past years, in which grade-level enrollment was between 230 and 260 students. These students will become seventh-graders next year, which means the school will have two grades with low enrollment. It is clear from the enrollment data that Kosciuszko's enrollment is in a steady decline. Based on these facts, projections for school enrollment are:

- 2004-2005 ..... 520 students
- 2005-2006 ..... 458 students
- 2006-2007 ..... 387 students

7. 500 students is considered the "break-even" point for a middle school. The cost of offering quality FAVE and library options becomes very prohibitive with enrollments of less than 500.

8. Kosciuszko had a stability rate of 66% for the 2002-2003 school year. For the last four years, the school has admitted a number of students throughout the year, but in most cases a higher number of students also leave during the same year.

9. During the last year, 342 students of the 645 students enrolled were non-attendance-area students. Further development of K-8 schools will result in a smaller pool of non-attendance-area students to draw from.

10. The building operations costs are currently $493,073, which indicates that, at full enrollment, Kosciuszko building operations costs should be approximately $650/student. Building operations cost for the projected enrollment of 520 students is $948/student. In 2006-2007, building operations costs for 387 students will be $1274/student. Two schools sharing the space, with a total student enrollment of 770 students, yields a cost of $640/student for building operations. This amount more appropriately mirrors the building capacity per student cost.

11. Kosciuszko's current enrollment does not support its use of the full facility. The middle school's enrollment has steadily decreased during the past three years due to the increasing numbers of K-8 schools. At the present rate of enrollment decline, it is projected that the Administration would have to bring to the Board a plan for Kosciuszko's closing in the 2006-2007 school year if Kosciuszko's program is not strengthened. The addition of the ALAS high school is designed to enhance the educational options for the Kosciuszko students.

12. Despite initial resistance, the staff, students, and parents of Kosciuszko have come to embrace the concept of a multiplex and welcome the opportunities that a bilingual, college preparatory high school will bring to our students.

13. Numerous joint meetings with staff and students have taken place and guidelines have been discussed for the shared use of the faculty and the facility as well as for shared planned activities. The Kosciuszko school community views this joint venture as a catalyst for educational reform and is hopeful that it will become a nationwide model for bilingual education and community renewal within the context of the small schools initiative.

14. The merger of Kosciuszko and ALAS has turned into a model of staff, student, and parent cooperation. It is expected that all students and family members will benefit from the combination of both programs within the Kosciuszko facility. The principal of Kosciuszko and the majority of the staffs of both schools have worked very hard to come together, and the school is expected to open in harmony on September 1.

15. Kosciuszko is expected to become a natural "feeder" to ALAS, and students will be able to take advanced courses at the high school within their building. ALAS students will be able to tutor younger students, thereby strengthening everyone's skills. Kosciuszko has had a rich tradition within the neighborhood, a tradition which this alliance is expected to help promote for many years to come.

Strategic Plan Compatibility Statement

16. 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, Board Policy or Rule Statement

17. This item is consistent with Administrative Policy 5.01, Facilities, section (3), Facilities Plans and Specifications, which encourages the involvement of existing school and community groups in the planning of building projects.

Implementation and Assessment

18 Upon approval by the Board, the Administration will continue with these activities. ALAS staff members have already started moving into the Kosciuszko building in preparation for the 2004-2005 school year.

Fiscal Impact Statement

19. A total of $520,000 has been allocated to complete the required building modifications to house the program. These modifications have been broken into the following three phases:

a. Phase I — Creation of two new restrooms. These are currently under construction and will be complete in August 2004.

b. Phase II — Involves installation of tack boards and marker boards, removal of folding partitions and replacement with permanent partitions, and installation of corridor doors to separate the two programs. This work will be completed in August 2004.

c. Phase III — Creation of three (3) science rooms and two (2) computer labs, and renovation of a former shop area into classroom space. This work will be complete in February 2005.

20. Given the extent of work completed to date, as well as the total overall cost, it would not be fiscally responsible to relocate ALAS to another site.

Committee's Recommendation

Your Committee recommends that:

1. the Board direct the Administration to continue plans to locate the ALAS program for the duration of its five-year contract in the Kosciuszko Middle School building; and

2. ALAS and Kosciuszko report to the Board how the parents have worked together and report to the Board the funding sources, allocations, and fiscal impact of this action.

Director Hardin moved that the Board adopt the Committee's recommendation with the following amendments:

1. that the Board direct the Administration to continue plans to locate the ALAS program for the duration of its five-year contract in the Kosciuszko Middle School building; and

2. that the administration work with ALAS and Kosciuszko, report to the Board not later than September or October, 2004, how the parents have worked together, and report to the Board the funding sources, allocations, and fiscal impact of this action.

The motion prevailed, the vote being as follows:

Ayes—Directors Dannecker, Hardin, Johnson, O'Neil and President Spence—5.

Noes—Director Balistreri and President Blewett—2.

* * * * *

(Item 8) Action on Resolution 0405R-010 by Director Hardin Regarding Funding for Montessori Certification

Background

At its meeting on May 27, 2004, the Board referred Resolution 0405R-010 by Director Hardin to the Committee on Finance/Personnel:

WHEREAS, The Milwaukee Public Schools prides itself on its ability to offer a variety of education programs in an effort to increase student achievement; and

WHEREAS, Montessori education has consistently proven itself to be one of Milwaukee Public Schools' most effective specialty programs and curricula; and

WHEREAS, The expansion of MPS Montessori from two to six schools, from five to eight grades, and from 400 to1,200 students has proven to be one of MPS's most effective responses to community needs and demands; and

WHEREAS, MPS is planning a Montessori high school; and

WHEREAS, The MPS Neighborhood Schools Initiative has made public commitments to the people of Milwaukee and Wisconsin and to the Joint Finance Committee of the Wisconsin Legislature to expand the number of high-quality specialty schools in overcrowded Milwaukee neighborhoods; and

WHEREAS, There are many current teaching assistants, paraprofessionals, parents, and teachers within MPS who demonstrated commitment to, and competence in, providing high-quality Montessori education to our children; now, therefore, be it

RESOLVED, That MPS shall allocate a total of one hundred and fifty thousand dollars ($150,000) in the 2005 budget to support low-income parents, teaching assistants, paraprofessionals, teachers, and others within the City of Milwaukee to become DPI-licensed teachers in MPS with Montessori certification acceptable to MPS; and be it

FURTHER RESOLVED, That the entirety of these funds shall be spent on scholarships, stipends, and loans as designed and authorized by the MPS Board of School Directors at future meetings for the benefit of low-income parents, teaching assistants, paraprofessionals, and teachers within the City of Milwaukee; and be it

FURTHER RESOLVED, That the beneficiaries of this program shall expand the ethnic and linguistic diversity of the MPS Montessori teaching faculty, so that MPS Montessori teachers become more diverse and more language-friendly to the Spanish, Hmong, and other non-English languages within the City of Milwaukee, and that the MPS Montessori faculty include more African-American, Asian-American, Latino, and Native American members; and be it

FURTHER RESOLVED, That a plan to support this program shall be reported to the MPS Board of School Directors no later than July 30, 2004, so that at least some current parents, teaching assistants, paraprofessionals, and teachers within the City of Milwaukee may start taking pre-college, college, Montessori, and other courses to prepare to become MPS Montessori teachers during the summer of 2004.

Administration's Analysis

1. Montessori training leading to Montessori certification in the United States is only available for birth through age 12. Although Montessori training is available throughout the United States, no local training is currently available beyond age 12. Additional training for ages 12-15, however, is available through the Montessori Teacher Education Collaborative and North American Montessori Teacher's Association in White Plains, New York. Training for ages 16 and above would include participating in training through age 15 and supplemental training and coaching offered by qualified staff in current Montessori schools.

2. Locally, at the Montessori Institute of Milwaukee, training and certification are offered only for ages 6 through 12 (elementary). The Montessori institutes in Troy, IL, and Minnesota offer both the primary (ages 3 through 6) and elementary training and certification. There is a preparatory class that each participant must take, which costs an additional $1,700, prior to registering for the actual program leading to certification. The preparatory class is conducted in July, with the actual coursework beginning in September and concluding at the end of May/June. All classes are offered during the day. In the summer of 2005, the Institute will offer a summer program that takes three (3) summers to complete.

3. Anyone can apply to the Montessori Institute for certification; however, to be employed as a teacher with the district and receive a permit from the Department of Public Instruction (DPI), a Montessori-trained teacher must hold a bachelor's degree from an accredited college or university.

4. The cost of the elementary training (ages 6 through 12) is approximately $8,200. This fee includes tuition and registration fees. Books and supplies are an additional cost to the participant.

5. Tuition reimbursement is available to all Montessori-trained teachers seeking regular education certification and regular-education-certified teachers seeking Montessori certification.

6. A current teacher who wants to become Montessori-trained may request a sabbatical leave to do so. If a teacher does not have seven years of teaching, which is required for a sabbatical, but wants to pursue the Montessori training, he or she can make a request to the Department of Human Resources for a MOU. Currently we have one teacher with less than seven years of employment who is on a sabbatical through an MOU to obtain the Montessori training and certification.

7. MPS has a new, small high school in development that will use the Montessori model. It is scheduled to open in the fall of 2005, pending Board approval. Staff members participating in the school development process have access to funds through the high school redesign initiative, which they are able to use to support the participation of teachers, other employees. and parents in Montessori training. During the first year of the school's implementation, the school will have access to additional implementation funds through the high school redesign initiative to support the same objective.

8. The existing Montessori School collaborative advertises in several of the AMI (American Montessori Institute) publications and periodicals. The Department of Human Resources sponsored a Montessori teacher to attend a Montessori re-certification and training to recruit Montessori-trained teachers for the 2004-05 school year. We will hire three Montessori-trained teachers from this event.

9. We also collaborated with MTEC this year to certify at least seven teachers in the Montessori method in regular education grades one through eight. Currently the majority of our Montessori teachers are Montessori-certified and DPI-certified. We have three certified teachers working on completing the Montessori certification.

10. The current FY05 approved budget does not provide the recommended allocation of $150,000 as prescribed in the resolution.

Strategic Plan Compatibility Statement

11. This item is consistent with the MPS Strategic Plan Goal 1, student achievement.

Statute, Board Policy or Rule Statement

12. This item is consistent with Administrative Policy 6.18, Definitions: Staff, and Administrative Policy 6.22, Leaves of Absences: Staff.

Implementation and Assessment

13. The Administration will continue current efforts identified to provide tuition reimbursement to all Montessori-trained teachers seeking regular education certification and regular-education-certified teachers seeking Montessori certification with a special emphasis on encouraging the expansion of ethnic and linguistic diversity.

Fiscal Impact Statement

14. This item does not authorize expenditures.

Committee's Recommendation

Your Committee recommends that the Board direct the Administration to work with the Montessori community and report back to the Board a plan to find funds to support the program identified in this resolution.

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

* * * * *

(Item 9) Action on a Recommendation to Approve the Funding of New Contracts for 21st Century Community Learning Centers (CLCs)

Administration's Analysis

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 lessen a youth's exposure to negative influences. Milwaukee's CLCs, in operation since 1998, serve over 20,000 individuals on an annual basis. Partnerships with 13 community-based organizations (CBOs) help to make successful connections between 43 Milwaukee Public School CLC locations and student achievement.

2. Over the past three 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. In 2003, MPS received one federal grant from the Department of Education (DOE) and two grants from the Department of Public Instruction (DPI) to oversee the operation of CLCS at 43 schools. MPS contracted with 18 CBOs to develop and operate these CLCs in collaboration with the participating schools. During the school year, MPS CLC sites served over 24,000 youth and adult participants.

4. CLC Projects #1 & #2 (18 sites): In August 2003, the Board approved Community Learning Center contracts for CLC Projects #1 & #2 (the second year of a five-year DPI grant).

5. CLC Project #3 (13 sites): In August 2003, the Board approved Community Learning Center contracts for CLC Project #3 (the first year of a five-year DPI grant). The Administration secured $400,000 from a new DPI grant in July 2003 to fund five of the 13 sites in Project #3, at $80,000. These were the five schools designated by DPI as Schools Identified for Improvement (SIFI). The balance of the funding needed for FY04 for these five sites to receive $100,000 per site came from a one-year DOE federal earmark received by the district in June 2003. The other eight sites in Project #3 were also funded at the $100,000 level in FY04 through a combination of funds from a one-year federal earmark (June 2003) and a one-year extension from DOE (May 2003) to expend the balance of funds available from Project 3's DOE grant.

6. CLC Project #4 (14 sites): In May 2003, the Board approved Community Learning Center contracts for the 14 sites in CLC Project #4 at $120,000 per site. This was the final year of a three-year DOE grant running from June 1, 2003, to May 31, 2004.

7. 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.

8. The Administration is requesting authorization to enter into similar contracts with these Lead Agencies for FY05 as follows:

CLC Projects FY05		
Agency	Sites	Amount (Assuming daily average of 100 participants)
Boys & Girls Club	Allen-Field Elementary School	$100,000
Boys & Girls Club	Fernwood K-8 School	$100,000
Boys & Girls Club	Fratney Elementary School	$100,000
Boys & Girls Club	Gaenslen K-8 School	$100,000
Boys & Girls Club	Grand Avenue Middle School	$100,000
Boys & Girls Club	Lincoln Avenue Elementary School	$100,000
Boys & Girls Club	Lloyd Street Elementary School	$100,000
Boys & Girls Club	Marshall High School	$100,000
Boys & Girls Club	Palmer Elementary School	$100,000
Boys & Girls Club	Pierce Elementary School	$100,000
Boys & Girls Club	Riley Elementary School	$100,000
Boys & Girls Club	Siefert Elementary School	$100,000
Boys & Girls Club	Vieau K-8 School	$100,000
Boys & Girls Club	Walker Middle School	$100,000
COA Youth & Family Centers	O.W. Holmes K-8 School	$100,000
Journey House	Fritsche Middle School	$100,000
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	$100,000
Northcott Neighborhood House	Edison Middle School	$100,000
Northcott Neighborhood House	Green Bay Ave. Elem. School	$100,000
Northcott Neighborhood House	Lee K-8 School	$100,000
Northcott Neighborhood House	Lincoln MS of the Arts	$100,000
Northcott Neighborhood House	North Div. HS/Milw. Village MS	$100,000
Northcott Neighborhood House	35th Street Elementary School	$100,000
Northcott Neighborhood House	Wheatley Elementary School	$100,000
Opportunities Industrialization Center	Douglas Academy Middle School	$100,000
Opportunities Industrialization Center	Robinson Middle School	$100,000

CLC Projects FY05		
Agency	Sites	Amount (Assuming daily average of 100 participants)
Opportunities Industrialization Center	21st Street Elementary School	$100,000
Our Next Generation	Westside Academy II (4-8)	$100,000
Rosalie Manor	Washington High School	$100,000
Silver Spring Neighborhood Center	Burroughs Middle School	$100,000
Silver Spring Neighborhood Center	Muir Middle School	$100,000
TBD	Cass Street K-8 School	$100,000
Trinity Presbyterian Church	Townsend K-8 School	$100,000
U.M.O.S.	Kosciuszko Middle School	$100,000
UW-Extension (Milwaukee County)	Malcolm X Middle School	$100,000
YMCA	Engleburg Elementary School	$100,000
YMCA	LaFollette K-8 School	$100,000
YMCA	Mitchell K-8 School	$100,000
	Total	**$4,100,000**

Strategic Plan Compatibility Statement

9. 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, Board Policy or Rules Statement

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

Fiscal Impact Statement

11. The total cost in FY05 for these CLC Projects is $4,100,000. This funding will come from the first, second, and third years of the five-year DPI grants (2002-2009) from the following budget codes:

DPI.....	GEN-0-0-215-RC-ECTS0000	$ 1,800,000	(Recreation Contract Services)
DPI.....	GEN-0-0-LC5-LC-ECTS0000.....	$ 1,400,000	(Recreation Contract Services)
DP.....	GEN-0-0-2C5-LC-ECTS0000	$ 900,000	(Recreation Contract Services)

Implementation and Assessment Plan

12. The 21st Century CLC project director (or designee) will monitor the agencies' compliance with the contract and 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 regular site visits.

13. An annual performance report required by DPI for all CLCs must be submitted to the project director in September of each grant year.

14. 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 FY05:

- **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, or 20% of the day-school enrollment.

- **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, parents, and community representatives) 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 FY05 (July 1, 2004-June 30, 2005) with the following lead agencies:

CLC Projects FY05		
Agency	Sites	Amount (Assuming daily average of 100 participants)
Boys & Girls Club	Allen-Field Elementary School	$100,000
Boys & Girls Club	Fernwood K-8 School	$100,000
Boys & Girls Club	Fratney Elementary School	$100,000
Boys & Girls Club	Gaenslen K-8 School	$100,000
Boys & Girls Club	Grand Avenue Middle School	$100,000
Boys & Girls Club	Lincoln Avenue Elementary School	$100,000
Boys & Girls Club	Lloyd Street Elementary School	$100,000
Boys & Girls Club	Marshall High School	$100,000
Boys & Girls Club	Palmer Elementary School	$100,000
Boys & Girls Club	Pierce Elementary School	$100,000
Boys & Girls Club	Riley Elementary School	$100,000
Boys & Girls Club	Siefert Elementary School	$100,000
Boys & Girls Club	Vieau K-8 School	$100,000
Boys & Girls Club	Walker Middle School	$100,000
COA Youth & Family Centers	O.W. Holmes K-8 School	$100,000
Journey House	Fritsche Middle School	$100,000
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	$100,000
Northcott Neighborhood House	Edison Middle School	$100,000
Northcott Neighborhood House	Green Bay Ave. Elem. School	$100,000
Northcott Neighborhood House	Lee K-8 School	$100,000

CLC Projects FY05		
Agency	Sites	Amount (Assuming daily average of 100 participants)
Northcott Neighborhood House	Lincoln MS of the Arts	$100,000
Northcott Neighborhood House	North Div. HS/Milw. Village MS	$100,000
Northcott Neighborhood House	35th Street Elementary School	$100,000
Northcott Neighborhood House	Wheatley Elementary School	$100,000
Opportunities Industrialization Center	Douglas Academy Middle School	$100,000
Opportunities Industrialization Center	Robinson Middle School	$100,000
Opportunities Industrialization Center	21st Street Elementary School	$100,000
Our Next Generation	Westside Academy II (4-8)	$100,000
Rosalie Manor	Washington High School	$100,000
Silver Spring Neighborhood Center	Burroughs Middle School	$100,000
Silver Spring Neighborhood Center	Muir Middle School	$100,000
TBD	Cass Street K-8 School	$100,000
Trinity Presbyterian Church	Townsend K-8 School	$100,000
U.M.O.S.	Kosciuszko Middle School	$100,000
UW-Extension (Milwaukee County)	Malcolm X Middle School	$100,000
YMCA	Engleburg Elementary School	$100,000
YMCA	LaFollette K-8 School	$100,000
YMCA	Mitchell K-8 School	$100,000
	Total	**$4,100,000**

Notes:

1. These CLC contract allocations reflect the dollar amount which an agency would receive in FY05 if it serves an average daily attendance of 100 participants. Under-enrollment and over-enrollment at CLC sites may cause a redistribution of funds during the FY05 school year to reflect the true numbers being served.

2. At the present time, Cass Street School is in the process of searching for a new lead agency. Once its new agency has been identified, this information will be made available.

3. The DPI funding allocated to MPS for 2004-05 was less than anticipated. Two (2) of Milwaukee's six (6) High School CLCs were not funded (Riverside University High School and Milwaukee High School of the Arts). Administration is presently looking at all available CLC dollars to determine FY05 funding for these CLCs. A request for funding, if available, for these High School CLCs will be brought to a future Board of School Directors meeting.

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

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(Item 10) Action on a Request to Enter into Sole-Source Contracts for Maintenance of MPS Hardware and Software

Administration's Analysis

1. This item requests authorization to enter into one-year sole-source maintenance contracts to support MPS hardware and software systems. These maintenance contracts ensure that the district receives software updates when available and support services when needed. These agreements, offered by vendors of proprietary software and hardware, are inappropriate for competitive procurement procedures.

2. In the absence of maintenance contracts, the district would not be entitled to technical support in the event of product failures, or to software upgrades as they become available. Some systems, such as payroll, would no longer be functional because of its dependency upon tax-table updates.

3. This is an annual Board item. These maintenance agreements are for one-year periods, but have varying starting and ending dates. They are being brought to the Board in aggregate to avoid the necessity of submitting numerous individual Board items throughout the year.

4. The FY04 value for maintenance contracts was $2,207,418. Below is a table detailing information regarding FY05 maintenance contracts.

Division of Technology FY05 Annual Service-level Agreements		
Vendor	**Software**	**Amount**
Candle	Legacy Software	$4,000.00
MacKinney	Legacy Software	$350.00
MicroTempus	Legacy Software	$6,400.00
Phoenix	Legacy Software	$4,500.00
Platinum	Legacy Software	$8,900.00
SDI	Legacy Software	$6,800.00
SDA-IPCP	Legacy Software	$575.00
SDS-Multiterm	Legacy Software	$3,800.00
Sterling	Legacy Software	$5,200.00
Syncsort	Legacy Software	$5,500.00
Sentinel	Hardware Maintenance	$16,000.00
Global Technologies	Legacy Software	$7,132.00
.Edu	D2L	$125,200.00
Iron Mountain Data Storage	District Data Storage	$8,000.00
IBM	Hardware Maintenance	$140,000.00
IBM	Software Maintenance	$125,000.00
HP	Hardware Maintenance	$95,400.00
Sun	Hardware Maintenance	$68,000.00
EMC	Software Maintenance	$78,000.00
Oracle	Software Maintenance	$310,000.00
AAL	Software Maintenance	$210,000.00
Brio	Software Maintenance	$120,000.00
HEAT (Ticomix)	Software Maintenance	$12,000.00
Filenet	Software Maintenance	$8,000.00
Tidal	Software Maintenance	$9,400.00
Tuxedo	Software Maintenance	$6,000.00
Crystal	Software Maintenance	$11,000.00
Bottomline	Software Maintenance	$6,500.00
Symantec	Software Maintenance	$190,000.00
i-Tech	Software — Spam	$10,000.00
i-Tech	Software — Filtering	$25,000.00
i-Tech	Software — Webmail	$19,000.00
Cisco	Software Maintenance	$5,000.00
HP	Software — OpenView	$5,000.00
Plumtree	Software Maintenance	$32,000.00

Division of Technology FY05 Annual Service-level Agreements		
Vendor	**Software**	**Amount**
River Bend	Software Maintenance	$55,000.00
Meeting Maker	Software Maintenance	$23,500.00
Liebert	Hardware Maintenance	$17,200.00
Computer Associates	Software Maintenance	$130,000.00
Berbee	Hardware Maintenance	$62,004.48
Total		**$1,968,161.48**

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, Board Policy or Rule Statement

6. This item does not require modification of Board policies or rules. The above vendors have been awarded sole-source status based upon the Board's criteria set forth in Administrative Policy 3.09, Purchasing and Bidding Requirements, that allow for the purchase of specialized skills and talents and for the continuation of a proven on-going service.

Implementation and Assessment

7. Upon approval of this item, the Administration will enter into annual maintenance agreements with the above vendors.

Fiscal Impact Statement

8. This item authorizes expenditures in the amount of $1,968,161.48. Funding has been approved for this purpose in the FY05 budget. The account code to be charged is EQM00TECTC-EMTC (Technical Services — Contracted Services).

Committee's Recommendation

Your Committee recommends that the Board approve a request to enter into maintenance contracts with the following vendors:

Division of Technology FY05 Annual Service-level Agreements		
Vendor	**Software**	**Amount**
Candle	Legacy Software	$4,000.00
MacKinney	Legacy Software	$350.00
MicroTempus	Legacy Software	$6,400.00
Phoenix	Legacy Software	$4,500.00
Platinum	Legacy Software	$8,900.00
SDI	Legacy Software	$6,800.00
SDA-IPCP	Legacy Software	$575.00
SDS-Multiterm	Legacy Software	$3,800.00
Sterling	Legacy Software	$5,200.00
Syncsort	Legacy Software	$5,500.00
Sentinel	Hardware Maintenance	$16,000.00
Global Technologies	Legacy Software	$7,132.00
.Edu	D2L	$125,200.00

Division of Technology FY05 Annual Service-level Agreements		
Vendor	**Software**	**Amount**
Iron Mountain Data Storage	District Data Storage	$8,000.00
IBM	Hardware Maintenance	$140,000.00
IBM	Software Maintenance	$125,000.00
HP	Hardware Maintenance	$95,400.00
Sun	Hardware Maintenance	$68,000.00
EMC	Software Maintenance	$78,000.00
Oracle	Software Maintenance	$310,000.00
AAL	Software Maintenance	$210,000.00
Brio	Software Maintenance	$120,000.00
HEAT (Ticomix)	Software Maintenance	$12,000.00
Filenet	Software Maintenance	$8,000.00
Tidal	Software Maintenance	$9,400.00
Tuxedo	Software Maintenance	$6,000.00
Crystal	Software Maintenance	$11,000.00
Bottomline	Software Maintenance	$6,500.00
Symantec	Software Maintenance	$190,000.00
i-Tech	Software — Spam	$10,000.00
i-Tech	Software — Filtering	$25,000.00
i-Tech	Software — Webmail	$19,000.00
Cisco	Software Maintenance	$5,000.00
HP	Software — OpenView	$5,000.00
Plumtree	Software Maintenance	$32,000.00
River Bend	Software Maintenance	$55,000.00
Meeting Maker	Software Maintenance	$23,500.00
Liebert	Hardware Maintenance	$17,200.00
Computer Associates	Software Maintenance	$130,000.00
Berbee	Hardware Maintenance	$62,004.48
Total		**$1,968,161.48**

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 Enter into Lease-Purchase Agreements Not to Exceed $5 Million for Technology Equipment Purchases During FY05

Administrative Analysis

1. The district has entered into lease-purchase agreements for technology purchases since FY96. Since FY97, the Board has authorized $5 million annually for technology lease-purchases, except for FY01, when the Board authorized $8 million to include the cost of leasing the district's new telephone system. All district lease-purchases have been for a three-year period.

2. One of the Board's strategic objectives is to "use technology effectively to support higher-order learning throughout the school district by implementing the MPS Technology Strategic Plan." Schools have embraced technology as an effective means to improve student achievement. Facing significant financial constraints, the district must leverage any and all available funds. Often schools are unable to accumulate the funds necessary to purchase the equipment required to take advantage of available technology. Entering a lease-purchase agreement can provide the financial leverage which schools need by allowing schools to pay for equipment over a three-year period.

3. Since FY96, schools have acquired 8,801 computers through the use of lease-purchase agreements. lease-purchase agreements have also been used to fund the portion of equipment costs not covered by E-rate for such items as network servers, storage equipment, telephone equipment, and administrative software and hardware. The total amount of equipment acquired through lease-purchases is $43,305,930. Payments totaling $41,465,706 have been made, leaving a balance of $1,840,224. Payments are funded by those schools and departments leasing the equipment. Financial controls are in place to ensure funds are available to make the annual payments.

4. The district's master lease agreements with Koch Financial and Apple Computer require annual Board authorization before entering into lease agreements. The master lease agreements have been reviewed with the City Attorney's Office. Board authorization is being requested for FY05 lease-purchases. The Administration is requesting authorization to enter into lease-purchase agreements not to exceed $5 million.

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, MPS Policy, or Board Rule Implication Statement

6. The recommendation is consistent with Board Administrative Policy 3.09, Purchasing and Bidding Requirements.

Fiscal Impact Statement

7. This action does not authorize expenditures. Future lease payments would be paid from the budgets of those schools and departments leasing equipment.

Implementation and Assessment Plan

8. Following Board approval, schools and departments wishing to enter into lease-purchase agreements for technology hardware or software purchases will be free to do so during FY05 up to an aggregate of $5,000,000. Information identifying total lease-purchases instituted during FY05 will be provided to the Board, along with the FY06 authorization request, in June or July 2005.

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration to enter into lease-purchase agreements in FY05 up to an amount not to exceed $5 million with Koch Financial and Apple Computer.

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

* * * * *

RESOLUTIONS

Resolution 0405R-018

By Directors Blewett and Balistreri:

WHEREAS, The textbook selection committee was created as an advisory committee made up of Milwaukee Public Schools employees and members of the public, providing them an active role in the decision-making process regarding textbooks chosen for school use; and

WHEREAS, In recent years, the committee has expanded to include parents, teachers, and MPS Central Service administrators; and

WHEREAS, The expanded textbook adoption committee works many hours selecting textbooks and presents a report to the Board for approval all at once; and

WHEREAS, With increased accountability measures across the district, the Board must show ownership of processes that the district operates under; now, therefore, be it

RESOLVED, That the Board instruct the Superintendent to revise the textbook adoption policy to ensure Board representation on the committee; and be it

FURTHER RESOLVED, That the Board instruct the Superintendent to provide quarterly updates on the progress of the committee throughout the year and that this process be developed for implementation by October 1, 2004.

Referred to the Committee on Innovation/School Reform.

The Board adjourned at 8:53 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
JULY 29, 2004

Special meeting of the Board of School Directors called to order by President Blewett at 8:55 PM.

Present—Directors Balistreri, Dannecker, Hardin, Johnson, O'Neil, Spence, and President Blewett—7.

Absent and excused—Directors Horton and Morales—2.

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

July 23, 2004

Office of Board Governance

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Peter Blewett, a special meeting of the Board of School Directors will be held on Thursday, July 29, 2004, immediately upon adjournment of the regular July 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 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 convene in executive session for the purpose stated above.

LYNNE A. SOBCZAK
Board Clerk

Director Hardin moved that the Board retire to executive session, pursuant to Wisconsin Statutes 19.85(1)(c), to conduct a performance evaluation of the Superintendent of Schools.

The motion prevailed, the vote being as follows:

Present—Directors Dannecker, Hardin, Johnson, O'Neil, Spence, and President Blewett—6.

Noes—Director Balistreri—1.

The Board retired to executive session at 8:58 PM.

The Board adjourned from executive session at 10:06 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
AUGUST 17, 2004

Special meeting of the Board of School Directors called to order by President Blewett at 10:04 PM.

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

Absent—None.

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

August 16, 2004

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Peter Blewett, a special meeting of the Milwaukee Board of School Directors will be held in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, on Tuesday, August 17, 2004, immediately upon adjournment of the meeting of the Committee on Innovation/School Reform, which is scheduled to begin at 6:30 p.m., for the purpose of conducting a performance evaluation of the Superintendent of Schools and initiating the 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 convene in executive session for the purpose stated above. The Board will retire from executive session.

LYNNE A. SOBCZAK
Director/Board Clerk

Director Johnson moved that the Board retire to executive session, pursuant to Wisconsin Statutes 19.85(1)(c), to conduct a performance evaluation of the Superintendent of Schools and to initiate the performance evaluation of the Director, Office of Board Governance/Board Clerk.

The motion prevailed, the vote being as follows:

Ayes—Directors Directors Dannecker, Hardin, Horton, Johnson, Morales, O'Neil, Spence, and President Blewett—8.

Noes—None.

Voting "present"—Director Balistreri—1.

The Board retired to executive session at 10:08 PM.

Director O'Neil left at 11:00 PM.

The Board adjourned from executive session at 11:23 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
AUGUST 18, 2004

Special meeting of the Board of School Directors called to order by President Blewett at 8:00 PM.

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

Absent—None.

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

August 17, 2004

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Peter Blewett, a special meeting of the Milwaukee Board of School Directors will be held in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, on Wednesday, August 18, 2004, immediately upon adjournment of the meeting of the Committee on Special Education, which is scheduled to begin at 6:30 p.m., for the following purposes:

1. to possibly take action on a resolution in honor of the dedication of the Mother Kathryn Daniels Conference Center and its partnership with the Milwaukee Public Schools; and

2. to consider~~ing~~ employment, compensation, and performance evaluation data relative to the terms of an employment agreement for the Superintendent of Schools.

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

With respect to Item 1, the following resolution was adopted by consensus:

By President Blewett on Behalf of the Board:

WHEREAS, On Friday, August 20, 2004, Mother Kathryn Daniels will be recognized for her more than 60 years of humanitarian services and stewardship; and

WHEREAS, Mother Daniels embraced and developed organizations that engaged in positive community enhancement programs for both seniors and youth; and

WHEREAS, The Mother Daniels Conference Center will house educational programs and partnerships to serve early childhood, elementary, middle, and high school students of Milwaukee; and

WHEREAS, The expressed vision and promise of this investment in the community is to enhance the quality of life for thousands of urban constituents and become the prototype for progressive American neighborhood revitalization initiatives; and

WHEREAS, The Mother Daniels Conference Center, which embodies a far-reaching vision for community empowerment and family reunification, affords Milwaukee Public Schools children and children through Milwaukee County an innovative educational opportunity in a state-of-the-art facility; and

WHEREAS, The creation of 35th Street Middle School is the direct product of a greatly valued partnership between MPS and a friend of education; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors extend its sincere congratulation in celebration of the unfolding of the Mother Kathryn Daniels Conference Center; and be it

FURTHER RESOLVED, That the Board instruct the Office of Board Governance to have an engrossed copy of this resolution suitably signed and sealed, prepared and delivered to our much valued partner in education, Holy Redeemer Institutional Church of God in Christ, in recognition of its accomplishment of bringing the vision of the Mother Kathryn Daniels Conference Center to fruition.

With respect to Item 2, Director Balistreri moved that the Board retire to executive session, pursuant to Wisconsin Statutes 19.85(1)(c), to consider employment, compensation, and performance evaluation data relative to the terms of an employment agreement for the Superintendent of Schools.

The motion prevailed, the vote being as follows:

Ayes—Directors Balistreri, Dannecker, Horton, Johnson, Morales, O'Neil, Spence, and President Blewett—8.

Noes—Director Hardin—1.

The Board retired to executive session at 8:07 PM.

The Board reconvened in open session at 10:43 PM.

Director Johnson moved that the Board:

1. Renew the Superintendent's Employment Agreement for a term commencing on August 23, 2004 and ending on August 22, 2006;

2. That, effective upon this Board action, there be no increase in the base salary of $160,000 for the term of this contract; and

3. That the Board authorize the Board President to negotiate and execute an Employment Agreement reflecting these terms on behalf of the Board.

Upon the motion of Director Balistreri, the motion was divided, the vote being as follows:

Ayes—Directors Balistreri, Hardin, Morales, O'Neil and President Blewett—5.

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

The question being on paragraph 1, it was adopted, the vote being as follows:

Ayes—Directors Dannecker, Horton, Johnson, Morales, O'Neil and Spence—6.

Noes—Directors Balistreri, Hardin and President Blewett—3.

The question being on paragraph 2, it was adopted, the vote being as follows:

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

Noes—None.

The question being on paragraph 3, it was adopted, the vote being as follows:

Ayes—Directors Balistreri, Dannecker, Horton, Johnson, Morales, O'Neil, Spence and President Blewett—8.

Noes—Director Hardin—1.

The Board adjourned at 10:54 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
AUGUST 26, 2004

Regular meeting of the Board of School Directors called to order by President Blewett at 6:43 PM.

Present—Directors Balistreri (7:12 PM), Dannecker, Hardin, Horton, Johnson, Morales, O'Neil, Spence (7:02 PM), and President Blewett—9.

Absent—None.

The Board recessed from 6:45 to 6:48 PM.

AWARDS AND COMMENDATIONS

Special Performance

Throughout the year, the MPS Division of Recreation and Community Services provides hundreds of fun and affordable activities for the entire community. The new *Fall Activity Guide* contains everything from gourmet cooking to hip-hop dancing. Tonight, the Recreation Division will demonstrate one of the many exciting programs you will find in the *Activity Guide.* Please join the Milwaukee Board of School Directors in welcoming Jay Mustapich, Tae Kwon Do Instructor for the Recreation Division.

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 in honor of:

Joseph W. Kmoch
Retired Teacher

Joseph Kmoch has dedicated 34 years to the field of education as a mathematics and computer science teacher in Milwaukee Public Schools. Mr. Kmoch, who started his teaching career at Rufus King High School, retired from Washington High School, where he taught for 28 years.

Providing service to others has always been a guiding principle in Mr. Kmoch's life, and becoming a teacher allowed him to do so on a daily basis. He has had a positive impact on the lives of many students and colleagues during his career in the district. He found it especially gratifying when former students returned to Washington High School to speak with current students and participate in the school's advisory board of business, industry and university professionals.

His goal as an educator has always been to help foster an environment within which teams of staff or students work together for the betterment of students and school. He has always maintained high expectations of himself and his students and feels fortunate to have worked with staff members who shared these same expectations.

Before becoming involved in any activity, Mr. Kmoch carefully considered how his involvement would help not only his own students, but all of the students and staff in the school. Based on this approach, Mr. Kmoch has helped students and staff within Milwaukee Public Schools through teaching several hundred inservice courses, while helping others throughout the state and nation to become involved with significant technology infusion within their schools.

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

SCHOOLS

Dover Street Elementary School was named the recipient of a *First Amendment School Grant* from the Association of Supervision and Curriculum Development. The grant totals $36,000 and is to be dispersed in three annual installments of $13,000 each. A five-member delegation from the school visited Washington, D.C., from July 7-11 to receive the grant. This is award is especially significant because only 15 schools across the national have received this honor, only three of which are elementary schools.

STAFF

Kathleen Murphy, RN, MSN, FNP Student Health Services Coordinator for Milwaukee Public Schools, has been selected as a *Robert Wood Johnson Executive Nurse Fellow*. She is one of only 20 executive nurse fellows selected for the three-year advanced leadership program designed to assist participants in shaping the U.S. healthcare system of the future. The award includes a $30,000 grant for a leadership project with MPS, as well as professional development opportunities.

# # #

Charles Allen, a science teacher at Custer High School, was awarded a Frontiers in Physiology 2004 Professional Development Fellowship by the American Physiological Society. He will study in the laboratory of Michael B. Dwinell, Ph.D., at the Medical College of Wisconsin in Milwaukee. The goal of Frontiers in Physiology is to provide a laboratory research experience to middle- and high-school-level teachers.

# # #

Ann Terrell, Child Care Partnership Program Coordinator, has been appointed by Governor Jim Doyle to chair the *Quality Counts for Kids* Task Force. The task force will develop a rating system to evaluate the quality of childcare providers in Wisconsin. This system will empower parents to make informed choices about childcare for their children.

* * * * *

APPROVAL OF MINUTES

The minutes of the regular and special Board meetings of July 8, 27, and 29, 2004, were approved as printed.

* * * * *

COMMUNICATIONS FROM THE SUPERINTENDENT

Director Hardin moved that the Board resolve itself into a Committee of the Whole to consider and give public hearing on Items A, B, and C under Communications from the Superintendent.

The motion prevailed, the vote being as follows:

Ayes—Directors Dannecker, Hardin, Horton, Johnson, Morales, O'Neil, Spence and President Blewett—8.

Noes—None.

The Board resolved itself into a Committee of the Whole at 7:05 PM.

The Committee of the Whole recessed from 7:48 to 8:04 PM.

The Board rose from the Committee of the Whole at 8:14 PM.

President Blewett, who chaired the Committee of the Whole, reported that the Committee had given public hearing to interested parties on the matter of Item A, Approval of the Lease Agreement with New Hope Institute of Science Technology; Item B, Action on the Request to Approve the Contract Amendment for Preparatory School for Global Leadership to change Location; and Item C, Action on the Request to Approve the Contract Amendment for Milwaukee Leadership Training Center to Change the Accountability Provisions for both Items B and C.

President Blewett further reported that the Committee of the Whole had made the following recommendations:

> With respect to Item A, your Committee recommends that the Board approve the Administration's recommendation adding the following amendment to section 6 of the lease agreement, directing that half of the net proceeds from the rent charged for the partial use of the school facility be credited to Malcolm X and ensuring that the president of Malcolm X is a signature party to the lease.
>
> With respect to Items B and C, your Committee recommends adoption.

Director Spence moved to adopt the recommendation of the Committee of the Whole with respect to Item A.

The motion prevailed, the vote being as follows:

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

Noes—None.

Director Johnson moved to adopt the recommendation of the Committee of the Whole with respect to Items B and C.

The motion prevailed, the vote being as follows:

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

Noes—None.

(Item A) Approval of a Lease Agreement with New Hope Institute of Science and Technology

Office of
Superintendent of Schools

TO THE BOARD OF SCHOOL DIRECTORS:

On July 31, 2003, the Milwaukee Board of School Directors approved a contract to establish New Hope Institute of Science and Technology 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. At the time the Board approved the contract, New Hope Institute of Science and Technology was to be housed temporarily at 1501 S. Layton; however, because the school's projected enrollment for the 2004-05 school year exceeds the capacity of its current location, the school now proposes to share space at Malcolm X Academy, located at 2760 N. 1st Street. As the former location is stipulated in the school's contract, such a change will require an amendment to that contract.

Below I have provided the Administration's analysis of the request; the proposed amendment, as reviewed and approved by the City Attorney's Office; and a recommendation for its approval by the Board. Under separate over is a copy of the proposed lease for space at Malcolm X Academy.

The Board will have to resolve itself into a Committee of the Whole if it wishes to discuss, to receive public testimony, and to take action 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. The New Hope Institute of Science of 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 through 12. It offers 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 for the school in anticipation of the establishment of an MPS non-instrumentality charter school for the 2003-04 school year.

3. At its meeting on July 31, 2003, the Board approved the charter school contract with New Hope Child Development Center, Inc., to establish New Hope Institute of Science and Technology 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. At the time its charter contract was brought forward for approval, New Hope Institute of Science and Technology was to be housed temporarily at 1501 S. Layton, Milwaukee, Wisconsin, 53215.

4. The projected enrollment for the 2004-05 school year is at 250 FTEs. This has increased from 120 FTEs for the 2003-04 school year. Because the school's projected enrollment for the 2004-05 school year exceeds the capacity of its current location, the school now proposes to share space at Malcolm X Academy, located at 2760 N. 1st Street, Milwaukee, Wisconsin, 53212.

5. The lease term will be for one year, commencing on September 1, 2004, and terminating on June 30, 2005. The annual lease rate will be $120,576. The lease is for 10,048 square feet of space. The lease rate of $12 per square foot is the same rate that will be charged to Community Trade and Business High School, which is also a tenant of Malcolm X Academy. Although the school is undertaking a search for a permanent location, capable of housing 350 students, the lease provides an option to extend this lease for four (4) one-year (1-year) periods. A copy of the proposed lease agreement has been provided as an attachment.

6. The design capacity for Malcolm X Academy is 960 FTE. The Board previously approved a lease between Malcolm X Academy and Community Trade and Business High School (75 FTE). Malcolm X anticipates 550 students in FY05. Leasing space to accommodate 250 New Hope students in the Malcolm X campus will not cause the design capacity to be exceeded and over-crowding to occur.

Strategic Plan Compatibility Statement

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

Statute, MPS Policy, or Board Rule Implication Statement

8. The recommendation is consistent with Administrative Procedure 5.01(3)(3), Lease Provisions: Partial Use.

Fiscal Impact Statement

9. This item does not authorize expenditures. In FY05, New Hope Institute of Science and Technology will pay MPS $120,576 for the partial use of Malcolm X. Administrative Policy 5.01(3)(3) directs net proceeds from rent charged for the partial use of a school facility to be credited to the host school.

Implementation and Assessment Plan

10. Upon approval by the Board, the lease document will be executed. At that time, New Hope Institute of Science and Technology can make the appropriate arrangements for moving and set-up at Malcolm X.

11. A technical amendment to the FY05 Budget will be prepared by the Administration so that lease proceeds can be appropriately credited to Malcolm X Academy.

Administration's Recommendation

The Administration recommends that the Board approve:

1. The lease agreement with New Hope Institute of Science and Technology for space at Malcolm X Academy at an annual cost of $120,576, to commence on September 1, 2004, and to terminate on June 30, 2005, with the option to extend the lease for four (4) one-year (l-year) periods; and

2. The following amendment to New Hope Institute of Science and Technology's contract to reflect this relocation:

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, 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, Charter School has requested to change its location because its projected enrollment for the 2004-2005 school year exceeds the capacity of its current location; and

WHEREAS, Charter School proposes to share space at Malcolm X Academy, located at 2760 North 1st Street, Milwaukee, Wisconsin 53212;

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" shall be deleted and replaced with the following: 2760 North 1st Street.

2. In Section IV. of the Charter School Contract, the address "1501 South Layton Boulevard" shall be deleted and replaced with the following: 2760 North 1st Street.

APPROVED:

MILWAUKEE BOARD OF
SCHOOL DIRECTORS

PETER BLEWETT, President
Milwaukee Board of School Directors

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: _____ Date: _____

_____
WILLIAM ANDREKOPOULOS
Superintendent
Milwaukee Public School District

Date: _____

* * * * *

(Item B) Action on a Request to Approve a Contract Amendment for Preparatory School for Global Leadership to Change Location

Office of
Superintendent of Schools

TO THE BOARD OF SCHOOL DIRECTORS:

On July 13, 2004, Preparatory School for Global Leadership submitted a letter to the Division of Diversified Community Schools requesting a change in its location. The school, which is requesting to be housed at 1916 North 4th Street, has submitted a Temporary Certificate of Occupancy to the Division of Diversified Community Schools for the first floor of this new location. As the location of the school is stipulated in the charter school contract, which the Board approved on April 22, 2004, as being at Malcolm X Academy, 2760 N. 1st Street, an amendment to the contract must be made to reflect this change, if approved by the Board.

Below I have provided the Administration's analysis of the request; the proposed amendment, as reviewed and approved by the City Attorney's Office; and a recommendation for its approval by the Board.

The Board will have to resolve itself into a Committee of the Whole if it wishes to discuss, to receive public testimony, and to take action 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. On February 23, 2004, the Board directed the MPS 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 Preparatory School for Global Leadership in anticipation of the establishment of an MPS non-instrumentality charter school for the 2004-2005 school year.

2. On April 22, 2004, the Board approved the charter school contract thereby establishing the Preparatory School for Global Leadership, with the intention of leasing shared space at Malcolm X Academy, located at 2760 N. 1st Street, Milwaukee, beginning with the 2004-2005 school year.

3. On July 13, 2004, Preparatory School for Global Leadership submitted a letter to the Division of Diversified Community Schools requesting to change its location. The school now requests to be housed at 1916 North 4th Street, Milwaukee, Wisconsin, 53212, and has submitted a Temporary Certificate of Occupancy to the Division of Diversified Community Schools for the first floor of this new location.

4. Preparatory School for Global Leadership is requesting this move for the following reasons:

   a. The original intent of the school was to begin at Malcolm X Academy with 60 students for the 2004-2005 school year and to find a new facility in order to fully implement the educational program proposed for Preparatory School for Global Leadership as it grew to the full contracted number of 360 students.

   b. The new facility provides open space for the project-based learning curriculum.

   c. The new facility provides a convenient location for the service-learning component. Three of its service-learning sites are within walking distance of Preparatory School for Global Leadership.

   d. The Preparatory School for Global Leadership community supports the opportunity to occupy this facility at this time and to avoid relocation efforts that would eventually occur during its contract term if the school were to begin at Malcolm X Academy.

Strategic plan compatibility statement

5. This program supports the MPS Strategic, Plan, Goal 1.sStudent Achievement, and Goal 3, family satisfaction, as measured by their choices in the education marketplace.

statute, board policy or rule statement

6. This item is being presented to the Board pursuant to Administrative Policy 9.12, Charter Schools.

Fiscal Impact Statement

7. This item does not authorize expenditures.

Implementation and assessment plan

8. The modification requested will be effective upon Board approval.

Administration's Recommendation

The Administration recommends that the Board approve the following amendment to the charter school contract with Preparatory School for Global Leadership to change the location of the school from 2760 N. 1st Street, Milwaukee, Wisconsin, 53212, to 1916 North 4th Street, Milwaukee, Wisconsin, 53212, beginning with the 2004-2005 school year, and ending with the last regularly scheduled school day of the 2008-2009 school year:

AMENDMENT TO
CHARTER SCHOOL CONTRACT
BETWEEN
THE MILWAUKEE BOARD OF SCHOOL DIRECTORS
AND
PREPARATORY SCHOOL FOR GLOBAL LEADERSHIP

WHEREAS, The Milwaukee Board of School Directors ("Board") and Preparatory School for Global Leadership ("Charter School") entered into a 5-year Charter School Contract on April 22, 2004; and

WHEREAS, The Charter School Contract provides that Charter School is located at 2760 North 1st Street, Milwaukee, Wisconsin, 53212; and

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 July 13, 2004, Charter School submitted a letter to the Division of Diversified Community Schools, requesting to change the location of its school to 1916 North 4th Street, Milwaukee, Wisconsin 53212, and has submitted a Temporary Certificate of Occupancy to the Division of Diversified Community Schools for the first floor of this new location; and

WHEREAS, Charter School 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 Malcolm X Academy with 60 students for the 2004-2005 school year and to find a new facility in order to fully implement the educational program proposed for the school as it grew to the full contracted number of 360 students.

b) The new facility provides open space for the project-based learning curriculum.

c) The new facility provides a convenient location for the service-learning component. Three of its service-learning sites are within walking distance of Charter School.

d) The Charter School community supports the opportunity to occupy this facility at this time and to avoid relocation efforts that would eventually occur during its contract term if the school were to begin at Malcolm X Academy.

WHEREAS, the Board on _____, 2004, approved a recommendation that the Charter School Contract be approved 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 "2760 North 1st" shall be deleted and replaced with the following: 1916 North 4th.

2. In Section IV. of the Charter School Contract, the address "2760 North 1st Street" shall be deleted and replaced with the following: 1916 North 4th Street.

APPROVED:

MILWAUKEE BOARD OF
SCHOOL DIRECTORS

PETER BLEWETT, President
Milwaukee Board of School Directors

Date: _____

APPROVED:

PREPARATORY SCHOOL FOR
GLOBAL LEADERSHIP

ANGELA DYE, Director/Principal

Date: _____

WILLIAM ANDREKOPOULOS
Superintendent
Milwaukee Public School District

Date: _____

* * * * *

(Item C) Action on a Request to Approve a Contract Amendment for Milwaukee Leadership Training Center to Change the Accountability Provisions

Office of
Superintendent of Schools

TO THE BOARD OF SCHOOL DIRECTORS:

In a letter to Diversified Community Schools, Milwaukee Leadership Training Center has requested that its charter school contract be amended to modify the accountability measures so as to apply the same measures to Milwaukee Leadership Training Center as are listed in the current non-instrumentality charter school contract. This change is requested to be in effect for the 2003-2004 and the 2004-2005 school years, the last two years of the charter school contract term.

Below I have provided the Administration's analysis of the request; the proposed amendment, as reviewed and approved by the City Attorney's Office; and a recommendation for its approval by the Board.

The Board will have to resolve itself into a Committee of the Whole if it wishes to discuss, to receive public testimony, and to take action 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

Administrations Analysis

1. On January 25, 2000, the Board directed the MPS Office of Board Governance, in consultation with the MPS Superintendent's designees and the Office of the City Attorney, to attempt to negotiate and draft a contract with Milwaukee Leadership Training Center, Inc.

2. On October 31, 2000, the Board approved a four-and-a-half-school-year charter school contract with Milwaukee Leadership Training Center, Inc.

3. On July 31, 2003, the Board approved the lease agreement for Milwaukee Leadership Training Center to move its location from 1501 S. Layton Boulevard, Milwaukee Wisconsin, to share space at Steuben Middle School, 2360 North 52nd Street, Milwaukee, Wisconsi,n 53210.

4. In a letter to Diversified Community Schools, Milwaukee Leadership Training Center has requested that its charter school contract be amended to modify the accountability measures so as to apply the same measures to Milwaukee Leadership Training Center as are listed in the current non-instrumentality charter school contract. This change is requested to be in effect for the 2003-2004 and the 2004-2005 school years, the last two years of the charter school contract term.

Strategic plan compatibility statement

5. This program supports the MPS Strategic Plan, Goal 1. Student Achievement.

Statute, Board Policy or Rule Statement

6. This item is being presented to the Board pursuant to Administrative Policy 9.12, Charter Schools.

Fiscal Impact Statement

7. This item does not authorize expenditures.

Implementation and assessment plan

8. The modification requested will be effective upon Board approval.

Recommendation

The Administration recommends that the Board approve the following amendment to the charter school contract with Milwaukee Leadership Training Center to modify the accountability measures of the contract so as to apply the same measures to Milwaukee Leadership Training Center as are listed in the current non-instrumentality model charter school contract for the 2003-04 and 2004-05:

AMENDMENT TO
CHARTER SCHOOL CONTRACT
BETWEEN
THE MILWAUKEE BOARD OF SCHOOL DIRECTORS
AND
MILWAUKEE LEADERSHIP TRAINING CENTER, INC.

WHEREAS, The Milwaukee Board of School Directors ("Board") and Milwaukee Leadership Training Center, Inc. ("Charter School") entered into a four-and-one-half-year Charter School Contract on October 31, 2000; and

WHEREAS, Section I.E. of the Charter School Contract sets forth the method by which pupil progress in attaining the educational goals under section 118.01, Wis. Stats., will be measured;

WHEREAS, Charter School has requested that its Charter School Contract be amended to modify the accountability measures set forth in Section I.E. of the Charter School Contract so as to apply the same measures to Charter School as are contained in the current standard non-instrumentality charter school contract.

WHEREAS, The Board on _____, 2004, approved a recommendation that the Charter School Contract be amended to allow the Charter School to modify the accountability measures in its contract;

THEREFORE, Section I.E. of the Charter School Contract is amended, to be in effect for the 2003-2004 and 2004-2005 school years, as follows:

1. The language in Section I.E. is deleted in its entirety and replaced with the following:

E. The method by which pupil progress in attaining the educational goals under section 118.01 will be measured.

Charter School shall use the following local measures, assessments and standardized tests to measure pupil progress under sec. 118.01, Stats.

• PERFORMANCE INDICATORS AND PROMOTION/GRADUATION REQUIREMENTS

Charter School shall administer the same district-wide performance assessments and follow the same proficiency, promotion, and graduation measures as all MPS non-chartered schools. Charter School explicitly agrees to comply with the assessment provisions of The No Child Left Behind Act, 20 U.S.C. § 6301 *et seq.*, as they are made applicable to MPS.

If Charter School chooses to implement an assessment plan that includes unique local learning or performance standards and additional assessments to measure pupil achievement, the standards must be measurable and assessed annually and the assessment results must indicate if a pupil Meets or Does Not Meet the standard(s). In addition, Charter School shall document the growth and trend data for pupil performance as related to the standard(s). Charter School's decision to implement unique standards and assessments shall not affect Charter School's obligation to comply with the Wisconsin Model Academic Standards, federal, state, and district assessment measures.

The Charter School may: (1) define the local curricular, learning or performance goals and the methods employed for determining pupil growth at Charter School; (2) establish a method for determining the baseline of pupil performance against which pupil achievement and growth will be measured; and (3) define the method for determining whether or not these goals have been met. Charter School may report all such data regarding local performance indicators in their annual pupil academic achievement report.

Charter School shall annually administer and score at each grade level all district-wide assessments in the same manner and time-frame as the MPS non-chartered schools.

Charter School shall, at a minimum, report the results of mandated assessments in the same format as MPS non-chartered schools.

All pupils will be included in the assessment process, with reasonable accommodations for pupils being made if necessary. Charter School shall include children with disabilities in all federal, state, district, and local educational assessments, with appropriate modifications where necessary, or in alternative assessments for those children who cannot participate in federal, statewide, district-wide or local educational agency-wide assessments. Limited English Proficient (LEP) pupils who attend Charter School shall participate in standardized testing to the same extent that LEP pupils participate in MPS non-chartered schools.

Charter School shall pay all costs associated with tests and assessments administered to Charter School's pupils. The only exception to this obligation to pay for costs is for federal or state-required tests that are supplied at no cost to public schools.

An annual pupil academic achievement report shall be submitted to the Division of Diversified Community Schools by October 30 of each year. Such academic achievement report shall, at a minimum, include all related school assessment data, in the format provided by MPS, for each of the applicable criteria listed blow.

Listed below are 11 performance criteria. Some of the performance criteria may not apply to Charter School because of the grade levels of the students served at Charter School. Charter School pupils shall be deemed by the Board to have made sufficient progress toward attaining the educational goals under sec. 118.01, Stats., or the academic performance criteria established by the Board if Charter School meets at least 75% of the following performance criteria that apply to Charter School:

1. Achieve a percentage of pupils in Charter School scoring proficient or above on the Wisconsin Reading Comprehension Test that is the same as, or higher than, the percentage of pupils scoring proficient or above in corresponding grades in all MPS schools; and

2. Achieve a percentage of pupils in Charter School scoring, proficient or advanced on the Wisconsin Knowledge and Concept Exam in reading, English/language arts, and writing, that is the same as, or higher than, the percentage of pupils scoring, proficient or advanced, in corresponding grades in all MPS schools; and

3. Achieve a percentage of pupils in Charter School scoring proficient or above on the MPS writing performance assessments that is the same as, or higher than, the percentage of pupils scoring proficient or above in corresponding grades in all MPS schools; and

4. Achieve a percentage of pupils in Charter School scoring, proficient or advanced on the Wisconsin Knowledge and Concept Exam in mathematics, that is the same as, or higher than, the percentage of pupils scoring, proficient or advanced in corresponding grades in all MPS schools; and

5. Achieve a percentage of pupils in Charter School scoring proficient or above on the MPS mathematics performance assessments that is the same as, or higher than, the percentage of pupils scoring proficient or above in corresponding grades in all MPS schools; and

6. Achieve a percentage of pupils in Charter School scoring, proficient or advanced on the Wisconsin Knowledge and Concept Exam in science and social studies, that is the same as, or higher than, the percentage of pupils scoring, proficient or advanced in corresponding grades in all MPS schools; and

7. For all district-wide assessments in math and reading, pupils in Charter School (registered as of the September Third Friday Count) shall demonstrate an average amount of growth equal to or greater than the district-wide average pupil growth for pupils in corresponding grades in all MPS schools.

In addition to the assessment measures listed above, Charter School shall also meet the following applicable criteria:

8. Achieve an average daily attendance rate of pupils in Charter School that is the same as, or higher than, the average daily attendance rate of pupils in corresponding grades in all MPS schools; and

9. Achieve a mobility rate of pupils in Charter School (registered as of the September Third Friday Count) that is the same as, or lower than, the mobility rate of pupils in corresponding grades in all MPS schools; and

10. Achieve a percentage of pupils promoted from grades 4 and 8 in Charter School that is the same as, or higher than, the percentage of pupils being promoted from the corresponding grades in all MPS schools; and

11. Achieve a percentage of high school seniors in Charter School receiving a high school diploma that is the same as, or higher than, the percentage of high school seniors receiving a high school diploma in all MPS high schools.

Failure to meet criteria 8 and 9 alone shall not be grounds for termination of this Contract, but Charter School shall comply with any inquiries made by MPS in an effort to determine the cause of Charter School's failure to meet these criteria.

APPROVED:

MILWAUKEE BOARD OF
SCHOOL DIRECTORS

PETER BLEWETT, President
Milwaukee Board of School Directors

Date: _____

APPROVED:

MILWAUKEE LEADERSHIP
TRAINING CENTER, INC.

LESLIE SEIB
Director, Milwaukee Leadership Training
Center Charter School

Date: _____

WILLIAM ANDREKOPOULOS
Superintendent
Milwaukee Public School District

Date: _____

* * * * *

REPORTS OF STANDING COMMITTEES

On the motion of Director Johnson, the Committee reports were adopted, the vote being as follows:

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

Noes—None.

COMMITTEE ON INNOVATION/SCHOOL REFORM

Director O'Neil 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 City Prep School (Grades 5-8)

Background

On March 15, 2004, the City Prep School submitted a proposal to become an MPS instrumentality charter school for the 2005-2006 school year. On July 14, 2004, members of the MPS Charter School Review Panel met to review the charter school proposal. At that meeting, staff members, parents, and community members demonstrated their passion, commitment, and support for the City Prep School's proposal.

Analysis

1. Following the demonstration, the Panel decided to recommend the concept of the City Prep School proposal to become an MPS instrumentality charter school. The Panel believes that the City Prep School's proposal has the components necessary to establish a successful charter school. Some of the factors contributing to the endorsement are that the City Prep School:

a. has community partners and supporters willing to take ownership of the concept of the City Prep School;

b. has a curriculum model that is facilitated through exploration, research, problem solving, higher-order thinking skills, and reflective work;

c. has adopted a teacher-led co-op for the leadership style of the school;

d. has created a decision-making framework that values parental, community, and school collaboration; and

e. has developed valuable partnerships with and gained support from higher-education entities as a method to promote continued education after high school.

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, Board Policy, or Rule Statement

4. The recommendation is consistent with Wisconsin Statute 118.40, Charter Schools, and Administrative Policy 9.12, Charter Schools.

Fiscal Impact Statement

5. Upon approval, FY 2006 budget will allocate funds to City Prep Charter School in the same manner as other MPS instrumentality charter schools.

Committee's Recommendations

Your Committee recommends that the Board:

1. approve the concept of the City Prep School's proposal at this time; and

2. authorize the Office of Diversified Community Schools, in consultation with the Board's designee and the Office of the City Attorney, to begin contract negotiations with representatives from the City Prep School in anticipation of the establishment of an MPS instrumentality charter school for the 2005-2006 school year.

Adopted with the roll call vote on the Committee reports.

* * * * *

(Item 2) Action on a Charter School Proposal from the Next Door Charter School

Background

On May 28, 2004, the Next Door School submitted a proposal to become an MPS non-instrumentality charter school serving 120 K4-K5 students, beginning the 2005-2006 school year. On July 21, 2004, members of the MPS Charter School Review Panel met to review the charter school proposal. At that meeting, staff members, parents, and community members demonstrated their passion, commitment, and support for the Next Door Charter School's proposal.

Analysis

1. Following the demonstration, the Panel decided to recommend the concept of the Next Door Charter School's proposal to become an MPS non-instrumentality charter school. The Panel believes that the Next Door Charter School's proposal has the components necessary to establish a successful charter school. Some of the factors contributing to the endorsement are that the Next Door Charter School:

a. has a dedicated staff willing to take ownership of the Next Door Charter School's concept;

b. has developed a kindergarten and Head Start partnership that allows the organization to offer children a full-day program;

c. has adopted the Creative Curriculum for Preschool —4th edition, which defines the four major areas of child development: Social and emotional development, physical development, cognitive development, and language development;

d. has developed the supportive infrastructure of students, staff, parents, and community stakeholders necessary to achieve its goals; and

e. has proposed a program that provides continuity of care to at-risk children and families during a critical period of child development.

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, Board Policy, or Rule Statement

4. The recommendation is consistent with Wisconsin Statute 118.40, Charter Schools, and Administrative Policy 9.12, Charter Schools.

Fiscal Impact Statement

5. Upon approval, the FY 2006 budget will allocate funds to Next Door Charter School in the same manner as it does to other MPS non-instrumentality charter schools.

Committee's Recommendations

Your Committee recommends that the Board:

1. approve the concept of the Next Door Charter School's proposal at this time; and

2. authorize the Office of Diversified Community Schools, in consultation with the Board's designee and the Office of the City Attorney, to begin contract negotiations with representatives from the Next Door Charter School in anticipation of the establishment of an MPS non-instrumentality charter school for the 2005-2006 school year.

Adopted with the roll call vote on the Committee reports.

* * * * *

(Item 3) Action on a Request for Authorization to Enter into Negotiations to Renew the Charter School Contract for Westside Academy I/II

Administrations Analysis

1. On September 26, 2000, the Board approved a three-year charter school contract establishing Westside Academy I/II as an instrumentality charter school. Westside Academy I/II opened as a charter school beginning with the 2000-2001 school year and ending with the last regularly scheduled school day of the 2002-2003 school year. By request of the school, the Board granted a one-year contract extension to include the 2003-2004 school year.

2. On February 23, 2004, the Board revised Administrative Policy and Procedure 9.12, Charter Schools, to include the MPS charter school contract renewal process. In 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.

3. On June 30, 2004, members of the MPS Charter School Contract Review Team met to review and evaluate the Westside Academy I/II contract. Documentation relative to compliance and performance was provided to the Team by Westside Academy I/II, Diversified Community Schools, Charter Schools Office, and various Central Services staff.

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

a. Westside Academy I/II has shown notable gains in the standardized test scores the last three years and is significantly above average district scores for students in most areas. The third-grade WRCT scores have increased from 67% proficiency rate in 2002 to 94% proficiency rate in 2004.

b. The increased test scores in large part are due to curriculum decisions based on the students' needs rather than on the district's adaptations. Currently the Westside Academy I/II staff uses a different reading, mathematics, and science series from the rest of the district.

c. Westside Academy I/II's parental participation has grown since its becoming a charter school, with an increased number of parents attending the Parent-School Organization meetings and the Family Leadership Academy , while six parents have committed to the Shared Governance Council for this school year. This increase in participation is due in part to the tenets of the charter school status, which give parents significant input into the school budget, curriculum, and evaluation of the principal.

d. The audit procedures that are required of charter schools have enabled Westside Academy I/II to make improvements in its Educational Plan and financial procedures that hold the school more accountable to the accepted MPS practices The school was not audited in the previous eight years before becoming charter, and the information and recommendations have led to an improvement in the delivery of services.

e. The Westside Academy I/II uniform policy has led to an improvement in students' behavior and shows a commitment to the school. Before charter status, approximately 60% of students wore their uniforms. Now the policy has 95% compliance.

f. Charter status will allow flexibility in devising a school discipline plan. The Westside Academy I/II staff will develop a policy with parental input that will improve the school climate and reduce the school's suspension rate. The plan will be reviewed by Student Services and the Office of the City Attorney before being presented to the Board as an amendment to the charter contract.

g. As a charter school, Westside Academy I/II has created a climate in which many innovative practices have been accepted and have flourished, such as the GE email mentoring program, the academically talented eighth-grade students taking classes at a high school, and the Web Grader internet grade book report card. This innovative climate allows the freedom to pursue strategies that are increasing the educational impact of its program on its students.

h. The charter status has improved staff morale, which results in higher staff retention. During the last two years, the attrition rate has been less than 10%, which is a great improvement, especially considering that many of the teachers are new to the profession.

5. After reviewing the documentation — including the financial, performance and compliance contract audits, budget submission for FY05, special education, charter compliance record, parent issues, school climate survey, crisis plan, site visitation data, student enrollment, attendance issues, staff evaluations, Memoranda of Understanding, and the NCLB status of the school — the Team unanimously recommends renewal of the Westside Academy I/II's contract for five years, with attention to be given to developing and submitting a complete Crisis Plan.

6. The Charter School Contract Review Team has determined from its findings that Westside Academy I/II continues to demonstrate sound academic success; therefore, the Charter School Contract Review Team recommends to the Board, the Superintendent, and the charter school a five-year contract renewal. The school concurs with the findings and recommendation of the Team.

7. At this time, the Administration requests authorization to begin contract renewal negotiations between the Superintendent's designee, in consultation with the Office of Board Governance and the Office of the City Attorney, and representatives from Westside Academy I/II to draft the renewed charter school contract for Westside Academy I/II. The school has indicated its intent to request an additional 300 student FTEs to be funded in the contract.

8. In addition, the Administration requests that the Westside Academy I/II's current charter school contract be extended into the 2004-2005 school year, until the renewal process has been completed and a proposed contract be presented and approved by the Board.

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.

Board Policy or Rule Statement

10. This item is being presented to the Board pursuant to Administrative Policy and Procedure 9.12, Charter Schools.

Implementation and Assessment

11. Upon Board approval of this item, the charter school will enter into contract negotiations according to the charter school policy, in anticipation of developing a renewed contract to be presented to the Board by November 2004 for the 2004-2005 school year. Funds will need to be reserved as part of the fall budget adjustment process to cover the anticipated student FTEs.

Fiscal Impact Statement

12. This item authorizes expenditures. The funds for this charter school contract were approved as part of the school budgets in the 2004-2005 Board-adopted budget.

Committee's Recommendations

Your Committee recommends that the Board:

1. approve the recommendation of the Charter School Contract Review Team and authorize the Superintendent's designee, in consultation with the Office of Board Governance and the Office of the City Attorney, to enter into negotiations with representatives of Westside Academy I/II to draft a renewed charter school contract to begin with the 2004-2005 school year and end with the last regularly scheduled school day of the 2008-2009 school year; and

2. approve the extension of the current contract terms for Westside Academy I/II until November 2004 to allow time for the consideration and approval of a renewed contract for the school.

Adopted with the roll call vote on the Committee reports.

* * * * *

(Item 4) Action on a Request for Authorization to Enter into Negotiations to Renew the Charter School Contract for Bruce Guadalupe Community School

Administration's Analysis

1. On July 25, 2000, the Board 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 beginning with the 2000-2001 school year and ending with the last regularly scheduled school day of the 2001-2002 school year. By request of the school, the Board granted contract extensions to include the 2002-2003 and 2003-2004 school years.

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 regarding contract renewal to the Board, the Superintendent, and the charter school.

3. On June 30, 2004, members of the MPS Charter School Contract Review Team met to review and evaluate the United Community Center, Inc. Bruce Guadalupe Community School's contract. Documentation relative to compliance and performance was provided to the Team by United Community Center, Inc. Bruce Guadalupe Community School, by the Diversified Community Schools Charter Schools Office, and by various Central Services staff.

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

   a. The United Community Center, Inc. Bruce Guadalupe Community School offers grades K4 through eight 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 subject and programs include Title I Computer-Assisted Learning, English Language Learners, Spanish, fine arts, band, and Latino dance.

   b. The ultimate goal of the school is to exceed national norms in all subjects at each grade level, based on the Iowa Test of Basic Skills.

c. Bruce Guadalupe provides tutorial and academic services, as well as an extended school-year schedule, including a five-week summer school program which is required for all students.

d. Charter status allows Bruce Guadalupe Community School to focus on educational, cultural, and recreational activities that promote learning among its primarily low-income, Latino school population.

e. The school reports high rates of parental involvement and support.

5. After reviewing the documentation — including the financial, performance, and compliance contract audits, budget submission for FY05, special education, charter compliance record, parent issues, school climate survey, crisis plan, site visitation data, student enrollment, attendance issues, and the NCLB status of the school — the team unanimously recommended renewal of the United Community Center, Inc. Bruce Guadalupe Community School's contract for five years, contingent upon compliance relative to the mid-year unaudited balance sheet and parental and student participation in future district school climate surveys.

6. The Charter School Contract Review Team recommends to the Board, the Superintendent, and the charter school a five-year contract renewal. The school concurs with the findings and recommendation of the Team.

7. At this time, the Administration requests authorization to begin contract renewal negotiations, in consultation with the Office of Board Governance, and the Office of the City Attorney, between the Superintendent's designee and representatives from the school, to negotiate and draft the renewed charter school contract for United Community Center, Inc. Bruce Guadalupe Community School. The school has indicated its intent to request an additional 28 student FTEs to be funded in the contract.

8. In addition, the Administration requests that the United Community Center, Inc. Bruce Guadalupe Community School's current charter school contract be extended into the 2004-2005 school year, until the renewal process has been completed and a proposed contract is presented to and approved by the Board.

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.

Board Policy or Rule Statement

10. This item is being presented to the Board pursuant to Administrative Policy and Procedure 9.12, Charter Schools.

Implementation and Assessment

11. Upon Board approval of this item, the charter school will enter into contract negotiations according to the charter school policy, in anticipation of developing a renewed contract to be presented to the Board by November 2004 for the 2004-2005 school year. Funds will need to be reserved as part of the fall budget adjustment process to cover the anticipated student FTEs.

Fiscal Impact Statement

12. This item authorizes expenditures. The funds for this charter school contract were approved as part of the school budgets in the 2004-2005 Board-adopted budget. Funding will be made on the contracted number of students up to the 655 maximum on the exact Third Friday Count.

Committee's Recommendations

Your Committee recommends that the Board:

1. approve the recommendation of the Charter School Contract Review Team and authorize the Superintendent's designee, in consultation with the Office of Board Governance, the Office of the City Attorney, to enter into negotiations with representatives of the United Community Center, Inc. Bruce Guadalupe Community School and to draft a renewed charter school contract to begin with the 2004-2005 school year and end with the last regularly scheduled school day of the 2008-2009 school year; and

2. approve the recommendation to extend the contract terms for United Community Center, Inc. Bruce Guadalupe Community School until November 2004 to allow time for the consideration and approval of a renewed contract for the school.

Adopted with the roll call vote on the Committee reports.

* * * * *

(Item 5) Action on a Request for Authorization to Enter into Negotiations to Renew the Charter School Contract for Fritsche Middle School

Administration's Analysis

1. On August 24, 1999, the Board approved a three-year charter school contract establishing Fritsche Middle School as an instrumentality charter school. Fritsche opened as a charter school beginning with the 1999-2000 school year and ending with the last regularly scheduled school day of the 2001-2002 school year. By request of the school, the Board granted contract extensions to include the 2002-2003 and 2003-2004 school years.

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.

3. On June 30, 2004, members of the MPS Charter School Contract Review Team met to review and evaluate the Fritsche Middle School's contract. Documentation relative to compliance and performance was provided to the Team by Fritsche Middle School, Diversified Community Schools, Charter Schools Office, and various Central Services staff.

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

a. Fritsche Middle School's standardized test scores are significantly above the MPS district's average and competitive with the Wisconsin state averages. School-wide looping and block scheduling have been instrumental in the dramatic increase in Terra Nova results from sixth to seventh grades.

b. Fritsche Middle School's standardized test scores have risen significantly since the inception of the initial charter school contract.

c. Parent satisfaction is evident as Fritsche consistently has filled to capacity and has carried a wait list every year during its charter status. Parental involvement in school activities has increased.

d. The Educational Plan has become a living document in the building.

e. Charter status has fostered a positive learning environment through shared decision making, empowering stakeholders, and creating a sense of community within Fritsche Middle School. With charter status, along with the creation of the leadership team and learning team, Fritsche has exceeded MPS goals and federal benchmarks in accordance with the No Child Left Behind Act.

5. After reviewing the documentation —- including the financial, performance and compliance contract audits, budget submission for FY05, special education, charter compliance record, parent issues, school climate survey, crisis plan, site visitation data, student enrollment, attendance issues, staff evaluations, Memoranda of Understanding, and NCLB status of the school — the Team's unanimous recommendation was to renew the Fritsche contract for five years, with attention to be given to compliance with special education policies and procedures and a review of the school climate survey student data.

6. The Charter School Contract Review Team has determined from its findings that Fritsche Middle School continues to demonstrate sound academic success; therefore, the Charter School Contract Review Team recommends to the Board, the Superintendent, and the charter school a five-year contract renewal. The school concurs with the findings and recommendation of the Team.

7. At this time, the Administration requests authorization to begin contract renewal negotiations between the Superintendent's designee, in consultation with the Office of Board Governance and the Office of the City Attorney, and representatives from the school to draft the renewed charter school contract for Fritsche Middle School. The school has indicated its intent to request an additional 10 student FTEs to be funded in the contract.

8. In addition, the Administration requests that the current Fritsche Middle School charter school contract be extended into the 2004-2005 school year until the renewal process has been completed and a proposed contract can be presented and approved by the Board.

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.

Board Policy or Rule Statement

10. This item is being presented to the Board pursuant to Administrative Policy 9.12, Charter Schools.

Implementation and Assessment

11. Upon Board approval of this item, the charter school will enter into contract negotiations according to the charter school policy, in anticipation of developing a renewed contract to be presented to the Board by November 2004, for the 2004-2005 school year. Funds will need to be reserved as part of the fall budget adjustment process to cover the anticipated student FTEs.

Fiscal Impact Statement

12. This item authorizes expenditures. The funds for this charter school contract were approved as part of the school budgets in the 2004-2005 Board-adopted budget.

Committee's Recommendation

Your Committee recommends that the Board:

1. approve the recommendation of the Charter School Contract Review Team and authorize the Superintendent's designee, in consultation with the Office of Board Governance, the Office of the City Attorney, to enter into negotiations with representatives of Fritsche Middle School to draft a renewed charter school contract to begin with the 2004-2005 school year and end with the last regularly scheduled school day of the 2008-2009 school year; and

2. approve the extension of the current contract terms for Fritsche Middle School until November 2004 to allow time for the consideration and approval of a renewed contract for the school.

Adopted with the roll call vote on the Committee reports.

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(Item 6) Action on a Request for Authorization to Enter into Negotiations to Renew the Charter School Contract for Fairview School

Administration's Analysis

1. On April 25, 2002, the Board approved a three-year charter school contract establishing Fairview K-8 School as an instrumentality charter school. Fairview K-8 School opened as a charter school beginning with the 2001-2002 school year and ending with the last regularly scheduled school day of the 2003-2004 school year.

2. On February 23, 2004, the Board revised Administrative Policy and Procedure 9.12, Charter Schools, to include the MPS charter school contract renewal process. In 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.

3. On June 30, 2004, members of the MPS Charter School Contract Review Team met to review and evaluate the Fairview K-8 School contract. Documentation relative to compliance and performance was provided to the Team by Fairview K-8 School, Diversified Community Schools Charter Schools Office, and various Central Services staff.

4. Fairview K-8 School offers the following information for consideration.

   a. When Fairview originally applied to become a charter school it was so that the school would be able to implement its inclusive educational model in a K-8 setting. As the school transitioned from a K-5 to a K-8 school, it kept that intent foremost in its planning efforts. In June 2004, the school graduated its first grade-eight class, which included nine students with significant special education needs (autism, traumatic brain injury, cognitive delays) as well as nine students with milder special education needs.

   b. Charter status has allowed the school to be innovative while presenting all of its students with appropriate curriculum and activities. These approaches have resulted in test scores that are at or above district averages.

   c. Charter status has encouraged the Fairview staff and governance council to take greater ownership of the crucial planning and budgeting processes.

   d. Charter status has assisted Fairview in becoming more of a neighborhood school. The Fairview Neighborhood Association has partnered with the school on several occasions, and new residents are encouraged by others in the neighborhood to enroll their children at Fairview.

5. After reviewing the documentation — including the financial, performance and compliance contract audits, budget submission for FY05, special education, charter compliance record, parent issues, school climate survey, crisis plan, site visitation data, student enrollment, attendance issues, staff evaluations, Memoranda of Understanding, and the NCLB status of the school — the Team unanimously recommended renewal of the Fairview K-8 School contract for five years.

6. The Charter School Contract Review Team recommends to the Board, the Superintendent, and the charter school a five-year contract renewal. The school concurs with the findings and recommendation of the Team.

7. At this time, the Administration requests authorization to begin contract renewal negotiations between the Superintendent's designee, in consultation with the Office of Board Governance and the Office of the City Attorney, and representatives from the school, to negotiate and draft the renewed charter school contract for Fairview K-8 School.

8. In addition, the Administration requests that the current Fairview K-8 School charter school contract be extended into the 2004-2005 school year until the renewal process has been completed and a proposed contract be presented and approved by the Board.

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.

Board Policy or Rule Statement

10. This item is being presented to the Board pursuant to Administrative Policy and Procedure 9.12, Charter Schools.

Implementation and Assessment

11. Upon Board approval of this item, the charter school will enter into contract negotiations according to the charter school policy, in anticipation of developing a renewed contract to be presented to the Board by November 2004, for the 2004-2005 school year.

Fiscal Impact Statement

12. This item authorizes expenditures. The funds for this charter school contract were approved as part of the school budgets in the 2004-2005 Board-adopted budget.

Committee's Recommendation

Your Committee recommends that the Board:

1. approve the recommendation of the Charter School Contract Review Team and authorize the Superintendent's designee, in consultation with the Office of Board Governance, the Office of the City Attorney, to enter into negotiations with representatives of the Fairview K-8 School to draft a renewed charter school contract to begin with the 2004-2005 school year and end with the last regularly scheduled school day of the 2008-2009 school year; and

2. approve the recommendation to extend the contract terms for Fairview K-8 School until November 2004 to allow time for the consideration and approval of a renewed contract for the school.

Adopted with the roll call vote on the Committee reports.

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(Item 7) Action on a Request for Authorization to Enter into Negotiations to Renew the Charter School Contract for Siefert Elementary School

Administrations Analysis

1. On April 25, 2002, the Board approved a three-year charter school contract establishing Siefert Elementary as an instrumentality charter school. Siefert Elementary opened as a charter school beginning with the 2001-2002 school year and ending with the last regularly scheduled school day of the 2003-2004 school year.

2. On February 23, 2004, the Board revised Administrative Policy and Procedure 9.12, Charter Schools, to include the MPS charter school contract renewal process. In 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.

3. On June 30, 2004, members of the MPS Charter School Contract Review Team met to review and evaluate the Siefert Elementary contract. Documentation relative to compliance and performance was provided to the Team by Siefert Elementary, Diversified Community Schools Charter Schools Office, and various Central Services staff.

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

a. The mission of Siefert Elementary School is to ensure that all students will reach their academic potential and will become responsible, well-rounded citizens in the 21st century. Siefert students will be proficient writers, speakers, and readers. They will be competent, creative problem solvers in both science and mathematics and will be familiar with current technological advances.

b. Located on the near northside, Siefert serves approximately 500 regular education and exceptional education students from Head Start through fifth grade. The population includes 95% African American, 1% Asian, 1% Hispanic, 1% Caucasian, and 1% Native American. Ninety-five percent or more of Siefert students qualify for free or reduced lunch.

c. Siefert is an efficacy school which believes all children can learn. Its students are mobilized to make it happen. The Siefert community is committed to effort, data collection, analysis of feedback, and strategy formulation to generate student achievement.

d. As a charter school, Siefert's goal is to ensure that students who attend Siefert regularly will become higher-achieving students than other students in the district.

e. Siefert sought autonomy to continue its educational journey to attain academic excellence for its student body. Retaining charter status would allow its stakeholders to be able to continue to utilize effective instructional practices and frameworks to ensure the success of all Siefert students.

5. After reviewing the documentation — including the financial, performance and compliance contract audits, budget submission for FY05, special education, charter compliance record, parent issues, school climate survey, crisis plan, site visitation data, student enrollment, attendance issues, staff evaluations, Memoranda of Understanding, and the NCLB status of the school — the Team unanimously recommends renewal of Siefert Elementary's contract for one year, with attention to be give to continuously improving student achievement, addressing the school climate survey's teacher results, completing the required Crisis Plan changes, and agreeing to a realistic contract student enrollment number. The Charter School Contract Review Team expressed concerns regarding the student achievement results in language arts and reading.

6. The Charter School Contract Review Team recommends to the Board, the Superintendent, and the charter school consideration of the school for a one-year contract renewal. The school concurs with the findings and recommendation of the Team.

7. At this time, the Administration requests authorization to begin contract renewal negotiations between the Superintendent's designee, in consultation with the Office of Board Governance and the Office of the City Attorney, and representatives from the school, to negotiate and draft the renewed charter school contract for Siefert Elementary.

8. In addition, the Administration requests that the current Siefert Elementary charter school contract be extended into the 2004-2005 school year, until the renewal process has been completed and a proposed contract is presented and approved by the Board.

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.

Board Policy or Rule Statement

10. This item is being presented to the Board pursuant to Administrative Policy and Procedure 9.12, Charter Schools.

Implementation and Assessment

11. Upon Board approval of this item, the charter school will enter into contract negotiations according to the charter school policy, in anticipation of developing a renewed contract to be presented to the Board by November 2004 for the 2004-2005 school year.

Fiscal Impact Statement

12. This item authorizes expenditures. The funds for this charter school contract were approved as part of the school budgets in the 2004-2005 Board-adopted budget.

Committee's Recommendation

Your Committee recommends that the Board:

1. approve the recommendation of the Charter School Contract Review Team and authorize the Superintendent's designee, in consultation with the Office of Board Governance, the Office of the City Attorney, to enter into negotiations with representatives of Siefert Elementary to draft a renewed charter school contract to begin with the 2004-2005 school year and end with the last regularly scheduled school day of the 2005-2006 school year; and

2. approve the recommendation to extend the contract terms for Siefert Elementary until November 2004 to allow time for the consideration and approval of a renewed contract for the school.

Adopted with the roll call vote on the Committee reports.

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(Item 8) Action on a Request for Authorization to Enter into Negotiations to Renew the Charter School Contract for Walker International Middle School

Administration's Analysis

1. On March 28, 2000, the Board approved a three-year charter school contract establishing Walker International Middle School as an instrumentality charter school. Walker International Middle School opened as a charter school beginning with the 2001-2002 school year and ending with the last regularly scheduled school day of the 2003-2004 school year.

2. On February 23, 2004, the Board revised Administrative Policy and Procedure 9.12, Charter Schools, to include the MPS charter school contract renewal process. In 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.

3. On June 30, 2004, members of the MPS Charter School Contract Review Team met to review and evaluate the Walker International Middle School's contract. Documentation relative to compliance and performance was provided to the Team by Walker International Middle School, Diversified Community Schools Charter Schools Office, and various Central Services staff.

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

a. Since the Walker petition for charter status was granted by the Board on June 17, 1999, its overriding rationale for this status was the improvement of every student's academic standing. To this end, Walker International has made steady progress. This past school year, Walker was removed form the state's Schools Identified for Improvement (SIFI) list. This removal brings the school into compliance with the federal NCLB law.

b. Walker has used the flexibility in scheduling that is provided to charter schools to fully explore and embrace the Comer School Development Process and the accompanying six Development Pathways (physical, cognitive intellectual, psycho-emotional, speech and language, social interactive, and ethical/moral).

c. Walker International has modeled its organization on the initiatives of America's Promise Schools. The five tenets of this are a mentor for every child, a safe place, a nurturing environment, an education where marketable skills are taught, and a belief in service.

d. Additional advantages important to maintaining charter status for Walker International include the following:

- Relatively stable environment
- Ability to modify calendar
- Some exemptions from Board Policy
- More control over budget and chargeback/buyback spending
- Ability of School Council to evaluate principal
- License Flexibility

5. After reviewing the documentation — including the financial, performance and compliance contract audits, budget submission for FY05, special education, charter compliance record, parent issues, school climate survey, crisis plan, site visitation data, student enrollment, attendance issues, staff evaluations, Memoranda of Understanding, and the NCLB status of the school — the Team unanimously recommends renewal of the Walker International Middle School's contract for five years, with attention to be given to addressing the school climate survey results and completing required revisions to the Crisis Plan.

6. The Charter School Contract Review Team recommends to the Board, the Superintendent, and the charter school a five-year contract renewal. The school concurs with the findings and recommendation of the Team.

7. At this time, the Administration requests authorization to begin contract renewal negotiations between the Superintendent's designee, in consultation with the Office of Board Governance and the Office of the City Attorney, and representatives from the school to draft the renewed charter school contract for Walker International Middle School.

8. In addition, the Administration requests that Walker International Middle School's current charter school contract be extended into the 2004-2005 school year, until the renewal process has been completed and a proposed contract can be presented and approved by the Board.

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.

Board Policy or Rule Statement

10. This item is being presented to the Board pursuant to Administrative Policy and Procedure 9.12, Charter Schools.

Implementation and Assessment

11. Upon Board approval of this item, the charter school will enter into contract negotiations according to the charter school policy, in anticipation of developing a renewed contract to be presented to the Board by November 2004, for the 2004-2005 school year.

Fiscal Impact Statement

12. This item authorizes expenditures. The funds for this charter school contract were approved as part of the school budgets in the 2004-2005 Board-adopted budget.

Committee's Recommendation

Your Committee recommends that the Board:

1. approve the recommendation of the Charter School Contract Review Team and authorize the Superintendent's designee, in consultation with the Office of Board Governance, the Office of the City Attorney, to enter into negotiations with representatives from Walker International Middle School to draft a renewed charter school contract to begin with the 2004-2005 school year and end with the last regularly scheduled school day of the 2008-2009 school year; and

2. approve the recommendation to extend the contract terms for Walker International Middle School until November 2004 to allow time for the consideration and approval of a renewed contract for the school.

Adopted with the roll call vote on the Committee reports.

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(Item 9) Action on a Recommendation to Approve Changes to the Youth Options Program (PI 40) as Permitted Under Sec. 118.55(7)

Administration's Analysis

1. This item seeks the establishment of Youth Options Program (YOP) parameters that reflect changes in the state law. Two changes are being brought forward relative to PI 40, under Sec. 118.55, WI Stat. Legislation amending the Youth Options Program was signed into law by Governor Jim Doyle earlier this year. This program has allowed eligible high-school juniors and seniors to take postsecondary courses at Wisconsin technical colleges or at public and private 4-year colleges and universities. The program opens the door to greater learning opportunities for students who are considering a technical career, students wishing to begin college early, or students who want to prepare to enter the workforce immediately after high-school graduation.

2. In October, 1992, Ch. PI 40, under sec. 118.55, WI Stat., became effective, allowing eligible high-school juniors and seniors to participate in the Youth Options Program. The student does not have to pay for a postsecondary course if the district determines the course may receive high-school credit and the course is not comparable to a course offered in the district. (Note that district approval is given for students applying for approval for coursework that is not comparable to a course offered in their high schools.) The student whose request is approved under this program will receive both high-school and postsecondary credit for a successfully completed course. The high school will grant a diploma to a student who has successfully completed high-school graduation requirements, regardless of whether the requirements were met at the high school or a postsecondary institution.

3. Under the Youth Options Program (PI 40), all students in grades 10 and 11 must be informed of the Youth Options by October 1. Historically, the Milwaukee Public Schools has informed students and parents in the fall and again in the spring of the Youth Options Program.

4. To qualify for the program a student must, among other things:

- have completed grade 10 and, to attend a technical college, be in good academic standing and have an acceptable disciplinary record; and

- apply through their school guidance counselors for district approval *and* for the approval of the postsecondary institutions they plan to attend. Note that each postsecondary institution establishes its own YOP admissions policy.

5. The Coordinator of the Office of Guidance and Career Education has represented the Board of School Directors by coordinating this effort and functioning as the liaison between the high schools and the colleges/universities. In the liaison role, the Coordinator has provided the schools with state updates, updated district forms and letters, and other support as requested. She has also worked with the colleges and universities to ensure that the MPS-approved applications were received and handled by their respective YOP admissions counselors. Processing invoices for payment and providing YOP reports for the district has been done by the program coordinator at the end of each semester and at the end of each school year.

6. On February 27, 2004, Governor Jim Doyle signed into law changes in the Youth Options Program that ultimately has given district school boards some discretion to potentially reduce their costs by (1) limiting the number of credits for which a school district must pay for the student's postsecondary coursework, and (2) requiring a parent, guardian, or adult pupil to reimburse the district for expenses for failed or dropped postsecondary courses if the district requests reimbursement:

- (1) Sec. 118.55 (7t) (a): A school board may establish a written policy limiting the number of credits for which the school board may pay to 18 postsecondary credits. This provision allows school boards to limit students to 18 postsecondary credits, total, in their junior and senior years. A school district may choose to allow students to take more than 18 credits, but cannot limit students to less than 18 credits unless other factors specifically apply to that student. (Districts that have students who participated in the Youth Options Program as juniors in 2003-2004, who might exceed the 18 credit limit, are encouraged to consider the "grandfathering" of these students on a case-by-case basis.)
- (2) Sec. 118.55 (7t) (c): If a pupil receives a failing grade or fails to complete a course at an institution of higher education or technical college for which the school board has made payment, the pupil's parent or guardian, or the pupil if he or she is an adult, shall reimburse the school board the amount paid on the pupil's behalf upon the school board's request. If a school board that requests reimbursement of a payment made under this section is not reimbursed as requested, the pupil on whose behalf the payment was made is ineligible for any further participation in the Youth Options Program.

Statute, Board Policy or Rule Statement

7. The proposed policy complies with the 2004 amendment to sec. 118.55 (7r)(a) and (7t) (a) (c), WI Stats.

Fiscal Impact Statement

8. This item does not authorize expenditures. Under the Youth Options Program, school districts are required to pay a formula amount for any grade 11 or 12 students' course work at an institute of higher education if the college course is not comparable to any course offered in the school district and the course is taken for high school credit. There is not any state "categorical" funding associated with these expenses.

Implementation and Assessment Plan

9. The Administration will implement the process and make the necessary changes upon approval by the Board.

Committee's Recommendation

Your Committee recommends that the Board approve the following changes to the Youth Options Program:

1. The maximum number of credits for which the school board will pay for coursework under the Youth Options Program will be limited to 18 postsecondary credits. Students who participated in the Youth Options Program as juniors in 2003-2004, who might exceed the 18 credit limit, may be grandfathered in (on a case-by-case basis) as further requests from the student are reviewed for approval; and
2. If a pupil receives a failing grade or fails to complete a course at an institution of higher education or technical college for which the school board has made payment, the Youth Options Program Coordinator will request reimbursement from the pupil's parent or guardian, or the pupil if he or she is an adult. If the Milwaukee Public Schools is not reimbursed as requested, the pupil on whose behalf the payment was made is ineligible for any further participation in the Youth Options Program.

Adopted with the roll call vote on the Committee reports.

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(Item 10) Informational Report on the Milwaukee Public Schools Head Start Program

Administration's Report

1. On Monday, July 12, 2004, Milwaukee Public Schools (MPS) received the Head Start Review Report and a letter of findings from the Region V, Office of Family and Child Development (see attachments to the minutes of your Committee's meeting), which included detailed information on specific areas of program performance that were noted as deficient during an onsite review conducted in March 2003. Although in some areas deficiencies were corrected, new deficiencies were noted. As a result, the MPS was obligated to develop a Quality Improvement Plan (QIP) within thirty (30) calendar days of receipt. The QIP (attachments) was developed and submitted to the Region V, ACF Office on August 13, 2003.

The following indicate specific areas of non-compliance related to deficiencies. These areas of deficiency are to be corrected no later than 180 calendar days from receipt of the findings.

- 45 Code of Federal Regulation (CFR) 1304.50 (h), Program Governance**,** Internal Dispute Resolution.
- 45 CFR 1306.32 (a) (12), Center-Based Program Option.
- 45CFR 1304.51 (d) (1), Management Systems and Procedures.
- 45 CFR 1304.20(a)(1)(i) & (ii), Child Health and Development Services, Determining Child Health Status.
- 45 CFR 1304.20(a)(1)(ii)(A) & (B), Child Health and Development Services, Well Child Care.
- 45 CFR 1304.20(c)(3)(ii), Child Health and Development Services, Dental Follow Up.
- 45 CFR 1304.23(a) (1), Child Nutrition, Nutrition Related Assessment Data.
- 45 CFR 1304.23(a)(1), Child Nutrition, Identification of Nutrition Needs
- 45 CFR 1304.23(c) (6), Child Nutrition, Medically-Based Diets or Other Dietary Requirements.
- 45 CFR 1304.20(d), Child Health and Development Services, on going Care.

On Friday, August 13, 2004, the Quality Improvement Plan was submitted to the Region V Office. This plan is now being submitted to the Board for consideration and appropriate action.

In addition to the deficiencies noted above, the review also identified the following new areas of non-compliance:

- 45 CFR 1304.50(b)(1), Program Governance, Policy Council Group Composition and Functions
- 45 CFR 1304.50 (d)(1)(ii),(iii) & (iv), Program Governance, Policy Council or Policy Committee
- 45 CFR 1304.50 (g)(1), Program Governance, Governing Body Responsibilities
- 45 CFR 1304.51(d)(2) & (4), Management Systems and Procedures, Communication with Governing Bodies and Policy Groups
- 45 CFR 1301.31(a)(4), Personnel and General Administration, Personnel Policies
- 45 CFR 1304.52(k)(4), Selection Process
- 45 CFR 1305.6(d)45 CFR 1305.7(b), Enrollment and Re-Enrollment

The areas of non-compliance are to be corrected no later than 120 days from receipt of the findings. Once corrected, the district must submit a letter to the Region V Office, ACF Office certifying full compliance. The certification letter must describe the areas of non-compliance, explain actions taken by the district leading to compliance in these areas, and indicate that the problems have been remedied (specifying the date of each correction). This letter must be signed by Board Chairperson (President), Superintendent, Head Start Coordinator, and Policy Council Chairperson. The letter of compliance will be provided to the Board for consideration and appropriate action during the September Board Meeting.

2. On Tuesday, July 13, 2004, the Head Start Finance Committee met to discuss adjustments to the 2004-2005 federal grants. Staff from Finance and Pupil Services was available to committee members. On Saturday, July 24, 2004, the Head Start Policy Council met and approved the recommendations from the Finance Committee (attachments). Policy Council recommendations for the program year covering October 31, 2004, through November 1, 2005, will be made available to the Board for consideration and appropriate action.

3. Policy Council members met on July 15 and July 24, 2004, to discuss changes and modifications to the By-Laws of the Milwaukee Public Schools Head Start Program Policy Council. A draft is attached. The By-Laws will be reviewed by the City Attorney's Office. The final recommendations will be presented to the Policy Council and School Board for consideration and appropriate action.

4. Policy Council members met on July 1, 2004, and approved the program's internal dispute resolution procedures (Impasse Procedures). This item will be presented to the Board during the Head Start Training Orientation Retreat for Policy Council Members and Milwaukee Board of School Directors. The tentative scheduled date for the training is Saturday, August 28, 2004, from 9:00 a.m. to 2:00 p.m. A location has not been determined at the present time. The procedures will be presented to the Board for approval in September.

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COMMITTEE ON SPECIAL EDUCATION

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

TO THE BOARD OF SCHOOL DIRECTORS:

(Item 1) Monthly Report on Special Education Compliance

Administration's Report

1. Service Information

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

      Note: Data collected annually reflects activities that began on July 1, 2004.

	07/04	08/04
Population Served	17,242	16,906

   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.

	07/04	08/04
Initial Evaluations (Completed since 7/04)	4,363	52

Percentage Identified Special Education	63%	85%
Active Initial Referrals	379	285
Re-evaluations (Completed since 7/04)	5,787	292
Active Re-evaluations	13	2

2. Data-Management Services — Special Services Information Management Special Services Information Management System (SSIMS) Project Status Report as of August 10, 2004

a. SSIMS (Encore) Database

- Encore enhancements were applied to the production server during July 2004
- All four Encore server environments were upgraded to Encore 6.2 during July 2004

b. SSIMS Training

- Encore and Forms training began in January 2004 and will continue through October 2004.
- Since January 1, 2004, approximately 1,300 MPS resources have been trained in Encore and Forms.
- Encore and Forms training will continue through the summer on a limited basis.

c. Interfaces

- Inbound daily interface processing (eSIS to Encore) is running three times a day.
- Outbound daily interface (Encore to eSIS) is running nightly.
- Provider (PeopleSoft) interface to Encore is scheduled to be moved into production during August 2004.

d. IEP Forms

- IEP Forms were incorporated into the Encore production database application in January 2004.
- IEP Forms will be updated with enhancements prior to September 1, 2004.

e. Reports

- There are approximately 50 standard reports in Encore.
- Additional Special Ed. ad hoc reports are being created in response to user requests.

f. Encounter Tracker (ET) — Medicaid Tracking

- Initial MPS testing of ET took place during May and June 2004.
- Coding of the interface between ET and the billing provider, MJCare. will be completed in August 2004.
- ET pilot took place from July 12 through August 6. Approximately 30 providers participated in the pilot.
- ET rollout to the district is scheduled for September 2004.

g. Forms Updating Encore Database (FTI)

- FTI coding updates took place during July and August 2004.

h. Network Access — School IEP Meeting Room/Special Education Office Space

- SSIMS team continues to work with schools to ensure network access to SSIMS.

i. SSIMS Data Quality

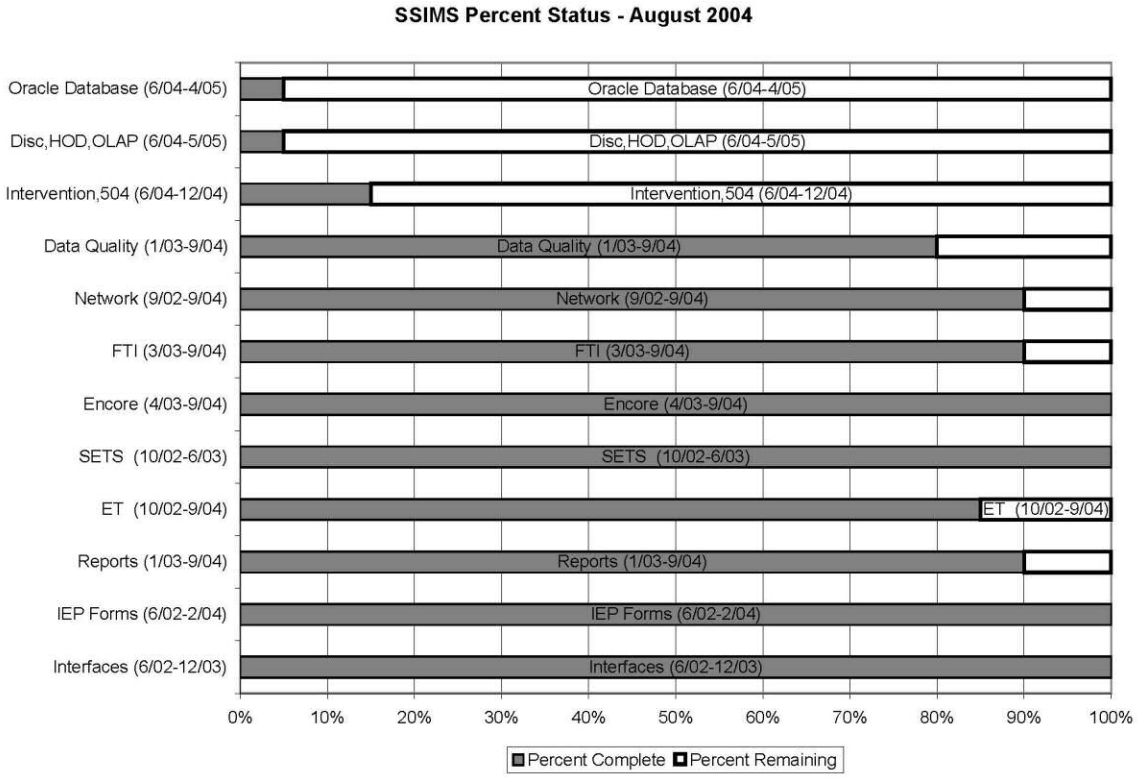
- A SSIMS data-quality committee meets weekly to evaluate and monitor SSIMS data.
- Various *ad hoc* reports have been created to monitor Encore Special Ed. data.

j. SSIMS Help Desk

- A SSIMS Help Desk team has been created and trained to support SSIMS users.
- All Help Desk calls are recorded in HEAT (Help Desk call tracking software) to ensure resolution of issues.

k. Rollout Schedule

- Encore and Forms district rollout training began in January 2004 and will continue through October 2004.
- Encounter Tracker is scheduled for implementation in 2004.
- Intervention, 504, Discipline, HOD, and OLAP module implementation is scheduled for 2004/2005.



3. CIFM (Continuous-Improvement-Focused Monitoring)

a. The Special Education Oversight Action Plan (SOAP), which was approved by the Milwaukee Board of School Directors in June 2002, is designed as a plan to improve services for students with disabilities and to maximize student outcomes. 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 would allow 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:

- provide a data-driven decision-making base for educational planning for special services;
- provide teachers with professional development and to increase skill at developing appropriate IEPs that meet the individual needs of the students;
- assist the special education supervisor and building administrator to identify staff-development needs for the building staff, as well as for individual teachers;
- identify district-wide areas for targeting staff development, policy and providers development, and compliances monitoring; and
- assist the district and the Department of Public Instruction with ongoing compliance monitoring and improvement action plans that lead to district-wide improvement.

c. The Department of Public Instruction (DPI) worked collaboratively with Milwaukee Public Schools staff to develop and implement a continuous-improvement-focused monitoring (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. A total of 62 compliance-related areas were identified as target items for the monitoring tool in the following general categories:

- IEP Team Composition
- IEP Document and Process
- Discipline
- Attendance
- Placement
- Parent Participation/Involvement

d. Training was provided in the spring and fall of 2003 to building-based administrative staff to understand the role of SOAP requirements and the CIFM requirements. In addition, extensive training was given in the specific areas of required compliance for the 62 identified areas.

e. The CIFM strategies, in addition to the ongoing monitoring of compliance, focuses on three activities that are used throughout the 2003-04 school year 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 quality IEPs. Ongoing staff development was offered on an individual and school-wide basis to address identified areas of weakness. Individual staff members' IEPs were to be reviewed (or will continue to be reviewed) until each staff member reached competency in the areas of IEP development.

2) Each building submitted 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 the Central Services special education administration regarding specific areas of building-wide implementation of special education procedures and policies. The school administrative staff identified areas of weakness, and corrective measures were implemented. Special education administrative staff reviewed the implementation activities.

3) Administration of a CIFM annual audit was completed during the month of March 2004 in order to gather school-wide data relative to the successful implementation of the required special education components. The results of this point-in-time measure were used to develop goals and strategies in the 2004-05 School Education Plan and to provide immediate feedback to schools relative to successful meeting of special education requirements. The results were also shared with principals and Administrative Accountability to be incorporated into administrative and school staff evaluations.

f. The special education leadership liaisons (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 continue to target areas of needed professional growth.

g. The School Educational Plan (SEP) document for 2004-05 requires evidence of high-quality service delivery for students with disabilities. Teams will use 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 will contribute on a yearly basis to the evaluation of the building administrator, the special education leadership liaison, the special education supervisor, and the diagnostic teacher as well as all special education and related services providers.

4. Results of the CIFM Assessment Annual Audit

a. The results are represented in percentage of correct compliance for each of the 62 items that were measured by the school. (Some schools measured fewer items because some of the compliance items did not pertain to the age level of the school, etc.) Based on the results, MPS Special Services administration assigned on of three levels of monitoring support to ensure continuous improvement:

(1) intensive monitoring,

(2) on-going oversight, and

(3) periodic review.

b. It is possible for a building to be at different levels of support for different items which may or may not be included in the checklist. The level of support for each item — along with the action plan, professional development, and funding support — will be documented in the individual school's Special Education Continuous Improvement Plan, as included in the school's SEP, for the2004-05 school year. The levels of support are described as follows.

5. Intensive Monitoring — for items assessed at less than 80%

   a. The individual school's SEP committee will review, revise, and implement the SEP's Special Education Continuous Improvement Plan for each checklist and non-checklist item assessed to be at this level, with the focus on improving the building's performance. The staff will implement the building SEP's Special Education Continuous Improvement Plan.

   b. For all special education providers and diagnostic teachers (DTs) returning to the building, the supervisor/special services administrator (SSA) will apply the IEP checklist system on all the checklist items remaining in the SEP's Special Education Continuous Improvement Plan. For all special education providers who are new to the building and for new DTs, the supervisor/SSA will apply the IEP checklist system for all 24 items of the IEP checklist element. For continuing special education providers and DTs, the supervisor/SSA must determine if the checklist system will be applied to any staff member who has demonstrated a need for support in any checklist items.

   c. By December 1, 2004, the SELLs will apply the SEP's Special Education Continuous Improvement Plan pre-measurement activities, including specific follow-up activities, within 60 days of completion of the survey to address deficiencies. The pre-measurement survey activities address non-checklist items and implementation of the SEP's Special Education Continuous Improvement Plan.

6. On-Going Oversight — for items assessed at 80% to 94%

   a. The individual school's SEP committee will review, revise, and implement the SEP's Special Education Continuous Improvement Plan for each checklist and non-checklist item assessed to be at this level, with the focus on improving the building's performance. The staff will implement the building SEP's Special Education Continuous Improvement Plan.

   b. For all special education providers and diagnostic teachers (DTs) returning to the building, the special education supervisor/SSA will apply the IEP checklist system on all the checklist items remaining in the SEP's Special Education Continuous Improvement Plan. For all special education providers who are new to the building and for new DTs, the supervisor will apply the IEP checklist system for all 24 items of the IEP checklist. For continuing special education providers and DTs, the supervisor/SSA must determine if the checklist system will be applied to any staff member that has demonstrated a need for support in any checklist items.

   c. By December 1, 2004, SELLs will apply the non-checklist pre-measurement survey activities for all non-checklist items remaining in the SEP's Special Education Continuous Improvement Plan, including specific follow-up activities within 60 days of completion of the survey to address deficiencies.

7. Periodic Review — for Items assessed at 95% or better

   a. This level of support to ensure continuous improvement is assigned to items assessed at 95% or better. Items assessed at 95% correct or better do not need to be addressed in the school's SEP. If the building has a new principal, the items at the periodic review level will be included in the pre-measurement survey activities completed by the SELLs by December 1, 2004. The pre-measurement survey activities address non-checklist items and implementation of the SEP's Special Education Continuous Improvement Plan.

b. All special education providers and diagnostic teachers (DTs) returning to the building, the record review checklist is used at least once each semester to review items that are at the periodic review level. Feedback is provided to the special education providers or diagnostic teachers for the items checked. Checklist items that are incorrect are continually checked until there are three consecutive IEPs correct after the date of the original IEP that was checked. For all special education providers who are new to the building and for new DTs, the special education supervisor will apply the IEP checklist system for all 24 items of the IEP checklist element.

c. By December 1, 2004, the SELL will hold a conference with the building special education supervisor on all the non-checklist items assessed at the periodic review level. If problem items are identified, the SELL and supervisor will confer with the building principal to develop activities to deal with identified problem items. The staff will carry out the activities within 30 calendar days of the meeting. The SELL, special education supervisor, and principal will schedule a follow-up conference within 30 calendar days of initiating the activities.

d. The CIFM District-wide Summary Report 2003-04, which is included as attachment #1 to this item in the minutes of your Committee's meeting, reflects the 62 compliance items and the district-wide percentage of compliance to the item. Each item is assigned an overall level of support that will be used as a basis for planning district-wide professional development activities.

e. An average percentage of compliance to all items combined is assigned to each school, with an overall level of required support assigned to each school (see attachment #2 to the minutes of your Committee's meeting). This data will be used to plan individual school oversight activities for supervisors and special education leadership liaisons. 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 for administrative staff.

f. Individual schools received similar data report formats, with each individual school's percentages assigned for each individual item. School-based data will be used to develop the school's Educational Plan components and goal setting.

g. An executive summary of the report of results of the 2003-04 MPS Annual Building Assessment Plan for Checklist and Non-Checklist Items for Continuous Improvement Focused Monitoring has been forwarded to the Board under separate cover as attachment #4 to this item.

8. Incorporation of CIFM Data within the School Education Plan

a. Each school received the results of the CIFM in May of 2004, with the expectation that data would be included on the preparation of the 2004-05 Educational Plan.

b. Each school is required to include goals within the Education Plan that address all of the individual compliance items that were measured below 95% correct. Any item assessed at 95% or higher does not need to be addressed in the educational Plan.

c. Each of the items is required to be addressed in both the Needs Assessment Compliance Summary as well as in the 2004-05 Educational Plan: Special Education Continuous Improvement Plan template. As part of the web-based directions, each administrator received Special Education Workbook that informs administrators of the required special education components of the Educational Plan. (See attachment #3).

d. In addition to the Section 7 compliance-related requirements, academic achievement outcomes, and goals relative to parent participation, suspension rates, graduation rates etc. that are targeted within the main body of the Educational Plan document 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.

* * * * *

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

Authorization to Make Purchases

Copies of all bids are sent to ten resource centers for minority- and women-owned businesses for posting and distribution to any interested suppliers:

African-American Chamber of Commerce
Business Educational Consortium Inc.
The Business Council Inc.
Disadvantaged Business Development for Milwaukee County
Hispanic Chamber of Commerce
Milwaukee Indian Economic Development Agency
Milwaukee Minority Chamber of Commerce
Milwaukee Urban League
Wisconsin Business Resource Center Inc.
Wisconsin Women's Business Initiative Corporation

Authorization to Enter into a Contract with Achieving Success Identity Pathways (ASIP)

The Achieving Success Identity Pathways (ASIP) program was introduced at South Division High School six years ago. The ASIP curriculum is conducted in 9th- and 10th-grade classrooms twice per month. South Division has integrated the ASIP curricula into nearly every action plan area in its Education Plan, including literacy, mathematics, literacy across the curriculum, promotion and graduation, and school climate.

Assessment reports are provided that have demonstrated the contribution of ASIP-related curricula to school improvement goals, including grades, credits, and proficiency test outcomes. The assessment report for FY05 will be included in the Fall 2006 report.

South Division was granted a sole-source waiver for the ASIP sources based on the ASIP curriculum's being copyrighted and available only through the ASIP staff. The amount of the contract is not to exceed $100,000. Funds are allocated in South Division's FY05 Title 1 budget. Costs will be charged to budget code SD100T13SD-ECNS (South Division — 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

Authorization to Enter into a Contract to Operate a Community Learning Center at Milwaukee High School of the Arts

The Administration is requesting authorization to enter into a contract with the Neighborhood House to operate a Community Learning Center (CLC) at Milwaukee High School of the Arts (MHSA).

As MHSA was not funded through the Department of Public Instruction's 21st Century CLC competitive grant process, the Administration indicated it would look at CLC funding to determine if this site could be funded. Upon review of available funds and after meeting with MHSA, it was decided a contract in the amount of $50,000 would be offered to the Neighborhood House, which currently partners with MHSA to operate a CLC.

The MHSA CLC would operate on a probationary basis with no guarantee of continued funding beyond January 31, 2005; however, should the CLC implement an effective program and meet the required standards, continued funding would be likely.

The cost for this contract would not exceed $50,000. The account codes to be charged are GEN00LC5RCECTS (Department of Public Instruction — CLC Grant) and GEN00LC5RCESUP (Department of Public Instruction — CLC Grant).

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 to Operate a Community Learning Center at Riverside University High School

The Administration is requesting authorization to enter into a contract with COA Youth and Family Centers to operate a Community Learning Center (CLC) at Riverside University High School (RUHS).

As RUHS was not funded through the Department of Public Instruction's 21st Century CLC competitive grant process, the Administration indicated it would look at CLC funding to determine if this site could be funded. Upon review of available funds and after meeting with RUHS, it was decided a contract in the amount of $50,000 would be offered to COA, which currently partners with RUHS to operate a CLC.

The RUHS CLC would operate on a probationary basis with no guarantee of continued funding beyond January 31, 2005; however, should the CLC implement an effective program and meet the required standards, continued funding would be likely.

The cost for this contract would not exceed $50,000. The account codes to be charged are: GENOOLC5RCECTS (Department of Public Instruction — CLC Grant) and GEN00LC5RCESUP (Department of Public Instruction — CLC Grant).

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 to Dispatch Substitute Handicapped Children's Assistants to MPS Schools

The Administration is requesting authorization to enter into a contract with Intelistaff Healthcare, Inc., for the purpose of dispatching substitute handicapped children's assistants to MPS schools.

Request For Proposal (RFP)-443 was issued to solicit responses from qualified vendors to perform the substitute dispatching service. An RFP Evaluation Team was established to review the responses. A total of four responses were received. The Evaluation Team recommended that Intelistaff Healthcare be awarded the contract.

The contract is for one year, with the option to extend for two additional one-year periods. The amount of the contract is estimated to be $300,000 annually, not to exceed $900,000 over the three-year period. Funding for the contract is provided by those MPS schools using the substitute dispatching 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 — August 2004

Total contract dollars to be awarded	$ 1,100,000
Total dollars eligible for HUB participation	$ 1,100,000
Total HUB dollars	$ 0
% of MBE participation	0
% of WBE participation	0
Total HUB Participation	0

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
Bay View	Robert Plath	$500	Obsidian and Onyx Chess Set
Milwaukee Public Schools (WYMS Radio Station)	John and Nancy Koss	$500	Donation to Milwaukee Public Schools (WYMS Radio Station)
Riverside	Katherine Helminiak	$1,500	Donation to cover costs for a student's expenses at Riverside for a four-year period. Remaining balance to be given to English Department for purchases of novels.

Committee's Recommendation

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

Adopted with the roll call vote on the 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 Deletion of Names from the List of Appointed Teachers; Report on Resignations; and Affirmative Action Reports

Approval of Classified Personnel Transactions

Name and Assignment	Position and Salary	Date
	PROMOTIONS	
Michael W. Moore Technology	Sr. Programmer/Analyst $60,655.84/yr.	08-02-04
	RETURN FROM LEAVES	
Elizabeth Owens Metropolitan	School Secretary I $23,116.17/yr.	08-23-04
	CHANGES IN STATUS	
Irene Burmeister Lowell	School Secretary I $11,376.00/yr.	08-23-04

Approval of Certificated Appointments

Code	Teachers	Division	Salary	Yrs. Exp. Credit	Start Date
nr	Freda Adogamhe Family and Consumer/Business	B	$29,224.00	0	08/30/04
nr	Vanessa Anderson Biology	B	$29,224.00	0	8/30/04
a	Laurel B. Aschoff Cross Categorical	B	$29,224.00	0	8/30/04
nr	Susan Ashby PreK-3	B	$29,224.00	0	8/30/04
a,nr	Brecken E. Ashenbrenner Cross Categorical	B	$29,224.00	0	8/30/04
r	Brian Babbitts French/Spanish	E	$35,745.00	0	8/30/04
r,a	Jessica M. Baka Cross Categorical	B	$29,224.00	0	8/30/04

r	Carrie Baker English, Speech, Social Studies, History	B	$29,917.00	1	8/30/04
r,a	Colleen E. Balistreri Cross Categorical	B	$29,224.00	0	8/30/04
r	Meghan Bane Grade 4	B	$29,224.00	0	7/28/04
r	Shelly Begolke Speech Pathologist	B	$29,224.00	0	8/30/04
nr	Laura Bensman Cross Categorical	B	$29,224.00	0	8/30/04
r	Melissa Borree English	BB	$30,643.00	0	8/30/04
r	Angela N. Botka English	B	$31,299.00	2	8/30/04
r,a	Sharon R. Burnett Cross Categorical	B	$31,299.00	2	8/30/04
nr,a	Anthony Coleman Cross Categorical	B	$38,214.00	7	7/28/04
r,a	Diona G. Crymes Cross Categorical	B	$31,674.00	0	7/28/04
r,a	Sheila R. Dewalt Upper Elementary	B	$29,224.00	0	7/28/04
r,a	Bryan W. Kizior Cross Categorical	B	$31,674.00	0	7/28/04
r	Ryan Scallon Mathematics	B	$29,224.00	0	8/30/04

Approval of Certificated Appointments — Psychologists

nr	Elizabeth M. Broman School Psychologist	51C	$41,124.57	0	8/23/04

Codes:
- a Reappointment without tenure
- r Resident who must remain resident
- nr Non-resident who must become resident

Approval of Leaves of Absence

	Present Assignment	Effective From
Illness Leave, to June 17, 2004:		
Luise Haldemann	Longfellow	February 9, 2004
Illness Leave, to June 17, 2005:		
Gerladine Carter	Edison	November 22, 2004
Eugene Kittredge	Kagel	February 10, 2004
Tonia Smith	Bradley Tech	August 30, 2004
Maternity Leave, to June 17, 2005:		
Sarah Lipek	Walker	August 30, 2004
Luann McKinney	Mitchell	August 30, 2004

Personal Leave, to June 17, 2005:

Catherine Biever	Palmer	August 30, 2004
Amy Carver	Congress	August 30, 2004
Jessica Hansen	Sholes	August 30, 2004
Connie Knurr	Honey Creek	August 30, 2004
Jolie Madihalli	Lloyd	August 30, 2004
Jennifer Oneby	81st Street	August 30, 2004
Tammy Unrein	Brown	August 30, 2004

Study Leave, to June 17, 2005:

Leticia Stroud	LaFollette	August 30, 2004

Extension of Illness Leave, to June 17, 2005:

Mark Brock	Leave	August 30, 2004

Report on Deletion of Names from the List of Appointed Teachers

On May 10, 2004, 15-day conference letter was sent to each of the following teachers, stating that they should respond within 15 days or their names would be deleted from the list of appointed teachers. As of this date, no response has been received nor have the following teachers informed the Administration of their status:

Cynthia Barkdull	Patricia Karpfinger
Tara Barnhill	Thomas Landre
Mary Burant	Kimberly McMahon
Bryan Davis	Naseer Nasir
Sheri Easter	Wilbert Passley
Constance Gordon	Paul Theisen
Bonnie Heller	

Report on Resignations

Name	Position	Effective Date
Jean Acevedo	Teacher	06/21/04
Jeanne Antosiewicz	Teacher	07/01/04
Ellen Ball	Teacher	10/05/04
Melloney Beck	Teacher	07/16/04
Monique Bell	Teacher	07/09/04
Kim Berner	Teacher	07/30/04
Margaret Brokaw	Teacher	08/02/04
Kanika Burks	Teacher	07/30/04
Daniel Busch	Teacher	07/16/04
Monica Busch	Teacher	07/15/04
Lea Butler	Teacher	07/13/04
Cheri Cetnarowski	Teacher	07/27/04
Amy Cook	Teacher	07/13/04
Margaret Craney	Teacher	08/02/04
Laverne Davis	Teacher	06/17/04
Carissa Dickinsen	Teacher	07/31/04
Gary Dotson	Teacher	06/18/04
Kelly Ekins	Teacher	08/26/04
Antigone Escarco	Teacher	07/26/04
Ora Ewing	Principal	08/30/04

Elizabeth Failla	Teacher	07/19/04
Joyce Fisher	Teacher	08/13/04
Paul Forester	Teacher	07/29/04
Kathryn Gardner	Teacher	07/03/04
Thomas Gardner	Teacher	06/17/04
Lula Gipson	Supervisor	07/01/04
Valerie Gospodarek	Teacher	08/29/04
John Gransee	Teacher	07/23/04
Ryan Gregoire	Teacher	06/17/04
Aleta Gretenhardt	Teacher	07/08/04
Anna Groppi	Teacher	07/30/04
Kathleen Groser	Teacher	07/20/04
Kelly Guthery	Teacher	07/23/04
Chyann Hannah	Teacher	08/06/04
Kimberly Helgren	Teacher	07/29/04
Amy Hellenbrand	Schl Psych	07/28/04
Adrienne Trice	Teacher	07/30/04
Tasha Henderson	Teacher	07/22/04
Jo Ellyn Hetzer	Teacher	07/19/04
Tamila Jackson	Teacher	07/29/04
Lisa Johnson	Teacher	07/30/04
Julie King	Teacher	07/12/04
Molly Klika	Teacher	06/16/04
Deborah Kochan	Teacher	07/26/04
Patricia Krug	Teacher	07/02/04
Chasity LaFave	Teacher	07/27/04
Marla Lawrence	Teacher	07/12/04
Nicole Leffler	Teacher	07/29/04
Jennifer Lein	Teacher	07/31/04
Amy Lex	Teacher	07/20/04
Sarah Lizdas	Teacher	08/29/04
Kerri Lloyd	Teacher	06/17/04
Kathleen Lotz	Teacher	07/30/04
Catherine Mackowski	Schl Psych	07/06/04
Sarah Martin	Teacher	07/20/04
Yvette Marshall	Teacher	06/17/04
Shellisa McMurray	Teacher	07/30/04
Reg Miller	Teacher	06/17/04
Katie Murphy	Teacher	07/16/04
Jennifer Novitzke	Teacher	07/26/04
Jacqueline Ocasio	Teacher	07/26/04
Caroline Ortega	Teacher	08/04/04
Harold Pence	Teacher	07/29/04
Tracie Polhamus	Teacher	06/17/04
Nancy Reese	Teacher	07/01/04
Brian Reinke	Teacher	07/19/04
Keely Roberts	Teacher	07/27/04
Tiffany Rodgers	Teacher	07/10/04
Claudia Roessl	Teacher	10/29/04
Gregory Roth	Teacher	06/30/04

Mary Russo	Teacher	07/20/04
Jeff Seaman	Teacher	07/26/04
Amy Scherff	Teacher	07/26/04
Stacie Seiler	Teacher	07/20/04
Kelly Sliwicki	Teacher	06/17/04
Catherine Smith	Teacher	07/08/04
Peggy Smith	Teacher	07/28/04
Seth Sondag	Teacher	06/22/04
Jessica Stefanich	Teacher	07/26/04
Shelly Stevens	Teacher	07/15/04
Bonnie Thurow	Teacher	07/04/04
Joseph Trawitzki	Teacher	07/23/04
Ljubinka Trivunovic	Teacher	07/28/04
Ellen Vujasinovic	Teacher	07/22/04
Karen Waraksa	Teacher	07/23/04
Tonja Whittley	Teacher	07/22/04
Penny Wilson	Teacher	08/16/04
Ronald Yarbrough	Teacher	07/30/04

Affirmative Action Report

The Affirmative Action Report for July 2004 is attached to the minutes of your Committee's meeting. This is an informational report, and no action is required.

Committee's Recommendation

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

Adopted with the roll call vote on 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)	Angela Serio	Principal Tippecanoe School	Schedule III, Range 13Z $78,669.80
5(r)	Kathleen Horn	Assistant Principal Fritsche Middle School	Schedule III, Range 11Z $73,574.45
2(r)	Sherlyn Brown	Assistant Principal Engleburg School	Schedule III, Range 10Z $57,505.41

5(r)	Janet Miller	Assistant Principal MacDowell School	Schedule III, Range 10Z $78,861.88
2(r)	Sandra Dickerson	Assistant Principal Thoreau School	Schedule III, Range 10Z $75,104.64
2(r)	Jennifer Mims Howell	Special Education Supervisor Department of Special Services	Schedule III, Range 8C $55,855.29
5(r)	Cheryl Moseley	Special Education Supervisor Department of Special Services	Schedule III, Range 8C $59,636.54
5(r)	Joy Schuster	Special Education Supervisor Department of Special Services	Schedule III, Range 8C $65,211.00
5(r)	David Williams	Special Education Supervisor Department of Special Services	Schedule III, Range 8C $53,961.79
4(r)	Sandra Fuentes	Network Support Specialist Bradley Technology and Trade School	Schedule III, Range 6A $55,000.00
5(r)	Robert Crouthamel	Safety Specialist Benefits and Insurance Services Department of Human Resources	Schedule III, Range 5A $61,154.00
5(nr)	Nicole Crass	Asst. Recreation Supervisor Community Centers Div. of Recreation and Community Centers	Schedule III, Range 4A $44,158.40

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

* Position created by Board action after budget approved.
** Grant-funded position — approval of this appointment authorizes establishment of the position.

Codes:
1 Native American
2 African American
4 Hispanic
5 White
6 Other
r Resident who must remain resident
nr Non-resident who must become resident

Adopted with the roll call vote on the Committee reports.

* * * * *

(Item 4) Action on a Request to Enter into Negotiations for a Sole-Source Contract with the Milwaukee Teacher Education Center (MTEC) to Provide Services to Support the Principal Coach Model

Administration's Analysis

1. In the spring of 2004, the Administration provided an overview of the Principal Coach Model to the Board. Briefly, this coaching model is embedded staff development, which gives feedback and support to the participants in the implementation of research-based strategies and practices. The Principal Coach Model coincides perfectly with the new licensing requirements found in the Wisconsin Professional Licensing Program (PI 34) and is consistent with the state's definition of mentoring under PI 34. Principal coaches deliver services to each principal at the level of need. In some cases, the coaches provide technical assistance in basic skills needed for the principalship. For other principals, coaches are involved in learning team work, goal setting, problem solving and technical assistance.

2. The Principal Coach Model was started in the 2002-2003 school year. This initial year was a learning year for principals and coaches alike. In the 2003-2004 school year, the initiative's second year, principal coaches began to focus on issues surrounding student achievement at individual schools and support for principals at the level needed by each individual.

3. The principal coach position does not exist as a position within MPS. It is a principal support mechanism designed to facilitate cultural change and to embed inquiry skills within the organization. The coach serves as a catalyst for school improvement and organizational change. The coaching initiative uses the experience of current and retired successful principals to assist present MPS principals in all areas of school management and leadership development.

4. In a survey of all MPS principals completed by the Superintendent's Office in June 2004, the Principal Coach Model ranked positively in all four areas of the survey (communication of information, knowledge of staff, helpfulness, and return of phone calls). In addition, an independent evaluation conducted in the 2003-2004 school year culminated in very positive results. Ongoing evaluation and adjustments to the model based on feedback are integral to the success of the initiative.

5. In the 2004-2005 school year, there will be 22 new principals and APICs (assistant principals in charge), as well as 28 traditional or charter schools and 11 partnership schools on the School In Need of Improvement list. The principals of these schools and their learning teams must receive intensive support throughout the coming school year so that the district is in compliance with the No Child Left Behind Act of 2001. Furthermore, any new assistant principals must meet the guidelines of the new State licensing requirements (PI 34). As part of the Wisconsin Professional Licensing Program (PI 34), these assistant principals will need a professional development plan and mentor to complete their professional administrative licenses. The Principal Coach Model will be invaluable for these purposes, given the requirements of No Child Left Behind and PI 34.

6. The Administration and many MPS principals continue to embrace the Principal Coach Model. The leadership development and technical assistance that principal coaches provide has been very beneficial to the district and, in particular, to new principals.

7. In an effort to be fiscally responsible, the Administration reduced the cost of the Principal Coach Model by one-third in the preparation of the FY05 budget. Presently, MPS uses current or retired successful principals as principal coaches; however, recent changes in the organization of Central Services and budget constraints have prompted the Administration to review the manner in which the retiree component is administered. The Administration desires to continue the Principal Coach Model but is seeking a more economic and efficient process.

8. Over the last few years, Milwaukee Public Schools has established, in partnership with other organizations, a number of alternate-route teacher-certification programs. One of the alternate-route teacher-certification programs is the Milwaukee Teacher Education Center (MTEC) program. The purpose of the MTEC program is 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.

9. An important component of the MTEC program is the use of mentors and coaches for each of its participants. MTEC has developed and employs a process whereby experienced successful MPS teachers and recently retired MPS teachers and administrators provide expert coaching to new teacher candidates in an effort to ensure successful completion of the certification process. Programmatic and fiscal structures are in place at MTEC to support this process. The Principal Coach Model is similar to the mentor/coach model used by MTEC.

10. The Administration desires to enter into a contract with MTEC to provide coaching services for the district's Principal Coach Model. These coaching services would include developing an MTEC Principal Coach Model, which would then be used to provide these principal coaching services to MPS. MTEC and MPS would also jointly convene a Design Team, which will consider 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 Design Team will also consider ways in which to connect and align all coaching and mentoring throughout the district to ensure uniformity in its delivery. A report on the Design Team's work will be given to the Board within the next six months detailing the findings.

11. MTEC is the best choice to provide these contracted services in support of the Principal Coach Model because MTEC already has a successful mentor/coach model in place within MPS, as well as a long-standing successful partnership with the district.

Strategic Plan Compatibility Statement

12. 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, Board Policy or Rule Statement

13. The MTEC contract complies with all MPS rules and policies. MTEC received a sole-source waiver predicated on the fact MTEC currently operates a mentor/coach program similar to the principal/coach program being requested. The Administration is not aware of any other vendors offering a similar program.

Implementation and Assessment

14. Upon approval of the item, the Administration will negotiate a contract with MTEC to provide coaching services for the district's Principal Coach Model.

Fiscal Impact Statement

15. This item authorizes expenditures approved in the FY05 adopted budget in the Title II Grant up to $700,000. Funds are budgeted in the FY05 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 a request to enter into negotiations for a sole-source contract for up to $700,000 with the Milwaukee Teacher Education Center to provide coaching services for the district's Principal Coach Model beginning in September 2004 and through June 2005, said contract to be brought back to the Board for approval.

Adopted with the roll call vote on the Committee reports.

* * * * *

(Item 5) Action on Resolution 0304R-036 by Director Blewett Regarding the Use of Only Certified Responsible Apparel Contractors

Background

On February 23, 2004, the Board referred the following Resolution 0304R-036 by Director Blewett to the Committee on Finance and Personnel:

WHEREAS, The Milwaukee Public Schools does not want to support companies that compete by exploiting their workforce; and

WHEREAS, Sweatshop conditions in apparel and other industries threaten the jobs and working conditions of all workers; and

WHEREAS, According to MPS Administrative Policy 3.09, Purchasing and Bidding Requirements, Section 11c, Working Conditions — Garment and Apparel Industry, "The Vendor and its suppliers shall be in compliance with all U.S. and Wisconsin wage and hour laws and health and safety regulations pertaining to garment and apparel manufactures. The policy set forth herein shall apply to the manufacture and distribution of items of apparel, such as clothing, headwear, footwear, linen and fabrics, as well as any other industry designated by the Milwaukee Board of School Directors as vulnerable to sweatshop conditions"; and

WHEREAS, Pressure from institutional purchasers such as school districts is one of the most effective ways to combat sweatshop production; and

WHEREAS, The City of Milwaukee has adopted an ordinance requiring apparel to be obtained only from responsible vendors and manufacturers who provide safe, non-discriminatory work environments and who compensate their employees with non-poverty wages; and

WHEREAS, The City of Milwaukee ordinance requires contractors for items of apparel to submit affidavits verifying them as responsible manufacturers; and

WHEREAS, The Milwaukee Public Schools strives to implement all administrative policies in a fiscally responsible manner; now, therefore, be it

RESOLVED, That the Board direct the Administration to develop an administrative procedure which requires affidavits to certify apparel contractors who are both socially responsible and have responsible employment practices; and be it

FURTHER RESOLVED, That the Administration develop a plan, for implementation no later than the FY05 school year, which identifies and promotes the use of such certified domestic and international apparel vendors; and be it

FURTHER RESOLVED, The Board's Committee on Legislation, Rules and Policies work with the Wisconsin Association of School Boards to promote the purchase of apparel only from certified responsible contractors.

Administration's Analysis

1. Board Resolution 0304R-036 resolves "that the Board direct the Administration to develop an administrative procedure which requires affidavits to certify apparel contractors who are both socially responsible and have responsible employment practices."

2. Section 11(c) of MPS Administrative Policy 3.09 reads in part, "The Vendor and its suppliers shall be in compliance with all U.S. and Wisconsin wage and hour laws and health and safety regulations pertaining to garment and apparel manufacturers."

3. The Administration believes promoting compliance with the existing policy would better serve MPS than the creation of a new administrative procedure. There are a number of reasons for the Administration's position:

a. First, vendors with large and changing pools of suppliers would be unlikely to maintain an affidavit program solely for the benefit of MPS. Precluding large vendors from responding to bids and RFPs would limit the number of qualified suppliers, placing upward pressure on the prices which MPS pays. The burden of an affidavit program would be less for vendors with a single supplier; however, small vendors often have higher cost structures and prices.

b. Second, an affidavit program is effective only to the extent that vendors believe affidavits are being verified by MPS. Confirming the veracity of the affidavits would require MPS to dedicate human and financial resources to the program. The Administration does not believe the expenditure of educational tax dollars to enforce an affidavit program is appropriate.

c. Third, an affidavit program treats all companies as if they were guilty of engaging in sweatshop activities until and unless they sign an affidavit attesting to their innocence. *Pro forma* discrimination against vendors could subject MPS to vendor lawsuits.

4. The Administration instead recommends that MPS promote compliance with existing Administrative Policy 3.09 by including the following language in all future apparel-related bids and RFPs:

> MPS has a policy requiring vendors and their suppliers to be in compliance with all U.S. and Wisconsin wage and hour laws and health and safety regulations pertaining to garment and apparel manufacturers. All vendors receiving bid or RFP awards will be required to sign a statement indicating they are in compliance with this policy.

5. Vendors receiving future RFP or bid awards would then be required to sign the following compliance statement:

> Vendor Compliance Statement
>
> The Company, _____, and, to the best of its knowledge,
> (Name)
> the company's suppliers, are in compliance with all U.S. and Wisconsin wage and hour laws and health and safety regulations pertaining to garment and apparel manufacturers.
>
> _____
> Name:
> Title:
>
> Date: _____

6. Requiring vendors to sign the above statement treats vendors of apparel-related products similarly to vendors of professional services. For example, professional service vendors are required to sign an agreement attesting to their compliance with other MPS policies such as equal opportunity employment, the provision of a livable wage, and the district's code of ethics.

7. The Administration would maintain a file of all signed compliance statements.

Strategic Plan Compatibility Statement

8. This recommendation supports the MPS Strategic Plan by promoting fiscal responsibility and informed decision making concerning the allocation of district resources.

Statute, Board Policy or Rule Statement

9. The Administration's recommendation is compatible with Administrative Procedure 3.09, Purchasing and Bidding Requirements.

Fiscal Impact Statement

10. This item does not authorize expenditures. The costs for maintaining a file of compliance statements would be absorbed by the Purchasing Division.

11. If MPS were to implement an affidavit program, it is expected additional costs would be incurred through higher apparel prices and through higher administrative and monitoring costs.

Implementation and Assessment Plan

12. If the Board approves the Administration's recommendation, the Purchasing Division would immediately:

a. include the above policy notice in future RFPs and bids;

b. require vendors receiving awards to sign the Vendor Compliance Statement; and

c. maintain a file of Vendor Compliance Statements.

Administration's Recommendation

The Administration recommends the Board promote compliance with existing Administrative Policy 3.09 by:

1. directing the Administration to include the following language in future apparel-related bids and RFPs:

   MPS has a policy requiring vendors and their suppliers to be in compliance with all U.S. and Wisconsin wage and hour laws and health and safety regulations pertaining to garment and apparel manufacturers. All vendors receiving bid or RFP awards will be required to sign a statement indicating they are in compliance with this policy.

2. direct the Administration to require vendors receiving future RFP or bid awards to sign the following compliance statement:

   Vendor Compliance Statement

   The Company, _____, and, to the best of its knowledge,
   (Name)
   the company's suppliers, are in compliance with all U.S. and Wisconsin wage and hour laws and health and safety regulations pertaining to garment and apparel manufacturers.

   _____
   Name:
   Title:

   Date: _____

Committee's Recommendation

Your Committee recommends that the Board direct the Administration to bring back to the Board within the next 3 months an administrative policy similar to that recommended by the Administration, but with the following additions:

1. the disclosure of factory names, locations, and wages, and certification that vendors uphold the rights of workers to organize unions;

2. that this district policy should apply to all district clothing purchases;

3. implementation of a district account code for all clothing purchases made throughout the district; and

4. a system for complaints challenging the veracity of supplier assertions, which are to be filed with the district for review by the Administration in consultation with the City Attorney.

Adopted with the roll call vote on the Committee reports.

* * * * *

(Item 6) Action on a Recommendation to Revise Administrative Policy 8.26, Locker Searches; Interviews of Students by Law Enforcement Officers; Removal of Students from School by Law Enforcement Officers; Metal Detectors; Interviews and Removal of Students from School by Child Protective Services

Administration's Analysis

1. At its regular August 2001 meeting, the Board questioned the validity of the following statement in Administrative Policy 8:26(4):

> *In such a case, the police may not arrest the student unless a sworn complaint is filed in court; however, the circumstances in such a case may, from time to time, justify the removal of the student from school in the absence of a complaint or warrant if the offense committed by the student is a felony.*

Specifically the Board questioned whether law enforcement officers could remove a student only if he/she committed a felony.

2. The Administration asked the City Attorney's Office for a legal opinion regarding the statement's validity. In addition, the request asked the City Attorney to recommend language that would allow law enforcement officers to take appropriate action based on the statement.

3. The City Attorney reviewed not only Board Administrative Policy 8.26(4), but also the entire Board Administrative Policy 8.26, Interrogations and Searches. As a result of the review, the City Attorney made recommendations to amend the following sections of the Administrative Policy 8.26:

- Administrative Policy 8.26(1): Searches by School Personnel
- Administrative Policy 8.26(2): Interviews and Searches by Police
- Administrative Policy 8.26(4): Removal of Students from School by the Police
- Administrative Policy 8.26(5): Interviews and Removal of Students from School by Child Protective Services

4. Administrative Policy 8.26(1), Searches by School Personnel, is being recommended for revision as follows:

> *(1) Locker Searches*
>
> *(a) The Milwaukee Board of School Directors retains ownership and possessory control of all student lockers. School authorities may search a student's locker as determined necessary or appropriate, without the consent of the student, without notifying the student, and without obtaining a search warrant. The search may be authorized by the superintendent/designee or by the building principal/designee, and may be conducted by the building principal/designee, assistant principal, school safety aide, or law enforcement officers.*
>
> *(b) Any prohibited items or items requiring further examination found in lockers may be removed during a search. Items removed from lockers shall be inventoried by the school principal/designee and may be returned to the student or parent/guardian, retained for disciplinary proceedings, or turned over to law enforcement officers, as determined by the principal/designee.*

5. Administrative Policy 8.26(2), Interviews and Searches by Police, is also being recommended for revision. The City Attorney has advised that the current policy is inadequate. The policies regarding interrogation of Milwaukee Public School pupils by law enforcement officials are void. In addition, the current policy does not provide the staff with procedures to follow when law enforcement officers are interrogating Milwaukee Public Schools students. The Administration, therefore, is recommending revision of the administrative policy as follows:

(a) Law enforcement officers who wish to interview a student at school during regular school hours should be referred to the school principal or designee to discuss the reason for the interview. Interviews of students by law enforcement officers shall be limited to school-related or emergency matters, or as specifically required by law, whenever possible.

(b) The principal or designee shall determine whether to allow an interview of a student by law enforcement officers. The law enforcement officer will consult with the building administrator prior to conducting a student interview. Unresolved issues of interviewing students should be directed to the Director of Student Services or your Administrative Specialist. All student interviews by law enforcement officers on school premises shall be conducted in such a way as to minimize school disruptions and shall follow the guidelines listed below:

1. The principal or designee shall notify the student when an interview is to be conducted, unless the school administration and the law enforcement personnel believe the situation warrants initial contact by the law enforcement officer.

2. All interviews shall be conducted in a private setting to promote confidentiality.

3. The principal or designee shall attempt to notify the student's parent/guardian that law enforcement officers will conduct a student interview, except in cases involving allegations of child abuse or neglect. School officials shall document attempts to contact the parent/guardian. The school may not require that the law enforcement officer receive parental consent prior to conducting an interview.

4. If deemed appropriate by the law enforcement officer, a school staff member may be present during a student interview.

6. The City Attorney also reviewed Administrative Policy 8.26(4), Removal of Students from School by Police. The City Attorney's opinion is that school officials should not interfere with the decision of a law enforcement officer to remove a student from school. It is the City Attorney's belief that the felony standard for student removal is not appropriate. The City Attorney recommends the following addendum to the Board Administrative Policy 8.26(4), Removal of Students from School by Police, is as follows:

(a) Upon receiving the appropriate information and identification to remove a child from school, the principal/designee shall ask the law enforcement officer for the child's destination and how the parent/guardian may contact the agency.

(b) School personnel should not interfere with or attempt to prevent a law enforcement officer from removing a student from school. In all cases in which a student is removed from school by a law enforcement officer, the school shall take reasonable steps to notify the parent or guardian of the student:

1. that the student has been removed from school by a law enforcement officer;

2. that the student is no longer under the supervision of MPS;

3. of the name of the law enforcement agency that removed the student from school; and

4. of the location (police district) and telephone contact where the student has been taken.

(c) Reasonable steps to give notice to the parent or guardian include, but are not limited to, calling a number listed in school records as either the home phone number or emergency contact number and leaving a recorded voice message containing the information required under this paragraph.

7. In reviewing Administrative Policy 8.26(5), Removal of Students from School by Child Protective Services, the City Attorney advises that the district should establish a policy regarding the removal of students by the State of Wisconsin's social services agencies:

(a) Students may be interviewed by employees of child protective services ,after such request has been made known to the principal/designee. The child protective services employee must provide appropriate identification. To the extent possible, interviews shall be conducted so as not to disrupt the learning environment.

(b) If deemed appropriate by the child protective services employee, a school staff member may be present during a student interview.

(c) If deemed appropriate by the child protective services employee, the school principal/designee shall attempt to notify the student's parent/guardian of the interview.

(d) Upon receiving the appropriate information and identification to remove a child from school, the principal/designee shall ask the child protective services employee for the child's destination and shall document how the parent/guardian may contact the agency.

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, Board Policy or Rule Statement

9. The revisions regarding Administrative Policy 8.26, Locker searches; Interviews of Students by Law Enforcement Officers; Removal of Students from School by Law Enforcement Officers; Metal Detectors; Interviews and Removal of Students from School by Child Protective Services, is in compliance with Wisconsin State Statute 118.325 and Wisconsin State Statute 118.32

Fiscal Impact Statement

10. This item does not authorize expenditure of funds.

Implementation and Assessment Plan

11. Revisions to Administrative Policy 8.26 will be announced to MPS staff via the Administrator's Bulletin and e-mail, to be disseminated by building administration through staff meetings, and meetings with administrators.

Committee's Recommendation

The Administration recommends that the Board of School Directors adopt the revisions to Administrative Policy 8.26, Locker searches; Interviews of Students by Law Enforcement Officers; Removal of Students from School by Law Enforcement Officers; Metal Detectors; Interviews and Removal of Students from School by Child Protective Services, as follows:

ADMINISTRATIVE POLICY 8.26:

~~INTERROGATIONS AND SEARCHES~~ LOCKER SEARCHES; INTERVIEWS OF STUDENTS BY LAW ENFORCEMENT OFFICERS; REMOVAL OF STUDENT FROM SCHOOL BY LAW ENFORCEMENT OFFICERS; METAL DETECTORS; INTERVIEWS AND REMOVAL OF STUDENTS FROM SCHOOL BY CHILD PROTECTIVE SERVICES

(1) LOCKER SEARCHES

(a) The Milwaukee Board of School Directors retains ownership and possessory control of all student lockers. ~~School lockers are the property of the Board are provided for the convenience of students. At no time does the Milwaukee public school district relinquish its exclusive control of lockers provided for the convenience of students.~~ School authorities may search a student's locker as determined necessary or appropriate, ~~for any reason may conduct periodic general inspections of lockers at any time,~~ without ~~notice~~ notifying the student, without ~~student~~ consent of the student, and without obtaining a search warrant. The ~~locker~~ search may be authorized by the superintendent/~~or~~ designee, or by the building principal/~~or~~ designee and may be conducted by the school principal/designee, assistant principal, school safety aide, or law enforcement officers. ~~The locker search may be conducted by school district personnel authorized to do the search by the superintendent of his/her designee or the building principal or his/her designee.~~

(b) Any ~~unauthorized~~ prohibited items or items requiring further examination found in the lockers may be removed during a search. Items removed from the locker ~~are to~~ shall be inventoried by the ~~Division of School Safety and Security~~ school principal/designee and may be ~~disbursed for~~ returned to the student or parent/~~or~~ guardian ~~of the student~~, or retained for disciplinary proceedings, or turned over to law enforcement officials, as determined by the principal/designee.

(2) INTERVIEWS OF STUDENTS BY LAW ENFORCEMENT OFFICERS ~~AND SEARCHES BY POLICE~~

(a) Law enforcement officers who wish to interview a student at school during regular school hours should be referred to the school principal or designee to discuss the reason for the interview. Interviews of students by law enforcement officers shall be limited to school-related or emergency matters, or as specifically required by law, whenever possible. ~~The police may search students of their lockers if they have a valid warrant to do so or if they have "probable cause" to believe that students are in possession of unlawful items. When police are permitted to interview students in school, the students shall be afforded the same right they have outside school:~~

~~1. parents must be notified if the student is a minor;~~

~~2. students must be informed of their constitutional rights by the police;~~

~~3. students may remain silent if they so desire; and~~

~~4. they must not be subjected to coercion or illegal restraint.~~

(b) The principal or designee shall determine whether to allow an interview of a student by law enforcement officers. The law enforcement officer shall consult with the building administrator prior to conducting a student interview. Unresolved issues of interviewing students should be directed to the Director of Student Services/Parent Information Center or an administrative specialist. All student interviews by law enforcement officers on school premises shall be conducted in such a way as to minimize school disruptions and shall follow guidelines listed below: ~~Within the framework of their legal rights, however, student do have the responsibility to cooperate with police.~~

1. The principal or designee shall notify the student when an interview is to be conducted, unless the school administration and the law enforcement personnel believe the situation warrants initial contact by the law enforcement officer.

2. All interviews shall be conducted in a private setting to promote confidentiality.

3. The principal or designee shall attempt, prior to the interview, to notify the student's parent/guardian that law enforcement officers will conduct a student interview, except in cases involving allegations of child abuse or neglect. School officials shall document attempts to contact the parent/guardian. The school may not require that the law enforcement officer receive parental consent prior to conducting an interview.

4. A school staff member shall be present during a student interview, unless deemed inappropriate by the law enforcement officer.

~~(c) The Board also feels that students have a responsibility to maintain effective communications with their teachers and administrators because good communication can often forestall or resolve a problem before it becomes necessary to involve police authorities.~~

(3) USE OF METAL DETECTORS

(a) School administrators and district staff may use metal detectors to search students for illegal weapons under the following guidelines:

1. Metal detectors may be used at extracurricular activities at middle- and high-school levels (Board proceedings 4-23-92).

2. Metal detectors may be used for reasonable cause to search during the regular school day (Board proceedings 4-23-92).

3. ~~Middle and high school students~~ Students may be screened with metal detectors when there is cause to believe that the safety of the students may be in question (Board proceedings 11-4-92). ~~(b)~~ Procedures and guidelines to implement the screening shall be the responsibility of the Department of Leadership Services and the Department of Parent and Student Services.

4. Parents and community shall be provided information regarding the use of metal detectors, and the posting of appropriate signs in the schools shall be part of the guidelines (Board proceedings, 11-4-92).

(4) REMOVAL OF STUDENTS FROM SCHOOL BY LAW ENFORCEMENT OFFICERS ~~THE POLICE~~

(a) Upon receiving the appropriate information and identification to remove a child from school, the principal/designee shall ask the law enforcement officer for the child's destination and how the parent/guardian may contact the agency.

(b) School personnel should not interfere with or attempt to prevent a law enforcement officer from removing a student from school. In all cases in which a student is removed from school by a law enforcement officer, the school shall take reasonable steps to notify the parent or guardian of the student:

1. that the student has been removed from school by a law enforcement officer;

2. that the student is no longer under the supervision of Milwaukee Public Schools;

3. the name of the law enforcement agency that removed the student from school; and

4. the location (police district) and telephone contact where the student has been taken; reasonable steps to give notice to the parent or guardian include, but are not limited to, calling a number listed in school records as either the home phone number or emergency contact number and leaving a recorded voice message containing the information required under this paragraph.

~~(a) An officer of the law may take a student from the school only if the officer has ready for service a subpoena, a warrant for arrest, or an order for civil arrest. The police officer need not notify the student's parents or guardian that the child is being removed from school, but it shall be necessary for the school principal to do so.~~

~~(b) Occasionally, a principal may find it necessary to call the police department for assistance in handling a student guilty of some serious offense committed at school. In such a case, the police may not arrest the student unless a sworn complaint is filed in court; however, the circumstances in such a case may, from time to time, justify the removal of the student from school in the absence of a complaint or warrant if the offense committed by the student is a felony.~~

~~(c) In certain instances a police officer without a warrant may take the student to the police department or, in some cases, to the Children's Court Center for further investigation. Should this occur, the school shall notify the student's parents or guardian. Notification of parents by the school administration shall state the following:~~

~~1. That the student has been removed from school by a law enforcement officer;~~

~~2. That the student is no longer under the supervision of Milwaukee Public Schools;~~

~~3. The name of the law enforcement agency that removed the student from school; and~~

~~4. The location where the student has been taken.~~

~~(d) The required information left on answering machines or voice mail, or at emergency contact telephone numbers, or other efforts to inform the parent shall meet the intent of the policy.~~

(5) INTERVIEWS AND REMOVAL OF STUDENT FROM SCHOOL BY CHILD PROTECTIVE SERVICES

(a) Students may be interviewed by employees of a child protective services agency on school premises, after such a request has been made known to the principal/designee. The child protective services employee must provide appropriate identification. To the extent possible, interviews shall be conducted so as not to disrupt the learning environment.

(b) If deemed appropriate by the child protective services employee, a school staff member may be present during a student interview.

(c) If deemed appropriate by the child protective services employee, the school principal/designee shall attempt to notify the student's parent/guardian of the interview.

(d) Upon receiving the appropriate information and identification to remove a child from school, the principal/designee shall ask the child protective services employee for the child's destination and shall document how the parent/guardian may contact the agency.

(e) In the event any agency other than the county protective services contacts a school to interview a student, the contacting agency must present to the principal or designee proper authorization from the county prior to interviewing the student.

Adopted with the roll call vote on the Committee reports.

* * * * *

RESOLUTIONS

Resolution 0405R-019

by Director Morales

WHEREAS, Administrative Policies 6.03, Sexual Harassment, and 8.02, Student Sexual Harassment, define sexual harassment as "unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct, or other verbal or physical conduct of a sexual nature that would be offensive to a reasonable person"; and

WHEREAS, Administrative Procedure 6.03, Sexual Harassment, specifically declares that "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"; and

WHEREAS, The same document also states that the Milwaukee Public Schools (MPS) "recognizes the private and sensitive nature of sexual harassment incidents and the emotional and social complexities surrounding such issues" and will make "[e]very effort . . . . to consider the sensitivities of the parties involved and protect the victim from repercussions"; and

WHEREAS, MPS, through its policies and procedures, encourages both students and employees who feel that they have been subjected to sexual harassment or intimidation to report such incidents to the proper MPS authorities and staff; and

WHEREAS, Although charges of sexual harassment and sexual assault are particularly serious and sensitive matters — and, therefore, must be taken seriously and handled sensitively — the true nature of and circumstances surrounding alleged incidents of harassment or assault cannot always be determined absolutely; now, therefore, be it

RESOLVED, That school and district staff be barred from issuing, to students or staff who report that they have been victims of harassment or assault in our schools, punishments resulting from such incidents when the reporting party has no clear culpability; and be it

FURTHER RESOLVED, That the Board direct the Administration to develop a process by which to clear the records of students and staff who have been disciplined for incidents which they have reported and in which it cannot be absolutely proven they share any culpability; and be it

FURTHER RESOLVED, That the Board direct the Administration to ensure that all school and district administrators are familiar with all MPS policies and procedures regarding sexual harassment and assault; and be it

FURTHER RESOLVED, That the Board direct the Administration to provide mandatory, periodic training for principals, assistant principals, and Central Services staff, as appropriate, on how to identify harassment and assault, how to effectively investigate complaints of harassment and assault, and how to prevent harassment and assault in our schools.

Referred to the Committee on Finance/Personnel.

0405R-020

by Director Johnson

WHEREAS, Rufus King High School for College Bound has offered a recognized International Baccalaureate (IB) Program since 1979; and

WHEREAS, Approximately 85 to 90 percent of the 1,420 students enrolled at Rufus King High School for College Bound participate in either the IB or pre-IB program, 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 program at Rufus King High School for College Bound, this is truly a school-wide program; 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 2005-2006 school program for Rufus King High School for College Bound, including the specialized IB and pre-IB courses; does not include block scheduling, 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, The Rufus King High School for College Bound's staff members have been looking into various programming options, including moving to a block schedule or 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 the one at Rufus King; and

WHEREAS, Rufus King High School for College Bound desires 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 Rufus King High School for College Bound 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 2005-2006 school year for Rufus King High School for College Bound, citing the extraordinary reasons and special program listed above; and be it

FURTHER RESOLVED, That the Administration be directed to work with the staff of Rufus King High School for College Bound to facilitate the early 2005-2006 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

0405R-021

by Director Johnson

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.

Referred to the Committee on Legislation, Rules and Policies.

0405R-022

by Director Johnson

WHEREAS, The Board and the Administration promote the practice of fiscal responsibility and informed decision making concerning the allocation of district resources; and

WHEREAS, To make informed decisions about the allocation of district resources, the Administration and the Board must continually monitor how effectively those resources are being used; and

WHEREAS, Staff time is a very valuable resource in any organization, but especially in the Milwaukee Public Schools; and

WHEREAS, During the FY04 fiscal year alone, members of the Board submitted more than 50 resolutions, while other years have seen more than 100; and

WHEREAS, Before each of these resolutions may be brought back to the Board for consideration, the Administration or the Office of Board Governance is required to research and analyze it, which can entail a considerable commitment of staff time; and

WHEREAS, Part of the required analysis is the fiscal impact of the resolution on the district and its resources; now, therefore, be it

RESOLVED, That the Board require both the Administration and the Office of Board Governance to supply, as separate line items under the Fiscal Impact Statement of each resolution that is brought before the Board for action, the total actual number of staff hours which each has devoted to researching and analyzing that resolution.

Referred to the Committee on Legislation, Rules and Policies

0405R-023

by Directors Balistreri and Morales

WHEREAS, The Metropolitan Milwaukee Association of Commerce Community Support Foundation, Inc., (MCSF) has received a $17,250,000 grant from the Bill and Melinda Gates Foundation for "A New Vision of Secondary Education: Small School Development in Milwaukee," a project to "support the redesign of Milwaukee's large comprehensive public high schools and the development of small autonomous high schools throughout Milwaukee"; and

WHEREAS, The proposal which the MMAC Community Support Foundation, Inc., submitted to the Gates Foundation specified that the Milwaukee Public Schools (MPS), as a key stakeholder in this redesign, would have among its responsibilities the authorization of expenditures of $9,500,00 of those funds "allocated to affect MPS enrolled students" and the approval of "planning and implementation sub-grants for multiplexes and new or improving small schools"; and

WHEREAS, A Memorandum of Understanding (MOU) entered into by MPS, MCSF, the TransCenter for Youth's Technical and Leadership Center (TALC), the Milwaukee Partnership Academy (MPA), and the Alliance for Choices in Education (ACE) on March 21, 2003, also specifies that MPS will have among its responsibilities the authorization of "expenditures of Bill and Melinda Gates Foundation funds allocated to affect MPS enrolled students" and the approval of "planning and implementation sub-grants for multiplexes and new or improving small schools"; and

WHEREAS, The same proposal and MOU specify that TALC, with $5,750,000 of the grant funds, will

- provide technical assistance to the MPS High School Redesign Team
- convene leadership groups applying for planning and implementation grants for orientation sessions
- provide technical assistance to small school and multiplex leadership teams
- research costs, including data strategy associated with the transition and operation of multiplex and small school creation efforts
- document, evaluate, and communicate TALC efforts and outcomes to maximize the national impact of small school strategies for improving education; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors direct the Administration to bring back to the Board, no later than the October 2004 Board cycle, an outline for a process by which MPS will review and authorize for the planning and improvement of small schools and multiplexes, as well as an outline of a process by which MPS will authorize expenditures of its portion of the Bill and Melinda Gates Foundation's grant funds; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors direct the Administration to bring back to the Board a detailed explanation of the responsibilities of TALC as they relate to its partnership with MPS in "A New Vision of Secondary Education: Small School Development in Milwaukee," including TALC's role in the provision of technical assistance to small school and multiplex leadership teams and to the MPS High School Redesign Team.

Referred to the Committee on Innovation/School Reform

0405R-024

by Director Balistreri

WHEREAS, Milwaukee Public Schools recognizes that, to best serve students and its families, the district cannot operate as a 9-to-5 entity; and

WHEREAS, To meet the needs of students whose parents work during normal business hours, the district has developed initiatives to offer services to students and their families beyond normal business hours; and

WHEREAS, These services offered outside of normal working hours include student enrollment, school tours through the Our Lights Are On campaigns, open houses, and Board meetings; and

WHEREAS, MPS staff members are often required to come to work early or work later than their regularly scheduled hours to staff these events; and

WHEREAS, As many of these employees are salaried employees who do not receive compensation for working overtime and often work through meal times; and

WHEREAS, Employees who are required to attend Board meetings as part of their job responsibilities often work from the morning through to the end of Board meetings, which have, on occasion, lasted past midnight; and

WHEREAS, Recognizing and rewarding quality staff members through Apple Awards and other incentives has long been a hallmark of the Milwaukee Public Schools; now, therefore, be it

RESOLVED, That the Board direct the Administration to develop an administrative policy and procedure to compensate all employees, to provide a reasonable sustenance for dinner, or, at a minimum, provide employees with a dinner break when they are required to work in the evening after a work day; and be it

FURTHER RESOLVED, That this policy and procedure be presented to the Board no later than the October 2004 Board meeting cycle.

Committee on Legislation, Rules and Policies

0405R-025

by Directors Balistreri and Hardin

WHEREAS, The Milwaukee Board of School Directors encourages the input in and involvement of both the public and district staff in the budget process; and

WHEREAS, Since the introduction of charter schools and other educational options which the district contracts for, members of both the public and district staff have identified areas of concern related to the chargeback/buyback system; and

WHEREAS, The Milwaukee Public Schools' current budget process incorporates a chargeback/buyback system which is designed to provide a basis for apportioning costs to schools related to services provided by the district's central administrative departments; and

WHEREAS, The chargeback/buyback system could have a drastic effect on specialty schools by charging them for services or textbooks that their programming does not need; 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, 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, It is the Board's fiscal obligation to ensure that successful school programs are supported and positioned for continuum; and

WHEREAS, The district also has an obligation to equip schools in need with a plan for improvement; and

WHEREAS, Schools operating with budget deficits and costly curricular maintenance fees such as those offering Advance Placement or International Baccalaureate courses, will continue to build bigger deficits rather than decrease the current deficit; and

WHEREAS, The current system does not afford schools the ability to continue quality educational programs, central to the school's mission, within current budget allotments while working to eliminate deficits; and

WHEREAS, Changes to the current budget structure, specifically the chargeback/buyback system, could allow schools more flexibility in determining how best to allocate funds to fit their school programs; now, therefore, be it

RESOLVED, That the Board direct the Administration to conduct a comprehensive system-wide analysis of the district's chargeback/buyback system currently in place; and be it

FURTHER RESOLVED, That the Board request an audit of the chargeback/buyback system since its inception to include what impact the system has had on creating the deficits experienced by the schools ; and be it

FURTHER RESOLVED, That the analysis, the audit, and a plan for holding schools harmless for the elimination of all school deficits, be brought back to the Board no later than the December 2004 Board meeting cycle.

Referred to the Committee on Finance/Personnel

0405R-026

by Director Hardin

WHEREAS, The MPS FY04 budget, as adopted by the Board on May 29, 2003, included an amendment that directed the Administration to "exhaust all possibility of internal hiring and promotion for filling all job classes experiencing lay-offs in the FY2004 budget before hiring from outside of the system"; and

WHEREAS, Among the employees who were laid off during the last two years were painters; and

WHEREAS, It has been the practice of MPS since then to reduce below full time the hours of the MPS painters who were not laid off; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors direct the Administration to submit to the Board's Committee on Finance/Personnel, no later than that Committee's October meeting, a breakdown by fiscal year of any contracts which MPS has issued for painting services in FY04 and so far in FY05, including, but not limited to, the number of contracts let, the dollar amount and terms of each contract; and the total dollars which these contracts comprise; and be it

FURTHER RESOLVED, That the Board direct the Administration to honor the spirit of the FY04 budget amendment specified by banning the issuance of contracts for painting services and by using any money that would have gone to future painting contracts to hire back laid-off MPS painters and/or to increase the hours of current MPS painters to full-time status.

Referred to the Committee on Finance/Personnel

0405R-027

by Director Hardin

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, Community service is an important aspect of civic responsibility that should be recognized and commended; and

WHEREAS, Many school systems give academic credit for civic courses and community service, with some districts and schools actually making them a requirement for graduation; now, therefore, be it

RESOLVED, That the Board instruct the Administration to investigate the feasibility of granting academic credit to students who successfully complete six weeks or more of the RITZ program with a minimum of 85% attendance; and be it

FURTHER RESOLVED, That the Board instruct the Administration to come back, no later than the November 2004 Board cycle, to the Board with the results of its investigation, including a proposed procedure to be presented for the Board's approval.

Referred to the Committee on Innovation/School Reform

0405R-028

By Director Dannecker

WHEREAS, The staff of the MPS Summer Recreation Enrichment Camp may find it necessary to identify and report bona fide evidence of domestic child abuse affecting children in their care; and

WHEREAS, Adequate training may be important to reasonably making such a determination; and

WHEREAS, Some parents have expressed concern that such determination are not reasonably made; now, therefore, be it

RESOLVED, That the Administration report to the Board the nature, extent, and substance of any such training currently required of, or provided to, summer staff; and be it

FURTHER RESOLVED, That the Administration assess the effectiveness of such training and any such requirement and report to the Board the method of assessment and its conclusions.

Referred to the Committee on Finance/Personnel.

The Board adjourned at 8:33 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
AUGUST 28, 2004

Special meeting of the Board of School Directors called to order by President Blewett at 9:30 AM.

Present—Directors Balistreri, Dannecker, Hardin, O'Neil, Spence, and President Blewett—6.

Absent and excused—Directors Horton, Johnson and Morales—3.

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

August 25, 2004

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Peter Blewett, a special meeting of the Board of School Directors will be held from 9:00 a.m. to 2:00 p.m. on Saturday, August 28, 2004, in the Executive Room of the Holiday Inn Milwaukee City Center, 611 W. Wisconsin Avenue, Milwaukee, Wisconsin, for the purpose of meeting with the Head Start Policy Council to receive training in Head Start Program Governance and Performance Standards.

Although this is a public meeting, no public testimony will be taken.

LYNNE A. SOBCZAK
Director/Board Clerk

The Board proceeded to meet with the Head Start Policy Council to receive training in Head Start Program Governance and Performance Standards.

The Board recessed from 10:50 to 11:05 AM and from 12:15 to 1:10 PM.

The Board adjourned at 1:45 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
SEPTEMBER 7, 2004

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

Present—Directors Dannecker (7:00 PM), Hardin, Horton, Johnson, Morales, O'Neil, Spence, and President Blewett—8.

Absent and excused—Director Balistreri—1.

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

September 2, 2004

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Peter Blewett, a special meeting of the Board of School Directors will be held at 6:30 p.m. on Tuesday, September 7, 2004, in Room 103 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.

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.

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.

The motion prevailed, the vote being as follows:

Ayes—Directors Hardin, Horton, Johnson, Morales, O'Neil, Spence, and President Blewett—7.

Noes—None.

The Board retired to executive session at 6:56 PM.

Director Balistreri was present via speakerphone until 7:45 PM.

The Board adjourned from executive session at 9:45 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
SEPTEMBER 22, 2004

Special meeting of the Board of School Directors called to order by President Blewett at 5:39 PM.

Present—Directors Balistreri (5:45 PM), Dannecker, Hardin, Horton (5:45 PM), Johnson (7:46 PM), Morales, O'Neil, Spence (6:03 PM), and President Blewett—9.

Absent—None.

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

September 21, 2004

To the Members of the Board of School Directors:

At the request of President Blewett, a special meeting of the Board of School Directors will be held at 5:30 p.m. on Wednesday, September 22, 2004, in Room 103 of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the following purposes:

1. To take action on an emergency purchase to award a contract for the printing and mailing of the district's FY06 *Directions* booklet; and

2. To consider collective bargaining negotiations strategy with respect to contract negotiations with the following bargaining units: the Administrators and Supervisors Council (ASC), Milwaukee Teachers Education Association (Teachers, Substitute Teachers, Educational Assistants, School Accountants/Bookkeepers), PAMPS, Local 150 (Food Service Helpers and Building Service Helpers), Local 950, Local 1053, and Local 1616.

In regard to the second item, 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.

LYNNE A. SOBCZAK
Board Clerk

With respect to Item 1, the Superintendent provided the following information and recommendation:

Administrative Policy 3.09 allows for emergency purchases. Section (3)(e)la reads in part, "…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."

The Administration is requesting the contract award for printing services identified below be authorized as an emergency purchase in order to meet an October 4, 2004 mailing deadline for the *Directions* booklet. *Directions* must be mailed by October 4, 2004 to allow parents sufficient time to review school data prior to the FY06 school selection process.

The Administration is recommending an award to Sells Printing Co. in the amount of $52,365.88 for the printing and mailing of 118,000 copies the FY06 *Directions* booklet.

The bid was undertaken at the request of the Division of Communications & Public Affairs. The bid is being recommended to the lowest responsive bidder.

The budget code to be charged is: INFOOMEDIC-EDUP (Information, Media Communication - Duplicating).

Director Morales moved to approve the Superintendent's request.

The motion prevailed, the vote being as follows:

Ayes—Directors Dannecker, Hardin, Morales, O'Neil and President Blewett—5.

Noes—None.

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

The motion prevailed, the vote being as follows:

Ayes—Directors Balistreri, Dannecker, Hardin, Horton, Morales, O'Neil and President Spence—7.

Noes—None.

The Board retired to executive session at 5:49 PM.

Director Hardin left at 7:10 PM.

Director Morales left at 8:03 PM.

The Board adjourned from executive session at 8:26 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
SEPTEMBER 30, 2004

Regular meeting of the Board of School Directors called to order by President Blewett at 6:49 PM.

Present—Directors Balistreri, Dannecker, Hardin, Horton, Johnson, O'Neil, Spence, and President Blewett—8.

Absent and excused—Director Morales—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:

David A. Kwiatkowski
Retired MPS Administrator

David Kwiatkowski has dedicated 25 years to Milwaukee Public Schools in the areas of labor relations and human resources. Having begun his career in Milwaukee Public Schools in 1979 as a personnel analyst, he retired in July 2004 as the manager of Classified Staffing, a position he held for the last 15 years. During his tenure in the Milwaukee Public Schools, Mr. Kwiatkowski emerged as a strong leader who successfully employed the team approach on a regular basis.

Mr. Kwiatkowski supported education by putting systems in place to ensure that the best-quality employees were placed in Milwaukee Public Schools. Having put such systems in place, he worked to implement them on a fair and consistent basis. Because he worked so hard to place employees in positions where their skills would be put to best use, his work will have a lasting impact on the district, the community, and, most important, the children of Milwaukee.

During his tenure in the Milwaukee Public Schools, Mr. Kwiatkowski was known for the high level of integrity and honesty he displayed on a daily basis with all individuals he encountered. His positive attitude and level of expertise were instrumental in building many key relationships that continue to advance district initiatives.

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

Special Commendation — Office of Pupil Services, Division of Student Services and the Department of Special Services

In a letter dated August 27, 2004, Michael J. Skwierawski conveyed his impressions of the superior work done by Pupil Services staff relative to the closing of the Mandella school. Mr. Skwierawski had served a dual capacity as the guardian *ad litem* for the 190 children displaced by the school's closing and as the court-appointed Special Master in several cases pending in Milwaukee County Circuit Court as a result of that closing.

Mr. Skwierawski indicated that Ms. Ada Rivera, Chief of Pupil Services, and Mr. Hughes George, Director of Student Services, worked collaboratively with their staff to move the process of identifying placements for the students as quickly as possible. They understood the urgency of the situation, and handled it with expertise and immediacy. Ms. Rivera, Mr. George, and staff worked into the evening hours and on the weekends to get notices out, to personally call parents, and ultimately to track down missing children on the list. These efforts resulted in 144 students' choosing to return to MPS schools.

Ms. Rivera, Mr. George, the Division of Student Services, and the Department of Special Services are to be commended for their superior performance and level of commitment to the children of Milwaukee under the difficult circumstances presented by the closing of the Mandella school.

Other Awards and Commendations

Students

Amy Vogedes, a senior of Madison High School, was recognized as a winner in the 2004 Wisconsin Association of School Boards (WASB) Write and Illustrate Your Own Book contest. Her work was judged one of the best from among the more than 200 entries received this year. Amy will receive a cash prize and a certificate of commendation during the Region 14 meeting on October 26, 2004. Her book, *Daphne's Summer,* will be among the winning books on display during the WASB Fall Regional meetings.

Schools

On September 16, 2004, the United States Department of Education named Alcott and Zablocki Elementary Schools as 2004 *No Child Left Behind* Blue Ribbon Schools, a program that recognizes schools which make significant progress in closing the achievement gap or whose students achieve at very high levels. The *No Child Left Behind* Act is the bipartisan landmark education reform law designed to change the culture of America's schools by closing the achievement gap, offering more flexibility to statea, giving parents more options, and teaching students based on what works. In addition to the school community, many guests attended the awards ceremony, including volunteer tutors, district personnel, Board members, political officials, and others from the community. Mr. John Valdes, principal of Alcott, Dr. Patricia Walia, principal of Zablocki, and their staff are to be commended for their outstanding efforts that resulted in significant increases in student achievement.

* * * * *

APPROVAL OF MINUTES

The minutes of the regular and special Board meetings of August 17, 18, 26, and 28, 2004, were approved as printed.

* * * * *

Director Dannecker moved to discharge the Committee on Finance/Personnel from further consideration of a request to rename the Town of Lake College Preparatory High School to the Ronald Wilson Reagan College Preparatory High School.

The motion prevailed, the vote being as follows:

Ayes—Directors Dannecker, Hardin, Horton, Johnson, O'Neil, Spence and President Blewett—7.

Noes—Director Balistreri—1.

Director Dannecker moved that the Board take up immediate consideration of the request to rename the Town of Lake College Preparatory High School to the Ronald Wilson Reagan College Preparatory High School

The motion prevailed, the vote being as follows:

Ayes—Directors Balistreri, Dannecker, Hardin, Horton, Johnson, O'Neil, Spence and President Blewett—8.

Noes—None.

Director Dannecker moved that the Board:

1. waive the Administrative policy 5.01(6) relative to renaming schools after a person who has been deceased for not less ten years to rename the Town of Lake College Preparatory High School to be named after a former president who has been deceased less than ten years; and

2. approve the immediate renaming of the Town of Lake College Preparatory High School to the Ronald Wilson Reagan College Preparatory High School.

Vice President Hardin in the Chair.

The motion prevailed, the vote being as follows:

Ayes—Directors Balistreri, Dannecker, Horton, Johnson, O'Neil, Spence and Vice President Hardin—7.

Noes—None.

Temporarily absent—President Blewett—1.

* * * * *

Director Horton moved to discharge the Committee on Innovation/School Reform from further consideration of a request to revoke the Afro Urban Institute's charter and to terminate its non-instrumentality charter school contract.

President Blewett in the Chair.

The motion prevailed, the vote being as follows:

Ayes—Directors Dannecker, Horton, Johnson, O'Neil and Spence—5.

Noes—Director Hardin and President Blewett—2.

Temporarily absent—Director Balistreri—1.

Director Horton moved that the Board take up immediate consideration of the Administration's request to revoke the Afro Urban Institute's charter and to terminate its non-instrumentality charter school contract.

The motion prevailed, the vote being as follows:

Ayes—Directors Dannecker, Horton, Johnson, O'Neil and Spence—5.

Noes—Directors Balistreri, Hardin and President Blewett—3.

Director Horton moved that the Board immediately revoke and terminate the Afro Urban Institute's charter and immediately revoke and terminate the non-instrumentality charter school contract.

The motion prevailed, the vote being as follows:

Ayes—Directors Dannecker, Horton, Johnson, O'Neil and Spence—5.

Noes—Directors Balistreri, Hardin and President Blewett—3.

REPORTS OF STANDING COMMITTEES

Separate consideration was requested of the following item:

Finance/Personnel Committee, Item 8, a recommendation to revise Administrative Procedure 6.23(3), Filling Principal Vacancies.

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

Ayes—Directors Balistreri, Dannecker, Hardin, Horton, Johnson, O'Neil, Spence and President Blewett—8.

Noes—None.

COMMITTEE ON SPECIAL EDUCATION

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

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Special Education presents the following report:

(Item 1) Monthly Report on Special Education Compliance

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

Administration's Report

1. Service Information (Data collected annually reflects activities that begin July 1, 2004)

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

	08/04	09/04
Population Served	16,906	17,014

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.

	08/04	09/04
Initial Evaluations (Completed since 7/04)	52	138
Percentage Identified Special Education	85%	88%
Active Initial Referrals	285	266
Re-evaluations (Completed since 7/04)	76	20
Active Re-evaluations	6	71

2. Data Management Services (SSIMS) — Special Services Information Management System (SSIMS) Project Status Report as of August 31, 2004

a. SSIMS (Encore) Database

- All four Encore server environments were upgraded to Encore 6.2 during July 2004
- Encore enhancements were applied to the production server during August 2004

b. SSIMS Training

- Encore and Forms training began in January 2004 and will continue through October 2004
- Encore and Forms training continued through the summer on a limited basis

c. Interfaces

- Inbound daily interface processing (eSIS to Encore) running three times a day
- Outbound daily interface (Encore to eSIS) running nightly
- School Calendar and School Entity interfaces were created in August and are being tested

d. IEP Forms

- IEP Forms were incorporated into the Encore production database application in January 2004
- IEP Forms were updated in August and are being tested

e. Reports

- There are approximately 50 standard reports in Encore
- Additional Special Ed. *ad hoc* reports are being created based on user requests

f. Encounter Tracker (ET) — Medicaid Tracking

- ET pilot took place from July 12 through August 6. Approximately 30 providers participated in the pilot.
- Coding of the interface between ET and the billing provider, MJCare, is in progress

g. Forms Updating Encore Database (FTI)

- FTI coding updates took place during August 2004

h. Network Access — School IEP Meeting Room/Special Education Office Space

- SSIMS team continues to work with schools to ensure network access to SSIMS

i. SSIMS Data Quality

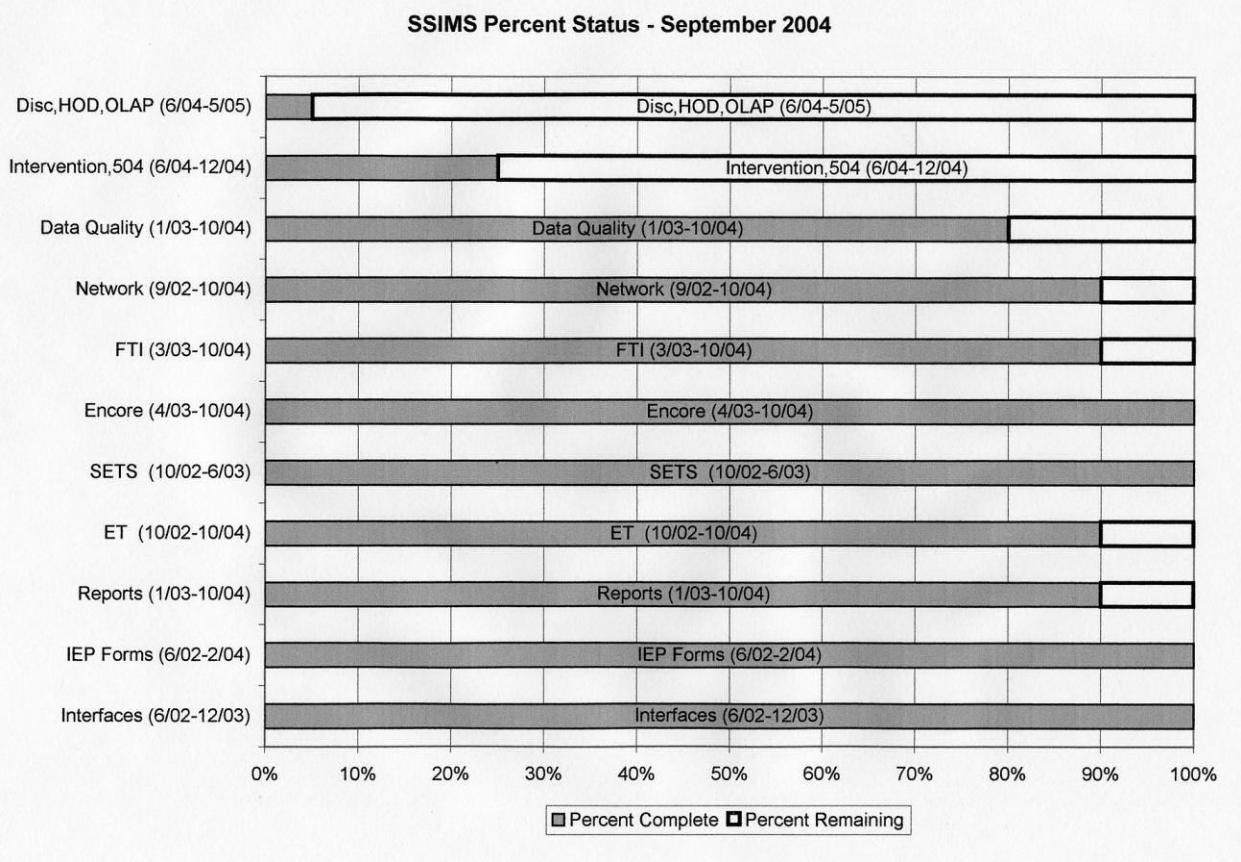
- A SSIMS data-quality committee meets weekly to evaluate and monitor SSIMS data
- Various *ad hoc* reports have been created to monitor Encore Special Ed. data

j. SSIMS Help Desk

- A SSIMS Help Desk team has been created and trained to support SSIMS users
- All Help Desk calls are recorded in HEAT (Help Desk call tracking software) to ensure resolution of issues

k. Rollout Schedule

- Encore and Forms district rollout training began in January 2004 and will continue through October 2004
- Encounter Tracker is scheduled for implementation in 2004
- Intervention, 504, Discipline, HOD, OLAP module implementation scheduled for 2004/2005



3. Adaptive Physical Education

   a. Wisconsin Department of Public Instruction (DPI) requires that physical education be made available to all children with disabilities. Federal regulations (IDEA) for physical education state that physical education services, specially designed if necessary, must be made available to every child with a disability. Each child with a disability must be afforded the opportunity to participate in the regular physical education program available to non-disabled children, unless the child needs specially designed physical education as prescribed in the child's individualized education program (IEP).

   b. Specially designed instruction (also known as adaptive physical education) which is provided to students with disabilities who require it as part of their IEPs is defined as a diversified program of developmental activities, games, sports, and rhythms suited to the interests, capacities, and limitations of students with disabilities who may not safely or successfully engage in unrestricted participation in various activities of the general physical education program

   c. Beyond those students who receive specially designed instruction, adaptations or modifications can be made in physical education to allow a student access to the general curriculum and to meet academic standards. These adaptations might not require special education and can be provided to any student with or without a disability.

   d. These services are delivered by teachers in the schools who have received training and support from the two district-wide adaptive physical education specialists. These two staff members .demonstrate and team-teach with physical education and classroom teachers as a means to assist in the delivery of appropriate instruction and programming in both self-contained and inclusive teaching environments for special education students. These services were delivered in over 30 schools last year.

e. The adaptive physical education specialists also assess and diagnose students, develop IEPs, and implement curriculum for students from early childhood through high school. This is done on a regular basis throughout the district. The adaptive physical education specialists meet and collaborate with occupational therapists, physical therapists, and physical education teachers as well as the city-wide coordinator to define programming and evaluation options. They also develop, revise, and update curricular materials. Frequently, they participate in the distribution, procurement, and provision of individual teacher training in the use of resources such as curriculum materials and equipment which are appropriate in both self-contained and inclusive classroom and gymnasium environments.

f. In 1995, the Departments of Special Education, Curriculum and Instruction, School to Work, Physical Education, Drug Free Schools, Recreation, and Risk Management all collaborated to create a fully inclusive Ropes and Challenge Education Program which serves over 3,500 students and staff members on a yearly basis. Adaptive physical education is an integral aspect of the Ropes Program. The adaptive physical education specialist works side by side with the Ropes facilitators to ensure that students with adaptive physical education needs are provided equal opportunities to participate in all curriculum activities both in schools and out at the Ropes course.

g. The adaptive physical education specialists are also involved in developing and implementing innovative programs and workshops such as the Kinder [pronounced KIN-der] Athlete program. In collaboration with the art, music, and physical education departments and 400 student volunteers from five host high schools, the Kinder Athlete program reaches over 1,300 early childhood students in over 30 schools.

h. The specialists take part in the coordination, implementation, and management of city-wide integrated (regular and special education) student activities such as the middle-school fun run (400 students); the K-8 volleyball tournament (250 students); and the elementary, K8, and middle-school track meets (6,000 students), as well as Jump Rope for Heart, playground pals, and school play days. On an ongoing basis, the specialists are also collaborating with the recreation division in the coordination, implementation, and management of city-wide events such as Special Olympics and adaptive sports events, which include bowling (450 students), track (560 students), basketball (335 students), and other special events. This past spring, a adaptive physical education program conducted a city-wide inservice for all physical education teachers which covered topics in the areas of assessment, diagnosis, innovative curriculum ideas, and the Ropes and Challenge program.

4. Nursing Services Annual Review and Report — Standard G Report to the Milwaukee Board of School Directors

a. Wis. Stat 121.02(1)(g) and Wis. Admin. Code PI8.01, commonly referred to as Standard G, requires each school district to provide emergency nursing service and to report annually that service for the school board's review and evaluation. Under the direction of Dr. Audrey Potter, Coordinator of Allied Health Services, MPS Nursing Services are implemented by Nursing Supervisors Bunny Hagen, Kathy Linzmeyer, and Ann Riojas in coordination with Kathleen Murphy, Health Services Coordinator for MPS. This school year, the Milwaukee Public School District Nursing Program provided nursing care in 41 buildings. The following report is submitted to address all school nursing services provided through the Milwaukee Public School District Nursing Service, Office of Related Services.

b. This report reflects the combined efforts of the MPS nurses in improving the safety, attendance, and well-being of the children in the 41 schools. There are 28 school nurse associates (licensed practical nurses) and 8 school nurses (registered nurses) under the direction of the Nursing supervisor.

c. Major Nursing Service coordination initiatives include:

1) Successful implementation of the ESIS data-management nursing module to record injured or ill students;

2) The development of Emergency Care Plans incorporated into the "Life-Threatening Alerts" in the ESIS database. This allows schools to identify students with life-threatening health conditions and the basic steps to take in an emergency;

3) Continued partnership with the Visiting Nurse Association to provide daily professional nursing care for students with diabetes at schools without a school nurses;

4) Facilitation of the Superintendent's Health Initiative to bring expanded nursing service to additional schools;

5) Collaboration with a MPS Indoor Air Quality Grant and the Fight Asthma Milwaukee outreach education efforts;

6) Coordination of the SSIMS/Encounter Tracking Program for implementation next fall; and

7) Collaboration on the MPS AED (Automated External Defibrillator) Program, including the training of other CPR instructors for Fall 2004.

Service	Count		
	2001-2002	**2002-2003**	**2003-2004**
ill/injured students seen	12,986	22,719	23,348
students with daily medication	124	132	124
doses administered by nurses	18,107	15,109	15,270
students with chronic diseases identified	881	2,055	1,546
Emergency Care Plans completed	588	1,229	1,327
supervised blood sugar tests	3,897	5,382	5,867
supervised insulin injections	1,545	4,189	4,494
G-tube feedings	14,014	11,922	13,980
J-tube feeding			*1,659
catheterizations completed	3,958	3,220	3,215
nebulizer treatments completed	918	740	1,303
tracheostomy suctioning	5	129	588
metered does inhaler uses	1,544	1,715	2,172
classrooms screened for head lice	62	31	46
students screened for vision	1,809	2,402	2,031
students referred for vision care	581	668	651
Blood-borne Pathogen In-services	5	16	18
school staff CPR certified	80	77	105
IEP completed by all RN's	419	405	508
Parent-Teacher-Nurse conferences	40	59	39
504 consultations			*219
health classes taught			*25
*data being collected separately for the first time			

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COMMITTEE ON INNOVATION/SCHOOL REFORM

Director O'Neil 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 Aurora Weier Bilingual Early College High School

Background

On May 28, 2004, the Aurora Weier Bilingual College High School submitted a proposal to become an MPS non-instrumentality charter school for the 2005-2006 school year. On July 21, 2004, members of the MPS Charter School Review Panel met to review the charter school proposal. At that meeting, staff members, parents, and community members demonstrated their passion, commitment, and support for the Aurora Weier Bilingual Early College High School's proposal.

Analysis

1. Following the demonstration, the Panel decided to recommend the concept of the Aurora Weier Bilingual Early College High School's proposal to become an MPS non-instrumentality charter school. The Panel believes that the Aurora Weier Bilingual Early College High School's proposal has the components necessary to establish a successful charter school. Some of the factors contributing to the endorsement are that the Aurora Weier Bilingual Early College High School:

   a. has a dedicated staff willing to take ownership for the concept of the Aurora Weier Bilingual Early College High School;

   b. has a small class size and personal environment that is very attractive to a number of Milwaukee parents and high-school students;

   c. has adopted a humanities-based curriculum that promotes high-level critical thinking and strategies for the academic engagement of at-risk students; and

   d. has created a decision-making framework that values parental, community, and school collaboration.

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, Board Policy, or Rule Statement

4. The recommendation is consistent with Wisconsin Statute 118.40, Charter Schools, and Administrative Policy 9.12, Charter Schools.

Fiscal Impact Statement

5. Upon approval, the FY 2006 budget will allocate funds to the Aurora Weier Bilingual Early College High School in the same manner as it will other MPS charter schools.

Committee's Recommendation

Your Committee recommends that the Board:

1. approve the concept of the Aurora Weier Bilingual Early College High School proposal at this time; and

2. authorize the Office of Diversified Community Schools, in consultation with the Board's designee and the Office of the City Attorney, to begin contract negotiations with representatives from the Aurora Weier Bilingual Early College High School in anticipation of the establishment of an MPS non-instrumentality charter school for the 2005-2006 school year for a contract not to exceed the limitations on contracted seats as identified in the current memorandum of understanding between MPS and MTEA.

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

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(Item 2) Action on Resolution 0405R-018 by Directors Blewett and Balistreri to Revise Administrative Policy 7.26, Textbook Adoption, to Include Board Representation and Quarterly Reports

Background

At the July 29, 2004, Board meeting, the following resolution by Directors Blewett and Balistreri was referred to the Committee on Innovation/School Reform:

WHEREAS, The textbook selection committee was created as an advisory committee made up of Milwaukee Public Schools employees and members of the public, providing them an active role in the decision-making process regarding textbooks chosen for school use; and

WHEREAS, In recent years, the committee has expanded to include parents, teachers, and MPS Central Service administrators; and

WHEREAS, The expanded textbook adoption committee works many hours selecting textbooks and presents a report to the Board for approval all at once; and

WHEREAS, With increased accountability measures across the district, the Board must show ownership of processes that the district operates under; now, therefore, be it

RESOLVED, That the Board instruct the Superintendent to revise the textbook adoption policy to ensure Board representation on the committee; and be it

FURTHER RESOLVED, That the Board instruct the Superintendent to provide quarterly updates on the progress of the committee throughout the year and that this process be developed for implementation by October 1, 2004.

Administration's Analysis

1. This resolution requests that Administrative Policy 7.26, Textbook Adoption, be revised to include Board representation on the textbook evaluation committee and that quarterly updates on the progress of the committee be presented to the Board.

2. Currently, based upon Administrative Policy 7.26, the process is teacher-driven, and all Milwaukee Public schools parents are invited to serve on the textbook evaluation committee. In addition, community organizations such as the citywide PTA, LaCausa, United Community Center, and the Urban League are invited to send parent representatives to serve on the textbook evaluation committee.

3. The Office of Academic Excellence keeps the Superintendent abreast of the progress of the textbook evaluation process prior to the opening of and throughout the textbook evaluation process.

4. The Administration feels that it is important to proceed carefully with any changes to Administrative Policy 7.26, as these changes may have an impact upon other administrative policies, such as Administrative Policy 3.09, Purchasing and Bidding Requirements.

Board Policy or Rule Statement

5. At this time, Administrative Policy 7.26 is being reviewed by the City Attorney in relation to resolution 0405R-018. In the meantime, no change in policy is being recommended. Once the City Attorney has responded, a determination on adjusting the policy will be made, and this information will be brought back to the Board.

Fiscal Impact Statement

6. This item does not authorize expenditures.

Committee's Recommendation

Your Committee recommends that the Board postpone voting on this resolution until the Administration returns to the Board with a follow-up report based on information provided by the City Attorney relative to Administrative Policy 7.26, Textbook Adoption, and the requested changes contained in the resolution.

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

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(Item 3) Action on Resolution 0405R-005 by Director Morales to Recognize Growth in Student Achievement in School Accountability Under No Child Left Behind

Background

At its meeting on May 27 2004, the Board of School Directors referred Resolution 0405R-005 by Director Morales to the Committee on Innovation/School Reform:

WHEREAS, The enactment of the 2001 reauthorization of the Elementary and Secondary Education Act (known as No Child Left Behind or NCLB) requires students in every public school in the nation to make achievement gains at a level identified as "Adequate Yearly Progress" (or AYP) from one annual achievement test to the next; and

WHEREAS, In the implementation of NCLB, the U.S. Department of Education has acknowledged that it is illogical to hold schools with high (50% or more) student mobility from year to year accountable for AYP by what is a significantly different school population; and

WHEREAS, The achievement test scores for students in schools with 50% or more student mobility are counted not as school-level data, but rather as district-level data; and

WHEREAS, Many Milwaukee Public Schools are experiencing significant changes in student population not related to typical student mobility patterns but to reform efforts such as the High School Redesign and Neighborhood Schools initiatives and yet will be held accountable for AYP for their changing student populations because the change in student turnover does not amount to 50% or more; therefore be it

RESOLVED, That the Milwaukee Board of School Directors direct the Administration to develop a system by which school leadership may apply to the District for an official acknowledgment that their schools' populations have significantly changed from one year to the next; and be it

FURTHER RESOLVED, That the Administration also be directed to use this official acknowledgment of changed population to apply to Wisconsin and federal authorities for a waiver from, or other flexibility in, the assessment of AYP and resulting consequences.

Administration's Analysis

1. According to NCLB, states are to set Annual Measurable Objectives (AMOs) in reading and mathematics that will ultimately lead to 100% of the students performing at or above the proficient level by the year 2013-14.

2. NCLB also defines the student populations for which schools will be held accountable. According to the law, only the performance of students who have been enrolled for a full academic year (FAY) is to be included in the AYP calculations. In the state of Wisconsin, FAY is defined as continuously enrolled from the Third Friday in September of the previous year to the testing window (the first three weeks of November) of the current year. The Wisconsin definition results in a "full academic year" that is essentially 14 months long — longer than the 12-month window of most states.

3. NCLB also stipulates that test results for students who have not been enrolled at a single school FAY must be included in the district- level AYP calculation.

4. MPS Administrative Policy 2.16, District Accountability System, requires that the Administration annually report performance data regarding each school serving MPS children and their families. These data include status on state assessments (percent proficient+), growth on the district's longitudinal assessment system (using a value-added model), and school climate measures. Policy further requires that the district's accountability system align with the State of Wisconsin's accountability measures and consequences. In addition to status and growth achievement measures, the Administration annually reports other statistics regarding school demographics and student outcomes, including mobility.

5. Administration has used growth in student achievement to complement existing school performance measures for three years. These data have been used by district-level technical assistance teams to Schools Identified for Improvement (SIFI) to recognize schools whose practices result in achievement growth that is greater than the district average. These "high value-added" schools are given greater autonomy with regard to budget and curricular decisions, while the Team is more prescriptive with "low value-added" schools.

6. In the 2003-04 school year, MPS was invited to participate in a joint project with the Council of Great City Schools and other member districts to investigate options for using a growth model in AYP calculations. The intent of the project is to investigate alternatives to the status-only model of AYP and to propose potential growth models to various Congressional leaders for eventual inclusion in NCLB. This project is ongoing, with an anticipated completion date after the November elections.

Strategic Plan Compatibility Statement

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

Statute, Board Policy or Rule Statement

8. The Administration's recommendation is consistent with federal and state statutes as well as Administrative Policy 2.16, District Accountability System.

Fiscal Impact Statement

9. This item does not authorize expenditures. There are no additional costs associated with the Administration's recommendation.

Implementation and Assessment

10. The Administration will continue to advocate, through its participation in the Council of Great City Schools project, for changes to NCLB that better identify schools in need of improvement and better recognize positive changes which schools have made in student achievement.

Committee's Recommendation

Your Committee recommends that the Board:

1. adopt 0405R-005; and

2. endorse the Administration's current efforts with the Council of Great City Schools to influence changes to NCLB that would permit inclusion of growth calculations in the AYP formula and/or the sanction process for schools identified for improvement.

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

* * * * *

(Item 4) Action on a Request for Approval of MPS Headstart Program Compliance Plans

Administration's Analysis

1. At last month's Regular Board Meeting, the Milwaukee Board of School Directors accepted informational items related to plans developed to facilitate full compliance with Head Start Program standards, policies, and procedures.

2. Information presented indicated that on Monday, July 12, 2004, Milwaukee Public Schools (MPS) received the Head Start Review Report and a letter of findings from the Region V Office of the Department of Health and Human Services' Administration for Children and Families (ACF), which included detailed information on specific areas of program performance that were noted as deficient during an onsite review conducted in March 2003. Although some areas of deficiency had been corrected, new deficiencies were noted. As a result, MPS was obligated to develop a Quality Improvement Plan (QIP) within 30 calendar days of receipt. The QIP (attached to the minutes of your Committee's meeting) was developed and submitted to the Region V ACF Office on August 13, 2003. These areas of deficiency are to be corrected no later than 180 calendar days from receipt of the findings.

3. The following indicate specific areas of non-compliance related to deficiencies:

- 45 Code of Federal Regulation (CFR) 1304.50 (h), Program Governance**,** Internal Dispute Resolution.
- 45 CFR 1306.32 (a) (12), Center-Based Program Option.
- 45CFR 1304.51 (d) (1), Management Systems and Procedures.
- 45 CFR 1304.20(a)(1)(i) & (ii), Child Health and Development Services, Determining Child Health Status.
- 45 CFR 1304.20(a)(1)(ii)(A) & (B), Child Health and Development Services, Well Child Care.
- 45 CFR 1304.20(c)(3)(ii), Child Health and Development Services, Dental Follow Up.
- 45 CFR 1304.23(a)(1), Child Nutrition, Nutrition Related Assessment Data.
- 45 CFR 1304.23(c)(6), Child Nutrition, Medically-Based Diets or Other Dietary Requirements.

- 45 CFR 1304.20(d), Child Health and Development Services, On going Care.

4. In addition to the deficiencies noted above, the review also identified the following new areas of non-compliance:

- 45 CFR 1304.50(b)(1), Program Governance, Policy Council Group Composition and Functions
- 45 CFR 1304.50 (d)(1)(ii),(iii) & (iv), Program Governance, Policy Council or Policy Committee
- 45 CFR 1304.50 (g)(1), Program Governance, Governing Body Responsibilities
- 45 CFR 1304.51(d)(2) & (4), Management Systems and Procedures, Communication with Governing Bodies and Policy Groups
- 45 CFR 1301.31(a)(4), Personnel and General Administration, Personnel Policies
- 45 CFR 1304.52(k)(4), Human Resources and Management, Governance Training and Orientation For HS Governing Body and Policy Council Members
- 45 CFR 1305.6(d), Selection Process, Develop and Maintain a Wait/Rank List
- 45 CFR 1305.7(b), Enrollment and Re-Enrollment, Filling Vacancies Within 30 Calendar Days

5. The areas of non-compliance are to be corrected no later than 120 days from receipt of the findings. Once corrected, the district must submit a letter to the Region V ACF Office certifying full compliance. The certification letter must describe the areas of non-compliance, explain actions taken by the district leading to compliance in these areas, and indicate that the problems have been remedied (specifying the date of each correction). This letter must be signed by the Board Chairperson (President), Superintendent, Head Start Coordinator, and Policy Council Chairperson. The "Milwaukee Public Schools' Head Start Program, Non-Compliance Action Plan" (attached to the minutes of your Committee's meeting), which was developed to facilitate full compliance, will be attached to the letter of certification.

Strategic Plan Compatibility Statement

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

Statute, Board Policy or Rules Statement

7. This item is consistent with Board policy and the U.S. Department of Health and Human Services' Head Start Program performance standards and other regulations.

Implementation and Assessment Plan

8. Upon approval by the Board, the Quality Improvement Plan (QIP) and Non-Compliance Action Plan will be implemented.

Committee's Recommendation

Your Committee recommends that the Board adopt the Quality Improvement Plan (QIP) and the Non-Compliance Action Plan as presented in the attachments to the minutes of your Committee's meeting.

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

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(Item 5) Action on a Request to Revise Administrative Policy 7.18, Co-Curricular and Interscholastic Programs: Interscholastic Athletics (3C) and Eligibility Criteria (4A)

Administration's Analysis

1. Research has shown that participation in extracurricular programs increases academic achievement. These activities are not simply a diversion at the end of the school day, but an extension of the school's educational program. Students who participate in extracurricular programs tend to have higher grade-point averages, better attendance records, lower dropout rates, and fewer disciplinary problems. Students who participate also have decreased involvement in criminal activity during after-school hours, higher self-esteem, and a decreased incident of teen pregnancies among females. Extra-curricular activities also generate positive school spirit.

2. Providing early involvement in these extra-curricular activities is intended to boost attendance and academic performance. Students will also be acclimated to high-school life and will understand the necessity of academic performance when reaching their junior and senior years, at which time the 2.0 grade-point average will go into affect. Continued participation in extra-curricular activities also helps boost student attendance and prevents students from dropping out.

3. The Wisconsin Interscholastic Athletic Association (WIAA) has a policy that states "A school shall not participate in contests on Sunday, unless such participation is approved by the Board of Education or the governing body of all participating institutions." In November 2003, the Board approved Sunday competition for the 2003-2004 school year.

4. The proposed revision of Administrative Policy 7.18(3c), Interscholastic Athletics, will allow schools to schedule Sunday contests in advance, knowing they will be able to compete. During the 2003-2004 basketball season, two schools were invited to play in contests that were scheduled on Sundays. For the 2004-2005 basketball season, two schools are requesting approval to play in contests which are scheduled on Sundays.

5. In 2001, 2002, and 2003, the Board adopted a waiver to Administrative Policy 7.18(4a), Eligibility Criteria. This policy states, "To compete in interscholastic extracurricular activities, athletics or academics, a high school student must maintain a minimum 2.0 grade point average." The waiver allowed ninth- and tenth-grade students to follow Wisconsin Interscholastic Athletic Association Rules of Eligibility, which require that a student receives no more than one failing grade in the most recent grade reporting period.

6. This waiver was adopted with the initiation of the Extracurricular Initiative. The Extracurricular Initiative completed its third year of funding in FY04. Participation has increased by 851 athletes from the 2000-2001 school year, the year before the waiver, through the 2003-2004 school year.

7. The proposed revision of Administrative Policy 7.18(4a), Eligibility Criteria, is necessary to make the previous waivers permanent.

8. The proposed revisions of Administrative Policy 7.18 will align policy to current practices, which were previously approved by the Board on a temporary basis.

Strategic Plan Compatibility Statement

9. 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.

Board Policy or Rule Statement

10. This item recommends revisions to Administrative Policy 7.18, Co-Curricular and Interscholastic Programs.

Implementation and Assessment

11. The proposed changes to Administrative Policy 7.18 (3c) and (4a) will be made and implemented upon adoption by the Board.

Fiscal Impact Statement

12. This item does not authorize expenditures. The proposed changes to Administrative Policy 7.18(3c) and (4a) would cause no impact to the Interscholastic Athletic budget. Those organizing these contests generally subsidize some costs to the schools. The teams then fundraise for any additional costs.

Committee's Recommendation

Your Committee recommends that the Board adopt the changes to Administrative Policy 7.18, Co-curricular and Interscholastic Programs, Interscholastic Athletics (3) and Eligibility Criteria (4), as follows, with the Administration to report related athletic/attendance and GPA information, as requested by your Committee, back to the Committee by November 2004:

Administrative Policy 7.18
Co-curricular and Interscholastic Programs

(1) Secondary Schools

(a) Extracurricular secondary-school activities occurring in the daytime, and not involving dismissal of students, extra janitorial service, or admission fees in excess of $0.25, shall be subject to the discretion of the principal.

(b) Public school programs and entertainments shall be given in school buildings, unless otherwise authorized by the Superintendent.

(c) Activities, entertainments, or celebrations of any kind pertaining to co-curricular and interscholastic programs in the public schools must be initiated and sponsored within the school system.

(2) Elementary Schools

(a) The Board shall provide and support a variety of extracurricular and recreational activities for elementary-school children. The Board encourages principals and school staff, in cooperation with staff from the Division of Community Recreation, to develop meaningful extracurricular activities. The Board, through the Division of Community Recreation, shall provide funding for school recreation programs on a city-wide basis.

(b) The Board also encourages community agencies and other organizations to provide programs and activities to Milwaukee Public Schools students through cooperative planning, coordination, and joint funding. The Milwaukee Public Schools staff may notify parents, students, and the community of all Board-approved activities. The Board may authorize each elementary school one day per week of after-school bus service for those elementary students participating in extracurricular and/or school recreation activities.

(3) Interscholastic Athletics

(a) Interscholastic athletics shall be limited to the high-school level. They shall be conducted in accordance with regulations of the Wisconsin Interscholastic Athletic Association and Board policy pertaining to student participation in interschool extracurricular activities.

(b) The Administration shall work toward parity in the programs for girls and boys relative to scheduling, fund allocations, and awards-recognition for tournament success.

1. A non-refundable participation fee of $20 per sport season payable by all student athletes shall be assessed.

2. There will be a $5 late fee if the participation fee is not paid by the first day of practice. The late fee will be waived only for freshman athletes in fall sports. These funds shall remain in the school to supplement the athletic program.

(c) Schools may schedule athletic contests on Sundays with approval from the Commissioner of Athletics.

(4) Eligibility Criteria

(a) To compete in interscholastic extracurricular activities, athletics, or academics, third- or fourth-year high-school student must maintain a minimum 2.0 grade-point average. First- and second-year high-school students must meet the WIAA eligibility requirements, which require that a student receive no more than one failing grade in the most recent grade reporting period.

(b) The eligibility requirements shall not apply to intra-school activities such as clubs, organizations, and related groups.

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: Report on Administrative and School Fund Transfers; and Acceptance of Donations

Report on Administrative and School Fund Transfers

The listing of administrative and school transfers required by Board Policy 4.04 is attached to the minutes of your Committee's meeting. This is an informational report, and no action is required.

Acceptance of Donations

School	Donor	Amount	Gift or Purpose
Allen-Field	Plant Land	$880	Plants & flowers for the school (roses, shrubs, hostas, bushes, flowers)
Clarke & Cooper	Wisc Art Education Assn, Dani Grafe	$50	Patrick Driscoll Memorial Fund
Clarke & Cooper	Sue A. Griffin	$25	Patrick Driscoll Memorial Fund
Clarke & Cooper	Bruce & Priscilla O'Neill	$100	Patrick Driscoll Memorial Fund
Clarke & Cooper	Glenn & Michele Mushall	$10	Patrick Driscoll Memorial Fund
Clarke & Cooper	Nicholas & Rebecca Martin	$25	Patrick Driscoll Memorial Fund
Clarke & Cooper	Tyson & Mary Vaughan	$25	Patrick Driscoll Memorial Fund
Clarke & Cooper	Lois W. Chaetzel	$25	Patrick Driscoll Memorial Fund
Clarke & Cooper	June M. Schaaetzel	$50	Patrick Driscoll Memorial Fund
Clarke & Cooper	Gregory & Mary Ann Klees	$20	Patrick Driscoll Memorial Fund
Clarke & Cooper	Philip & Erika Hohlweck	$25	Patrick Driscoll Memorial Fund
Clarke & Cooper	Brian & Catherine Korn	$10	Patrick Driscoll Memorial Fund
Clarke & Cooper	Robert & Carla Syut	$25	Patrick Driscoll Memorial Fund
Clarke & Cooper	Timothy & Diane Schmidt	$100	Patrick Driscoll Memorial Fund
Clarke & Cooper	Gloria A. Baumgart	$15	Patrick Driscoll Memorial Fund
Clarke & Cooper	Gust & Mildred Minessale	$25	Patrick Driscoll Memorial Fund

School	Donor	Amount	Gift or Purpose
Clarke & Cooper	John L. Chaplock	$125	Patrick Driscoll Memorial Fund
Clarke & Cooper	Kenneth & Lila Twinem	$15	Patrick Driscoll Memorial Fund
Clarke & Cooper	Carl & Arline Nell	$100	Patrick Driscoll Memorial Fund
Clarke & Cooper	Thomas & Beth Wittmann	$50	Patrick Driscoll Memorial Fund
Clarke & Cooper	Timothy & Kathryn Gauger	$30	Patrick Driscoll Memorial Fund
Clarke & Cooper	William & Barbara Vaitl	$25	Patrick Driscoll Memorial Fund
Clarke & Cooper	Suzanne K. Frost	$15	Patrick Driscoll Memorial Fund
Clarke & Cooper	Franklin & Myrtle Gauger	$50	Patrick Driscoll Memorial Fund
Clarke & Cooper	Beverly B. Schwabe	$25	Patrick Driscoll Memorial Fund
Clarke & Cooper	Richard & Ann Jones	$20	Patrick Driscoll Memorial Fund
Clarke & Cooper	Alice B. O'Malley	$20	Patrick Driscoll Memorial Fund
Clarke & Cooper	Sally Temple	$25	Patrick Driscoll Memorial Fund
Clarke & Cooper	Susan Sankarsingh	$50	Patrick Driscoll Memorial Fund
Clarke & Cooper	Chris & Dynese Driscoll	$455	Patrick Driscoll Memorial Fund
Clarke & Cooper	Gary J. Swiden	$100	Patrick Driscoll Memorial Fund
Clarke & Cooper	Susan M. Schuette	$50	Patrick Driscoll Memorial Fund
Clarke & Cooper	Donald & Mary Jayne Brown	$25	Patrick Driscoll Memorial Fund
Clarke & Cooper	Glenn & Mary Ann Jahnke	$50	Patrick Driscoll Memorial Fund
Clarke & Cooper	Judith E. Nagel	$25	Patrick Driscoll Memorial Fund
Clarke & Cooper	Charles & Jill Fischer	$25	Patrick Driscoll Memorial Fund
Clarke & Cooper	Edward & Particia Horn	$25	Patrick Driscoll Memorial Fund
Clarke & Cooper	James & Mary Henry	$100	Patrick Driscoll Memorial Fund
Clarke & Cooper	Daniel & Joyce Benson	$25	Patrick Driscoll Memorial Fund
Clarke & Cooper	Stephanie M. London	$25	Patrick Driscoll Memorial Fund
Clarke & Cooper	Jack & Joyce Hartmann	$25	Patrick Driscoll Memorial Fund
Clarke & Cooper	Terry & Sally Zarling	$50	Patrick Driscoll Memorial Fund
Clarke & Cooper	Lowell & Frances Adams	$25	Patrick Driscoll Memorial Fund
Clarke & Cooper	Nancy L. Stern	$25	Patrick Driscoll Memorial Fund
Clarke & Cooper	Stephen Gauger	$25	Patrick Driscoll Memorial Fund
Clarke & Cooper	Robert & Yvonne Fredrich	$20	Patrick Driscoll Memorial Fund
Clarke & Cooper	Thomas & Patricia Karlovich	$25	Patrick Driscoll Memorial Fund
Clarke & Cooper	Albert S. Weiss	$50	Patrick Driscoll Memorial Fund
Clarke & Cooper	Harvey & Carol Lange	$25	Patrick Driscoll Memorial Fund
Clarke & Cooper	Tamara L. Rosenberg	$50	Patrick Driscoll Memorial Fund
Clarke & Cooper	Warren & Marilyn Lister	$25	Patrick Driscoll Memorial Fund
Clarke & Cooper	Carl & Janice Tisonik	$50	Patrick Driscoll Memorial Fund
Clarke & Cooper	Jack & Jean Getzel	$50	Patrick Driscoll Memorial Fund
Clarke & Cooper	Therese A. Wick	$20	Patrick Driscoll Memorial Fund
Clarke & Cooper	Terry & Jody Lundell	$40	Patrick Driscoll Memorial Fund
Clarke & Cooper	Joan E. Berg	$20	Patrick Driscoll Memorial Fund
Clarke & Cooper	Roger & Leslie Frick	$25	Patrick Driscoll Memorial Fund
Clarke & Cooper	Durga & Narendra Patel	$200	Patrick Driscoll Memorial Fund
Clarke & Cooper	Delmar & Mary Desens	$20	Patrick Driscoll Memorial Fund
Clarke & Cooper	Kathi D. Polzin	$25	Patrick Driscoll Memorial Fund
Clarke & Cooper	Peter & Barbara Curtis	$50	Patrick Driscoll Memorial Fund
Clarke & Cooper	Douglas & Teresa Gordon	$25	Patrick Driscoll Memorial Fund
Clarke & Cooper	Harold Galitzer	$50	Patrick Driscoll Memorial Fund
Clarke & Cooper	Andrew & Wendy Ahrens	$100	Patrick Driscoll Memorial Fund
Clarke & Cooper	UW-Milw Alumni Assn, Inc.	$100	Patrick Driscoll Memorial Fund

School	Donor	Amount	Gift or Purpose
Clarke & Cooper	Louis & Sharon Peccarelli	$50	Patrick Driscoll Memorial Fund
Clarke & Cooper	Glenn & Mary Ulrichsen	$15	Patrick Driscoll Memorial Fund
Clarke & Cooper	William & Sue Blackmore	$50	Patrick Driscoll Memorial Fund
Clarke & Cooper	Joseph & Pauline Tarantino	$20	Patrick Driscoll Memorial Fund
Clarke & Cooper	John & Eleanor Jahnke	$25	Patrick Driscoll Memorial Fund
Clarke & Cooper	Madonna Daffron	$10	Patrick Driscoll Memorial Fund
Clarke & Cooper	Mary K. Nelson	$20	Patrick Driscoll Memorial Fund
Clarke & Cooper	Paul & Elaine Leopold	$20	Patrick Driscoll Memorial Fund
Clarke & Cooper	Raymond & Barbara Tuszynski	$100	Patrick Driscoll Memorial Fund
Clarke & Cooper	Diane Neicheril	$50	Patrick Driscoll Memorial Fund
Clarke & Cooper	John & Antoinette Kusch	$50	Patrick Driscoll Memorial Fund
Clarke & Cooper	Karen Loduca	$100	Patrick Driscoll Memorial Fund
Clarke & Cooper	Donald Baumgart	$50	Patrick Driscoll Memorial Fund
Clarke & Cooper	Roland & Sandra Groddy	$50	Patrick Driscoll Memorial Fund
Clarke & Cooper	Karen Coy-Romano	$25	Patrick Driscoll Memorial Fund
Clarke & Cooper	Kent & Dianne Anderson	$100	Patrick Driscoll Memorial Fund
Clarke & Cooper	Brian & Jane Peccarelli	$100	Patrick Driscoll Memorial Fund
Clarke & Cooper	Eric & Susan Trapp	$25	Patrick Driscoll Memorial Fund
Clarke & Cooper	Green Cheese Communications, LLC	$25	Patrick Driscoll Memorial Fund
Clarke & Cooper	David & Judith Kucej	$25	Patrick Driscoll Memorial Fund
Clarke & Cooper	Robert & Susan Baer	$35	Patrick Driscoll Memorial Fund
Clarke & Cooper	Earl & Elaine Hafemeister	$30	Patrick Driscoll Memorial Fund
Clarke & Cooper	Robert & Olice Luebke	$25	Patrick Driscoll Memorial Fund
Clarke & Cooper	James & Barbara Flint	$25	Patrick Driscoll Memorial Fund
Clarke & Cooper	Andre & Celleste Ptak	$20	Patrick Driscoll Memorial Fund
Clarke & Cooper	Robert & Patsy Bathey	$20	Patrick Driscoll Memorial Fund
Clarke & Cooper	Jane Johnston	$75	Patrick Driscoll Memorial Fund
Clarke & Cooper	Donald & Patricia Jordan	$25	Patrick Driscoll Memorial Fund
Clarke & Cooper	Douglas & Lois McGarvie	$25	Patrick Driscoll Memorial Fund
Clarke & Cooper	William H. Rickards & Marleen Pugach	$25	Patrick Driscoll Memorial Fund
Clarke & Cooper	Patrick & Catherine Pendergast	$25	Patrick Driscoll Memorial Fund
Clarke & Cooper	Theodore & Kathryn La Tour	$50	Patrick Driscoll Memorial Fund
Clarke & Cooper	Charles & Catherine Wickler	$20	Patrick Driscoll Memorial Fund
Curtin	Pick'N Save	$71	"We Care Program"
Fernwood	Target	$242	Monetary donation to school
Fernwood	Pick' N Safe	$254	Monetary donation to school
Hawley	Herb Kohl Foundation	$1,000	Miscellanous school needs — Kohl Fellow
Hawley	Target	$3,000	Miscellanous schools needs — Ready to Read Program
Hopkins, Dr. King, Jr., Lancaster & Mitchell	SBC Wisconsin Pioneers	$1,080	108 backpacks (27 per school)
Morgandale	B.J. Luepke	$100	Classroom needs (Room 28) — Ms. Benitez
Neeskara	Bay View High School Science Department	$60	In memory of Judy Friedrich
Thirty-seventh	Miller Brewing Company	$1,250	Buy winter clothes for students

Committee's Recommendation

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

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

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(Item 2) Action on Monthly Personnel Matters: Approval of Classified Personnel Transactions; Approval of Certificated Appointments; Approval of Leaves of Absence; Report on Resignations; and an Affirmative Action Report

Approval of Classified Personnel Transactions

Name and Assignment	Position and Salary	Date
	APPOINTMENTS	
Kathryn Evans Technology	Database Specialist $60,500.00/yr.	09-01-04
Rebecca Neumann-Schwabe Special Services	School Nurse $40,000.00/yr.	09-07-04
Cheng Qian Technology	Database Specialist $70,585.32/yr.	08-31-04
Geetali Sinha Technology	Programmer $44,000.00/yr.	08-17-04
	PROMOTIONS	
Dawn Butler Mitchell	School Kitchen Manager II $20,946.76/yr.	08-27-04
Linda Drickhamer Hamilton	Central Kitchen Manager I $30,053.02/yr.	08-27-04
Barbara Konz Marshall	School Kitchen Manager II $23,495.70/yr.	08-27-04
Ann Mireles Browning	School Kitchen Manager II $21,608.90/yr.	08-27-04
Deborah Patti Hi-Mount	School Kitchen Manager II $24,043.71/yr.	08-27-04
Jeff Post Technology	Programmer $38,482.86/yr.	09-20-04
David Rice Forest Home	School Kitchen Manager III $27,065.34/yr.	08-27-04
Lori Tadysak MHSA	School Kitchen Manager II $21,347.55/yr.	08-27-04
Andre Terry Malcolm X	School Engineer III $46,163.52/yr.	08-30-04

Christopher Wiechowski Auer	School Engineer II $40,929.00/yr.	08-30-04

CHANGES IN STATUS

Lane Barr Green Bay	School Kitchen Manager I $23,213.08/yr.	08-27-04
Carol Berres Wheatley	School Kitchen Manager I $23,213.08/yr.	07-29-04
Michelle Hobson Malcolm X	School Kitchen Manager I $20,243.77/yr.	08-27-04
Wanda Krupo MEC	School Kitchen Manager II $26,070.23/yr.	07-29-04
Jeremy Krutina Milw School of Languages	Handicapped Children's Assistant $14,609.70/yr.	08-30-04
Kevin Lester Kluge	School Kitchen Manager I $17,443.52/yr.	08-27-04
Michaelann Lyons Auer	Handicapped Children's Assistant $14,609.70/yr.	08-30-04
Elizabeth McMurry Sholes	School Kitchen Manager I $23,213.08/yr.	08-27-04
LaQuita Quezaire Gaenslen	Handicapped Children's Assistant $14,609.70/yr.	08-30-04
Susan Wolf Burbank	School Kitchen Manager I $23,327.25/yr.	08-27-04
Debra Yerkes Engleburg	School Kitchen Manager I $23,213.08/yr.	08-27-04
Evelyn Young Douglas Community Academy	School Kitchen Manager I $23,213.08/yr.	08-27-04

Approval of Certificated Appointments

	Teachers	Division	Salary	Yrs. Exp. Credit	Start Date
r	Rachel Abney PreK-3	B	$29,224.00	0	8/30/04
r	Marta Ahler Mathematics	B	$29,224.00	0	8/30/04
r	Darryl J. Alms Grades 1-8	B	$29,224.00	0	8/30/04
r,a	Ralph Anzivino Cross-Categorical	B	$29,224.00	0	8/30/04
r	Herman Aranzamendi History	B	$38,214.00	7	8/30/04
r	Jill Auberger K-5	B	$29,224.00	0	8/30/04
r	Thomas Azinger Music	B	$29,224.00	0	8/30/04

r	Monica Bayley Music	B	$29,224.00	0	8/30/04
nr	Katharine Beger ESL	B	$29,224.00	0	8/30/04
r	Kristen M. Behm K-4	B	$29,224.00	0	8/30/04
nr	Eitan Benzaquen LD/CD	C	$32,910.00	0	8/30/04
r	Sarah Berndt Grades 1-8	B	$29,224.00	0	8/30/04
nr,a	Erin M. Blaedow Cross-Categorical	B	$29,224.00	0	8/30/04
r	Amy Bongert English	B	$29,224.00	0	8/30/04
r,a	Mark H. Bremer Cross-Categorical	B	$29,224.00	0	8/30/04
r,a	Dalynn A. Brookshire-Cain Grades 1-8	B	$29,224.00	0	8/30/04
r,a	Lynn D. Brown Grades 1-6	B	$29,224.00	0	8/30/04
nr	Matthew Butters Biology/Life Science	B	$29,224.00	0	8/30/04
r,a	Allegra A. Capozzi Cross-Categorical	B	$29,224.00	0	8/30/04
r,a	Keith A. Carrington Cross-Categorical	B	$29,224.00	0	8/30/04
r	Sarah I. Cerar K-4	B	$29,224.00	0	8/30/04
r,a	Angela N. Colas Grades 1-8	B	$29,224.00	0	8/30/04
nr	Robert Cony Mathematics	B	$29,224.00	0	8/30/04
nr	Darrell Cronkright Business Education	B	$29,224.00	0	8/30/04
r	Laura DalleValle History	B	$29,224.00	0	8/30/04
r	Paul J. Dallmann Mathematics	BB	$40,080.00	7	8/30/04
r,a	Ebony R. Davis Grades 1-6	B	$29,224.00	0	8/30/04
r,a	Elizabeth M. Dimick Science	B	$29,224.00	0	8/30/04
r	Paul Doro English	B	$29,224.00	0	8/30/04
nr	Maryna V. Dovhanyuk Spanish/ESL	B	$29,224.00	0	8/30/04

r,a	Holly E. Ducat Cross-Categorical	BB	$30,643.00	0	8/30/04
r	Michael Ducett English	B	$29,224.00	0	8/30/04
nr	Christina E. Dyson Bilingual Grades 1-6	BB	$35,724.00	4	8/30/04
r	Allison Fenske K-4	B	$29,224.00	0	8/30/04
r,a	Brian R. Fink Cross-Categorical	B	$29,224.00	0	8/17/04
r,a	Alexandra N. Foss Cross-Categorical	B	$29,224.00	0	8/30/04
nr	Hardy Frey Science	B	$29,224.00	0	8/30/04
nr	Matthew P. Geracie Social Studies/English	B	$29,224.00	0	8/30/04
r,a	Cindy L. Gibbs Cross-Categorical	B	$29,224.00	0	8/30/04
nr	Kattie Gish Bilingual Cross-Categorical	B	$29,224.00	0	8/30/04
r,a	Karen L. Glad Cross-Categorical	B	$29,224.00	0	8/30/04
nr	Elaine Gonya Science/Physical Education	B	$38,214.00	7	8/30/04
r,a	Latricia R. Green Cross-Categorical	B	$29,224.00	0	8/30/04
r	Sarah Gross Reading/Alternative Education	B	$29,224.00	0	8/30/04
r	Matthew Grudzina Social Studies/History	B	$29,224.00	0	8/30/04
r	Sandra D. Hampton K-4	B	$29,224.00	0	8/09/04
r,a	Tiffany D. Hansen English	B	$29,224.00	0	8/30/04
r	Michael S. Hatfield Spanish/French	BB	$50,137.00	14	8/30/04
r,a	Lisa M. Hencsik Cross-Categorical	B	$29,224.00	0	8/30/04
nr,a	Anita Hernandez Cross-Categorical	B	$29,224.00	0	8/30/04
r,a	Crystal D. Hernandez Grades 1-8	B	$29,224.00	0	8/30/04
nr	Patrick J. Hessling Mathematics	B	$29,224.00	0	8/17/04
r,a	Michele G. Hilbert Grades 1-6	B	$29,224.00	0	8/30/04

r	Marquis E. Hines Broad Field Social Studies	BB	$31,368.00	1	8/30/04
r	Ann Hinkle K-5	B	$29,224.00	0	8/30/04
r	Nicole Hodach PreK-3/Bilingual	B	$29,224.00	0	8/30/04
r	Dana M. Hoffman K-4	B	$40,979.00	9	8/30/04
r,a	Angela K. Honeycutt Cross-Categorical	B	$29,224.00	0	8/30/04
nr	Kathleen M. Irwin Social Studies	B	$29,224.00	0	8/30/04
r	Adam J. Jacobi Theater/Speech	B	$29,224.00	0	8/17/04
r	Nicole Izydor Jagiello Learning Disability	C	$32,910.00	0	8/30/04
r	Mark F. Jabir LD/CD	C	$44,631.00	8	8/30/04
r	Kimberly R. Jacobson Broad Field Social Studies	B	$29,224.00	0	8/30/04
r	Richard D. Jimenez Osorio Spanish/French	B	$29,224.00	0	8/30/04
r	Kevin L. Johns Business Education	B	$29,224.00	0	8/30/04
r,a	Michael A. Jossie Cross-Categorical	B	$29,224.00	0	8/30/04
r,a	Erin C. Keane Cross-Categorical	B	$29,224.00	0	8/30/04
r	Andrea M. Kendall Madrigal Spanish	B	$29,224.00	0	8/30/04
r,b	Kelly B, Kendricks Grades 1-6	B	$29,224.00	0	8/30/04
r,a	Shannon M, Kowalke Cross-Categorical	B	$29,224.00	0	8/30/04
nr	Michelle E. Kracht EC:EEN	B	$29,224.00	0	8/30/04
r	Michelle Krause Grades 1-6	B	$29,224.00	0	8/30/04
r,a	Donelle E. Kreinz Cross-Categorical	B	$29,224.00	0	8/30/04
r	Kelly Krewson Speech Pathology	C	$32,910.00	0	8/30/04
r	Kelly M. Kulinski Science/Biology/Chemistry	B	$29,224.00	0	8/30/04
r	Allan Laird Cross-Categorical	B	$29,224.00	0	8/30/04

r,a	Norma M. Lathan Grades 1-8	BB	$50,137.00	14	8/30/04
1,r	Glenda S. Lee Social Studies, English Guidance	B	$38,214.00	7	8/30/04
nr	Christopher J, Levas Science	B	$29,224.00	0	8/30/04
r	Elisabeth Lien Speech Pathology	B	$29,224.00	0	8/30/04
r,a	James E. Lightfoot Physical Education	B	$32,683.00	3	8/30/04
nr	Angela R. Lorenz Cross-Categorical	B	$29,224.00	0	8/30/04
r,a	Tamara J. Lusk Cross-Categorical	B	$29,224.00	0	8/30/04
r,a	James Luster Jr. Cross-Categorical	B	$29,224.00	0	8/30/04
nr,a	David R, Magnus Cross-Categorical	B	$29,224.00	0	8/30/04
r	Jaime S. Malsom Pre-K-3	B	$29,224.00	0	8/26/04
r	Christine M. Marrello Speech Pathology	C	$32,910.00	0	8/30/04
nr	Kristin K. Mathieu English/Alternative Education	B	$29,224.00	0	8/30/04
nr	Samuel A. Mattke Mathematics	B	$29,224.00	0	8/30/04
r,b	Marie S. McClain Cross-Categorical	B	$36,830.00	6	8/30/04
r,a	Maggie D. McDaniel Cross-Categorical	B	$29,224.00	0	8/30/04
r	Ann M. McGinnity Cross-Categorical	B	$29,224.00	0	8/30/04
r,a	Andrea L. McKenna Cross-Categorical	B	$29,224.00	0	8/30/04
nr	Tanya M. Miennert Biology/Chemistry	E	$45,100.00	6	8/17/04
r,a	Afrika K. Miller Cross-Categorical	B	$29,224.00	0	8/30/04
r,a	Kate E. Molkentine Cross-Categorical	B	$29,224.00	0	8/30/04
nr	Jeffrey T. Moniz Cross-Categorical	B	$29,224.00	0	8/30/04
r	Paul W. Moore English/History	B	$29,224.00	0	8/30/04
nr	Tammy Mooren Speech Pathology	B	$29,224.00	0	8/30/04

r	Sally G. Morgan Grades 1-6	B	$35,448.00	5	8/30/04
r,a	Hattie M. Nichols K-4	B	$29,224.00	0	8/30/04
r	Corey A. Nieland Grades 1-6	B	$29,224.00	0	8/30/04
r	Jennifer E. Noffsinger Social Studies	C	$32,910.00	0	8/30/04
r,a	Bradley L. Nommensen Cross-Categorical	B	$29,917.00	1	8/30/04
r	Maureen A. O'Meara Rowen Mathematics	B	$29,224.00	0	8/30/04
r	Cynthia L. Oliver Stone Special Education	BB	$48,125.00	13	8/30/04
r	Jason M. Orozco English	B	$29,224.00	0	8/30/04
r,a	Patricia A. Paige Grades 1-8	B	$29,224.00	0	8/30/04
r,a	Marybeth M. Penn K-4	B	$29,224.00	0	8/30/04
nr,a	David J. Pentek Physical Education	B	$29,224.00	0	8/30/04
r,a	Janice R. Pugh Grades 1-6	B	$29,224.00	0	8/30/04
nr	Sara J. Rasmussen Language Arts	B	$29,224.00	0	8/30/04
nr	Allison K. Ratzburg Cross-Categorical	B	$29,224.00	0	8/30/04
r	Sanjay S. Raut Science/Social Studies	B	$29,224.00	0	8/30/04
r,a	Jennifer M. Reinke Cross-Categorical	B	$29,224.00	0	8/30/04
r,a	Julio C. Reyes PreK-8/Bilingual	B	$32,683.00	3	8/30/04
r	Jacob F. Reynolds Mathematics	B	$29,224.00	0	8/30/04
r	Bradley E. Ribbeck Art	B	$29,224.00	0	8/30/04
r,a	Tyrassa M. Riley Language Arts	B	$29,224.00	0	8/30/04
r,a	Lettie M. Robinson Cross-Categorical	B	$29,224.00	0	8/30/04
r	Robert Rodriquez ESL/Spanish	B	$29,917.00	1	8/30/04
r	Jennifer L. Rospenda Spanish	B	$29,224.00	0	8/30/04

nr,a	James A. Rubinstein Cross-Categorical	B	$29,224.00	0	8/30/04
r,a	Shelley L. Rutkowski Grades 1-8	B	$29,224.00	0	8/30/04
nr,a	Heidi A. Sagna Cross-Categorical	B	$29,224.00	0	8/30/04
r	Kerri M. Santos Pre-K-3	B	$29,224.00	0	8/30/04
r	Kristin A. Sawotka Pre-K-3	B	$29,224.00	0	8/30/04
r,a	Monica L. Scharfenberger Cross-Categorical	B	$29,224.00	0	8/30/04
r,a	Valerie A. Schell Cross-Categorical	B	$29,224.00	0	8/30/04
r	Maryanne Scherer Chemistry/Life Science/Biology	BB	$34,272.00	3	8/17/04
r	Sara E. Schiebout Grades 1-6	B	$29,224.00	0	8/30/04
nr	Michael Schramek Physical Education	B	$29,224.00	0	8/30/04
r	Christopher C. Schwartz Cross-Categorical	B	$29,224.00	0	8/30/04
nr	Jordan R. Sensibar Mathematics	B	$29,224.00	0	8/30/04
r	Aaron D. Shapiro Earth Science	B	$29,224.00	0	8/30/04
r,a	Jody R. Siker Cross-Categorical	B	,224.00	0	8/30/04
r	Jenna K. Sims English	B	$34,066.00	4	8/30/04
r	Ronald C. Slapinski Business Education	B	$35,448.00	5	8/30/04
r,a	Stacy M, Sleider Cross-Categorical	B	$29,224.00	0	8/30/04
r	Elisha Smith Speech Pathology	C	$32,910.00	0	8/30/04
r	Jill M. Smith Counselor	C	$33,691.00	1	8/30/04
nr	Susan J. Soderstrom Cross-Categorical	B	$29,224.00	0	8/30/04
r,b	Magda M. Soucie Montessori/Grades 1-6	E	$43,400.00	5	8/30/04
r,a	Chad M. Sperzel-Wuchterl Art	B	$29,224.00	0	8/30/04
r,a	Helen L. Sprewer Cross-Categorical	B	$29,224.00	0	8/30/04

nr,a	Karin F. Steinke Science	B	$29,917.00	1	8/30/04
nr	Jeannine C. Strick Broad Field Science	B	$29,224.00	0	8/30/04
r,a	Amy J. Sturtevant Cross-Categorical	B	$29,224.00	0	8/30/04
r	Ottilie A. Sullivan Grades 1-6	B	$29,224.00	0	8/30/04
r,a	David W. Sullivan Konyn Social Studies	B	$29,224.00	0	8/30/04
r,a	Robert Surdyk Cross-Categorical	B	$29,224.00	0	8/30/04
r,a	Kristin M. Susedik Cross-Categorical	B	$29,224.00	0	8/30/04
r	Derek D. Thiel Cross-Categorical	B	$29,224.00	0	8/30/04
nr,a	Nicole Thomas Cross-Categorical	B	$29,224.00	0	8/30/04
r,a	Deborah D. Tillman Deaf/Hard of Hearing	B	$29,224.00	0	8/30/04
nr	Jay J. Van Ryzin Business Education	B	$29,224.00	0	8/30/04
r	Laura K. Vargo K-5	B	$29,224.00	0	8/30/04
nr,a	Theresa M. Volk Cross-Categorical	B	$29,224.00	0	8/30/04
r,a	Wayne E. Wacker Cross-Categorical	B	$29,224.00	0	8/30/04
r,a	Chih Ye Wang English	C	$32,910.00	0	9/1/04
r	Lesley Watson English/Latin	B	$29,224.00	0	8/17/04
r	Erin E. Watton K-5	B	$29,224.00	0	8/30/04
r	Carmelita C. Watts Grades 1-6	B	$29,224.00	0	8/30/04
r,a	Michael J. Weber Cross-Categorical	B	$29,224.00	0	8/30/04
r,a	Timothy P. Weber Cross-Categorical	B	$29,224.00	0	8/30/04
nr	Jamie D. West Cross-Categorical	B	$29,224.00	0	8/30/04
nr	Molly O. White LD	B	$29,224.00	0	8/30/04
r,a	Susan M. Will Grades 1-8	B	$29,224.00	0	8/30/04

nr	Bret C. Williams Broad Field Social Studies	B	$29,224.00	0	8/30/04
r,a	Michael E. Williams Mathematics	B	$29,224.00	0	8/30/04
r	Ryan J. Wilson Chemistry	B	$29,224.00	0	8/30/04
r,a	Thomas B. Wirth Cross-Categorical	B	$36,830.00	6	8/30/04
nr	Jessica L. Wisner English/Alternative Education	B	$29,224.00	0	8/30/04
nr	Shanna J. Wolf Broad Field Science	B	$29,224.00	0	8/30/04
r,b	Dorothy Wood Cross-Categorical	BB	$35,724.00	4	8/30/04
r,a	Joshua C. Wright Cross-Categorical	B	$29,224.00	0	8/30/04
r,a	Bao V. Xiong Grades 1-6/Bilingual	B	$29,224.00	0	8/30/04
r	Brad K. Young Physical Education	B	$29,224.00	0	8/30/04

Approval of Certificated Appointments — School Social Workers

	Social Worker	Salary	Yrs. Exp. Credit	Start Date
r,a	Larry Guzman Social Worker	$52,970.00	6	8/23/04
r	Kathleen Stack Social Worker	$41,180.00	0	8/23/04
r	Sara S. Timm Social Worker	$45,110.00	2	8/23/04

Approval of Certificated Appointments — Psychologists

	Psychologist	Salary	Yrs. Exp. Credit	Start Date
r	Amber L. Bentilla School Psychologist	$41,124.57	0	8/23/04
r	Inge D. Hansen Thiel School Psychologist	$41,124.57	0	8/23/04
nr	Michelle Hawley School Psychologist	$41,124.57	0	8/23/04
r	Travis E. Pinter School Psychologist	$41,124.57	0	8/23/04
nr	Jennifer L. Reineck School Psychologist	$41,124.57	0	8/23/04
nr	Kimberly A. Trate School Psychologist	$41,124.57	0	8/23/04

Approval of Certificated Appointments — Physical Therapists

	Physical Therapist	Salary	Yrs. Exp. Credit	Start Date
r	Kelly A. Dyer Physical Therapist	$37,541.00	0	8/30/04

(a) Reappointment without tenure
(b) Reappointment with 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 28, 2005:		
Darryl Thomas	Day-to-Day	April 26, 2004
Maternity Leave to June 17, 2005:		
Elizabeth Bley	Kagel	August 30, 2004
Lynda McTrusty	Maple Tree	August 30, 2004
Personal Leave to January 28, 2005:		
Linda Gehrig	Manitoba	August 30, 2004
Gayle Gorman	Mitchell	August 30, 2004
Annette Jackson Thomas	Riverside	August 30, 2004
Personal Leave to June 17, 2005:		
Javier Cruz	Riverside	August 30, 2004
Virginia Miller	Happy Hill	August 30, 2004
Jeremy Prach	North	August 30, 2004
Susanna Zachari	Dr. King	August 30, 2004
Sabbatical Leave to January 28, 2005:		
Marilyn Runge	Metcalfe	August 30, 2004
Sabbatical Leave to June 17, 2005:		
Anne Nelson	Washington	August 30, 2004
Extension of Illness Leave, to June 17, 2005:		
Helena Jakubovich	Leave	August 30, 2004
Extension of Maternity Leave, to June 17, 2005:		
Ofelia Ryskamp	Leave	August 30, 2004
Melissa Tempel	Leave	August 30, 2004

Report on Resignations

Name	Position	Date
Jewel Abbott	Teacher	08/16/04
Danielle Anderson	Teacher	08/13/04
Andrea Azarian	Teacher	08/16/04
Tonya Bays	Teacher	08/09/04
Jenny Benjamin-Smith	Teacher	08/20/04

Amy Bergholz	Teacher	07/22/04
Karen Bundy	Soc Worker	07/01/04
Wendy Cetera	Teacher	11/09/04
Brenadette Cooks	Teacher	08/22/01
Patricia Colloton-Walsh	Teacher	08/04/04
Matthew Dahlstrom	Teacher	08/09/04
Paul Danninger	Teacher	08/27/04
Joclyn Durr	Teacher	09/23/04
Susan Enders	Teacher	08/16/04
Graciela Franco	Teacher	08/20/04
Christianne Freeman	Teacher	08/10/04
Sharon Goff	Teacher	08/15/04
Laura Goll	Teacher	09/01/04
Matthew Haberkron	Teacher	08/24/04
Anna Hammernik	Teacher	08/27/04
Lora Haslbeck	Teacher	08/03/04
Stuart Howland	Teacher	08/30/04
Larrietta Jenkins	Teacher	08/10/04
Joanne Jeske	Teacher	08/05/04
Tracey Johnson	Teacher	08/18/04
Kimberly Johnson-Ragland	Teacher	08/27/04
Jennifer Karweik	Teacher	08/27/04
Rebecca Koch	Teacher	08/27/04
Molly Kostner	Teacher	08/29/04
Luz Lebron	Teacher	08/16/04
Kimberly Lestina	Teacher	08/23/04
Kristin McLain	Teacher	08/24/04
Caroline Miller	Teacher	08/29/04
Rebecca Minster	Teacher	08/16/04
Karyl Nelis	Teacher	11/08/04
Barbara Nelson	Teacher	08/05/04
Carolyn O'Connell	Teacher	08/08/04
Emily Ortega	Teacher	08/26/04
Latish Owusu-Yeboa	Assist. Princ.	09/01/04
Margret Patterson	Teacher	08/12/04
Susan Perzewski	Teacher	08/20/04
Emily Plemons	Teacher	08/31/04
Cynthia Purdy	Teacher	08/29/04
Timothy Pyzyk	Teacher	08/09/04
William Rahoy	Teacher	08/31/04
Troi Rapkin	Teacher	08/03/04
Edward Richerson	Teacher	08/12/04
Nydia Rios	Teacher	08/23/04
Angela Roach	Teacher	08/18/04
Renee Robinson	Teacher	07/26/04
Dimitric Roseboro	Assist. Princ.	07/19/04
Paul Schneider	Teacher	06/17/04
Sarah Schranz	Teacher	08/12/04
Margaret Schreck	Teacher	11/29/04
Caroline Schweinert	Teacher	08/13/04

Derek Spencer Smith	Teacher	08/20/04
Regina Stingley	Teacher	08/26/04
Connie Strause	Teacher	08/11/04
Amy Thompson	Teacher	08/27/04
Jennifer Toth	Teacher	08/02/04
Willie Tucker	Teacher	09/27/04
Marlene Ubl	Teacher	07/28/04
James VanLiere	Teacher	11/11/04
Jamie VanOfferen	Teacher	08/15/04
Volene Waterstraat	Teacher	08/20/04
Chris Xiong	Teacher	08/18/04
Nada Yang	Teacher	08/25/04
Christopher Zoerb	Teacher	08/30/04

Affirmative Action Report

The Affirmative Action Report for August 2004 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 to the classifications indicated, effective upon assignment following approval by the Board:

5(r)	Roseann St. Aubin	Director Div. of Communications and Public Affairs	Schedule IIIE, Range 14A $75,900.00
5(r)	Nicole Jacobson	Asst. Recreation Supervisor Aquatics Div. of Recreation and Community Services	Schedule III, Range 4A $38,971.00

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:
5 White
r Resident who must remain resident

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

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(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 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 Audit Services staff's review of Board verbatims 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 FY05 Annual Plan of Audits has been completed and is being submitted for review and approval. The plan includes continuing and required audits and proposed audits. Included with the recommendation is a summary of available resources which identifies estimated resource requirements for each audit and shows how available resources will be used to support the audit plan.

Committee's Recommendation

Your Committee recommends that the Board approve the following FY05 Annual Plan of Audits.

Proposed FY05 Annual Audit Plan
Summary of Resource Allocation

	Est. Days	Totals
Total Resource Days Available		1773
Audit Projects for FY05		
Continuing and Required Audits		
A) Basic Financial Statements	314	
B) Alternative/Early Childhood Partnership Schools (10 Programs)	130	
C) Special Audits and Projects	120	
D) Charter School Financial and Performance Audits (14 Schools)	280	
E) Review of Division of Safety and Security	75	
F) International Baccalaureate Program	20	
Total Continuing and Required Audits		939
Resources Available for FY05 Proposed Audits		834
Proposed Projects to be Completed with Available Resources		
G) Buyback/Chargeback System	90	
H) Payroll Internal Controls	65	
I) School Performance and Financial Reviews (24 Schools)	575	
Plus Carryovers from FY04 (7 Schools)	92	
J) Review of Recreation & Community Services' Employment Practices	20	
Total FY05 Proposed Audit Requirement		842
Resource Days Available		(8)

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

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(Item 5) Action on a Request to Approve Contracts 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. Supplemental 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 Elementary and Secondary Education Act (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 services for their children.

2. Federal law mandates that school districts set aside an amount equal to at least 15% of Title I funds for this purpose. Under the law, the state department of public instruction selects those entities that are eligible to provide supplemental services.

3. By law, the parent then has the ability to direct resources, up to $1,907 per student, to any one of the selected entities to access services for their student. The local school district does not have the option either of approving supplemental service providers or of directing students to use any of the approved providers. The district must allocate funding at the behest of parents of students who are eligible for the service.

4. The Wisconsin Department of Public Instruction has approved 101 supplemental-service providers, 62 of whom have chosen to serve eligible students from Milwaukee Public Schools. A list of the 62 state-approved supplemental-service providers electing to service MPS eligible students has been provided in the recommendation below.

5. By law, the district must enter into contracts with any of the approved providers that the parent selects. 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.

6. MPS 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 even exceed $50,000.

7. 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 supercedes 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.

8. There are currently 24 MPS schools that have been designated as Level 2, Level 2 Improved, Level 3, Level 3 Improved, or Level 4. MPS must provide the option of supplemental services to eligible students in these schools.

9. 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.

10. 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.

Strategic Plan Compatibility Statement

11. 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, Board Policy or Rules Statement

12. According to Administrative Policy 3.09, Purchasing and Bidding Requirements, section (1b), formal bids or requests for proposal shall be solicited for the purchase of services with an estimated cost of $25,000 or more. According to Administrative Policy 3.09 (3), all formal bids required by item (1b), as well as all proposed sole-source purchases in excess of $50,000, shall be presented to the Board with the recommendations of the Superintendent. The contracts may be executed after approval by the Board.

13. Approval of contracts with designated supplemental-service providers supports Administrative Policy 1.03(10), Parent Empowerment. Under policy 1.03, the Milwaukee Board of School Directors "…commits to provide the resources and support needed to increase parental knowledge, access, accountability and decision making."

Fiscal Impact Statement

14. Under ESEA guidelines, a school district must set aside a designated amount, based in part on demand, of its Title I allocation for supplemental services (the "amount equal to" language in the law allows the district to use funds from other sources in lieu of Title I funds, if the district chooses). A school district must set aside at least 15% of its allocation for supplemental services. Fifteen percent of the district's FY05 allocation is $9 million.

Budget Code GEN-0-I-1S5- DW-ECNS (Consultant Services)

Implementation and Assessment Plan

15. Upon approval by the Milwaukee Board of School Directors, the Administration will proceed with the understanding that contracts with approved supplemental-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 services under the guidelines of the No Child Left Behind Act.

Committee's Recommendation

Your Committee recommends that:

1. in order to comply with federal law governing the ESEA: No Child Left Behind Act, the Board approve contracts for supplemental-services with the following state-approved service providers, for up to a total of $9,000,000, to begin in September 2004 and to end in June 2005. The contracts must meet all local contract requirements of the Milwaukee Public Schools:

State-approved Supplemental-Service Providers

Acadamia.net, LLP	All About Me Learning Center	Brainfuse Online Instruction
Adolphus Community Center	Believers in Christ	BYU Independent Study
Agape Love Community Resource Center	Bethel Community Development Center	Cambridge Educational Services, Inc.
		Cardinal Stritch

Catapult Learning Education Station, a Sylvan Partnership

CESA #1

Changing Your World Ministries

Christian Family Community Assembly of God

Club Z! In-Home Tutoring Services

Dr. Howard L. Fuller Education Foundation, Inc.

Early View Academy

Education 2020

Enrichment Opportunities Institute

Failure Free Reading

Good Hope Economic Development

Grace Christian Academy

Grammies Babies Family Child Care Center-After-School Program

Gray and Associates

Greater New Bethel Full Gospel

Greater New Birth Church Baptist Church

Greater Rock Foundation Enrichment Center

H.I.M. Resource Center

Harris and Associates

Hickman Academy

Higher Level of Understanding Reading Institute

Hmong Children Initiative, Inc.

Holy Redeemer Christian Academy

Inner City Development

Jesus Is the Way Community Empowerment Technology Center

Learning Exchange

The M.A.K.E.S. Foundation

Midtown Neighborhood Association

Miss Daisy's Community Learning

Mr. B's Before and After School Center, Inc.

New Concept Self Development Tutoring

New Hope Missionary Baptist Church

Newton Learning, Edison Schools

Nonpublic Educational Services, Inc.

Passport Learning

Plato-Lightspan, Inc.

Positive Plus Images, Inc.

Princeton Review

Reading Corner

Ready Set Read, LLC

Residential Living Services

School of P.A.Y.

Silver Spring Neighborhood Center

SMARTHINKING, Inc.

Special Kiddz

St. Paul Family Worship Center

St. Timothy Community Baptist

Tools of Empowerment Educational Services

UMOS, Inc.

V.E. Carter Development Group

VTV, Inc. Victory After School Program VASP

Wisconsin African American Women's Center

2. the Board direct the Administration to bring back a quarterly report of the number of parents who have chosen each of these providers; and

3. the Board direct the Administration to include supplemental-services providers in its Quarterly Report on Contracts Awarded between $25,000 and $50,000.

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

* * * * *

(Item 6) Action on a Recommendation to Enter into Contracts for GEAR UP

Administration's Analysis

1. The U.S. Department of Education has awarded MPS a GEAR UP grant, funded under the authority of the Higher Education Act of 1965 (PL 105-244m CFDA/Subprogram No. 84.334A). The goal of GEAR UP is "[t]o ensure that disadvantaged middle school and secondary school students are prepared for, pursue, and succeed in post-secondary education."

2. In 1999, the first year of a five-year grant, MPS-GEAR UP provided a broad range of pre-college activities to engage the cohorts of middle-school students from Burroughs, Muir, and Webster. Over 300 students participated in on-campus experiences at colleges and universities throughout the city and state. Staff development focused on the evaluation of curricular needs and on the development of direct and indirect support strategies to increase the academic achievement of all students in the middle-school cohorts. Since then, GEAR UP has added Madison University High School and Vincent High School.

3. A sixth year has been added to our grant, as the initial cohort of GEAR UP students, who began grade seven in 1999, are now entering 12th grade. The GEAR UP Program will serve over 6,000 students and their families for the 2004-2005 school year. GEAR UP's final measure of success will be the increase in the number of grade 12 students who apply for and successfully enter college (or other post-secondary options).

4. MATC and the YMCA are the original partners in the MPS GEAR UP grant, as identified in the grant proposal. MPS GEAR UP collaborates with UWM-GEAR UP and Wisconsin Department of Instruction-GEAR UP. All three groups have developed a citywide focus to prepare a greater number of students to enter and succeed in post-secondary institutions.

5. The statewide GEAR UP collaborative is also responsible for implementing an annual Wisconsin State GEAR UP Conference. The first conference was held in March 2002, with representatives from MPS, UWM, DPI, UW-Eau Claire, and St. Olaf College (Minnesota) meeting to share the learned experiences of both urban and rural programs. The theme of the second Wisconsin State GEAR UP Conference was "Sustaining GEAR UP Beyond the Fifth Year." In March 2004, the conference theme was "Telling the GEAR UP Story." In collaboration with the STRIVE Foundation, GEAR UP staff and parents were provided skill-building sessions to improve our ability to better explain the impact of the GEAR UP initiative. The 2005 theme, "GEARing UP for Change," will address the transition from a funded program to an unconscious belief and practice that all children can attend college.

6. At the national level, the MPS GEAR UP "I'm Going To Go" video was showcased at the National GEAR UP Conference in July 2002 as a model of excellence in building community support and parent understanding of the value of college. At the 2003 conference, MPS GEAR UP introduced "On Track to College" with a working model train used to encourage students of all ages to continue their individual educational journeys. In July 2004, MPS GEAR UP presented "Cultivating Partners," using a garden theme to identify the importance of a wide variety of partners and resources necessary to move our children to academic and post-secondary success.

7. The MPS-GEAR UP initiative, which began with the 1999-2000 grade-seven class cohort (1,070 students from the three middle schools), has continued to add a grade-seven cohort each year during the five-year grant period. In the 2003-2004 school year, the sixth grades in each middle school have been incorporated into the program so that all students in the middle schools are now recipients of GEAR UP resources and support. Service will continue to be provided to the current cohorts of students as they progress through the 12th grade.

8. Madison University High School has joined Vincent High School as a GEAR UP school at the secondary level as a result of its ongoing relationship with the three middle schools through the Northwest Neighborhood of Schools Initiative. The Northwest Neighborhood of Schools has developed and implemented new strategies for creating locally based "bottom-up," systemic changes in a cluster of schools in the northwest section of Milwaukee.

9. MPS-GEAR UP has focused on significantly increasing the number of students who are able to pass the proficiency requirements to enter high school. Each middle school expanded its academic support program in reading, mathematics, and literacy for all students.

10. Much progress was made in creating partnerships with area colleges, such as the University of Wisconsin-Whitewater, University of Wisconsin-River Falls, Milwaukee Institute of Art and Design, Wisconsin Lutheran College, and Marian College in Fond du Lac. Community resources and partnerships have been developed, engaging Briggs and Stratton (Webster), the Police Athletic League (Burroughs), the National Society of Black Engineers (Muir, Burroughs, and Webster), and the Silver Spring Neighborhood Center.

11. Staff development resources have been used to engage teachers from the Northwest Neighborhood of Schools with GEAR UP staff to develop a seamless curriculum and benchmarks connecting student academic performance from kindergarten through grade eight. Staff development resources have also been used during the summer to improve curriculum and develop academic support strategies for implementation throughout the school year. Parents have been solicited and encouraged to help develop strategies and provide support for student activities whenever possible.

12. Academic Career Awareness Mini Programs (Booster Camps) held at MATC are the result of MATC instructors' meeting with MPS teachers and administrators to create Booster Camps that mirror the curriculum in the middle-school classroom. These camps are aligned with the MPS Learning Targets in reading, writing, mathematics, and science. As another effort to collaborate, MATC has expanded this model to serve the UWM-GEAR UP and Wisconsin DPI-GEAR UP students.

13. YMCA has added more students to the One-on-One mentor program in each of the middle schools and has added a leadership component through its Youth in Government and Girls' Night Out programs. At the high-school level, the YMCA has expanded the Sponsor-a-Scholar program, which connects qualifying students to mentoring support for the four years of high school and provides a $5,000 scholarship upon successful completion of high school and acceptance into college. The YMCA also provides middle-school students with extended environmental science and leadership curriculum through its Camp Minikani facility. The effective collaboration among the MPS schools and their GEAR UP partners has created student-specific interventions to accelerate and support learning in the classroom.

14. These successful programs have continued to serve the cohort groups and new GEAR UP students in grades six through 12. Thanks to the GEAR UP grant, summer programs have been initiated at Madison and Vincent High Schools since 2002. The "GEAR UP Experience 2004" provided a hands-on program focused on reading and mathematics in the morning with access to afternoon recreation through a partnership with the 21st Century Community Learning Center.

15. The "Jump Start" program at Vincent High School helped prepare grade-eight students for their transition to high school. In 2002, GEAR UP launched a public awareness and education program to encourage parent and community support for college as a realistic option for all MPS students. This awareness and education program was implemented in partnership with the MPS Division of Communications and the Department of Public Affairs.

16. Along with this public effort, many of our GEAR UP schools expanded efficacy training to staff, students, and parents. Encouragement is provided through the "I'm Going to Go" and "Do College" programs have made college a real possibility for MPS students and families. The members of the Milwaukee Board of School Directors added their support to the continuation and expansion of GEAR UP through letters forwarded to the current White House administration and critical legislators as the renewal of the Higher Education Act moves through Congress.

17. Each GEAR UP middle school has integrated our "GEAR UP & DO COLLEGE" themes into their school curricula. Burroughs celebrates "Colleges Around the World," Muir has introduced "College Day," and Webster has expanded its "Adopt A College" curriculum to grades six, seven, and eight. Madison University High School uses GEAR UP resources to provide academic and student support services for its International Baccalaureate program. Vincent High School has expanded Advanced Placement opportunities for all GEAR UP students. Vincent High School also implemented "Voices of Hope," a program in which students work with a professional videographer/filmmaker to make a documentary about teen issues from a teen perspective.

18. A sixth year has been added to the current GEAR UP grant by the U. S. Department of Education. This will assure that actual results of the first cohort are documented (current high school seniors). Prior to disseminating the yearly awards, the GEAR UP Initiative is reviewed annually as part of the federal education budget. The determination for continuing funding is based on the Annual Performance Report that is prepared and submitted by the GEAR UP Program Coordinator with technical assistance from the GEAR UP Assistant Program Director, MPS Department of Assessment and Accountability, and Cayen Systems. The award for the first year was $855,344; the award for the second year was $1,480,192; and the award for the third year award was $1,936,260. Our funding for the fourth year was $2,317,462. The fifth year award is $2,323,171. The additional sixth year is level funded at $2,323,171. The total six-year award to MPS of $11,235,600 is part of the federal GEAR UP Initiative.

19. GEAR UP continues to meet the match obligation — one dollar of local match support for each federal dollar — through collaborative efforts with local school staff and partnerships with institutes of higher education and local businesses and agencies. Central Service staff, coordinated through the Office of Academic Excellence, provide continuing development of match services in support of the GEAR UP grant. The development of local match resources, a cornerstone for national support, increases the value of our MPS-GEAR UP Initiative to over $22,000,000.

20. The middle schools funded by GEAR UP use the funds primarily to increase the academic achievement of all cohort students. This includes college awareness and readiness activities for students and their parents, professional development focused on student success, and the provision of a full-time site coordinator at each of the three middle schools. The high schools funded by GEAR UP use the funds to continue to support the advancing middle-school students and continue to add a new grade-nine cohort to the current 10^{th}-, 11^{th}-, and 12^{th}-grade GEAR UP student cohorts.

21. Student services include the provision of a full-time school site coordinator and are similar to the middle schools, but also include helping students transition from middle school to high school and high school to college. In 2003-2004, GEAR UP used funds to develop pre-college ACT/SAT test-taking skills for students, and Vincent High School had all juniors take the PSAT test. GEAR UP will provide ACT/SAT test-taking-skill development and have all high-school students take one of the actual tests. MATC and YMCA continue to work with MPS staff to support college preparedness in students and to expand the resources provided by post-secondary institutions in the community and the state of Wisconsin.

22. The Administration is recommending that the Board approve the following contracts for educational services:

a. Milwaukee Area Technical College/MATC ($176,760)

This grant includes subcontracting $176,760 in the sixth year to Milwaukee Area Technical College (MATC) to support the expansion of the existing partnership and academic support programs. Specifically, MATC has developed and will provide GEAR UP Academic Career Awareness Mini Programs (Booster Camps) on the MATC campus on Saturdays for MPS GEAR UP students in middle and high school. Academic Camps will also be developed and be made available to students during the summer, based on a needs assessment developed in the second semester. MATC, in collaboration with Eulopia, a local student support organization, has added a "Portfolio" CAMP to teach students how to prepare for and apply to colleges. During the 2003-2004 school year, MATC will continue to provide college workshops for students and their parents.

b. YMCA of Metropolitan Milwaukee ($155,328)

The GEAR UP grant includes subcontracting $155,328 in the sixth year to the YMCA of Metropolitan Milwaukee to support GEAR UP students from the project-funded schools. The YMCA will provide access to YMCA facilities throughout the Milwaukee Metropolitan area for MPS-GEAR UP students and enroll MPS-GEAR UP students in academic support programs, including the One-on-One Mentoring Program (middle schools), Sponsor-a-Scholar (high schools), Youth in Government, Teen Achievers, Teen Leaders, Teen Summer Camp, and Girls Night Out. YMCA will collaborate with MATC and MPS in developing support strategies for the Summer Academic Camps. YMCA will also reach out to the broader Milwaukee community to incorporate local role models for mentoring.

c. Thomas Johnson, Educational Services & Programs ($95,439)

The GEAR UP grant includes subcontracting $95,439 in the sixth year to Thomas Johnson, whom principals from the middle schools selected in 1999 as the project coordinator for the GEAR UP Initiative. Included as key personnel in the original grant proposal, Mr. Johnson had previously provided leadership for the northwest cluster of schools through the Responsive Schools Project. The job description of the project coordinator was developed by the original grant-writing principals in collaboration with the partners and Mr. Johnson.

This role provides a neutral liaison among the schools, Central Services, and the U. S. Department of Education. Mr. Johnson is contracted full-time for twelve months per year to accomplish the goals and objectives of the grant in coordination with the MPS-GEAR UP schools, Central Services, and project partners. The full-time Program Coordinator position supports MPS Administration assigned to the grant, offering an opportunity to successfully implement district initiatives in addition to providing Central Service support to the GEAR UP grant. Mr. Johnson reports directly to the Assistant GEAR UP Director and the MPS-GEAR UP management team on a regular basis regarding the status of project activities.

The Program Coordinator is responsible for preparing progress reports and writes the Annual Performance Report for the U.S. Department of Education, required for continuing funding on an annual basis. This report integrates the data from the MPS Department of Assessment and Accountability, Cayen Systems, and the necessary narrative support to reflect adequate continuing progress for continued funding. The GEAR UP Program Coordinator facilitates weekly meetings with the School Site Coordinators and quarterly with the GEAR UP Principals. Mr. Johnson also serves as a national training facilitator for new GEAR UP staff at the request of the National Council for Community and Educational Partnerships and as a mentor for new GEAR UP grantees as requested by the U.S. Department of Education Program Officer.

Strategic Plan Accountability Statement

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

Statute, Board Policy or Rules Statement

24. The recommendation is consistent with state statutes, MPS policies and rules, and federal guidelines for grant awards. The contractors, which are being presented to the Board pursuant to Board Policy 3.09(3), Purchasing and Bidding Requirements, for receiving sole-source consideration, have been approved by the Superintendent’s designee as sole-source vendors.

Fiscal Impact Statement

25. This item authorizes expenditures of $427,527. Funding will be provided through the federally funded GEAR UP grant, budget code: GEN-0-0-GU4-DW-ECTS and GEN-0-0-GU4-DW-ECNS (consultant).

Implementation and Assessment Plan

26. The role of the U.S. Department of Education in the GEAR UP Initiative is to be a partner with the local GEAR UP leadership. This is a shift from a compliance relationship to a partnership. GEAR UP must focus on a rigorous curriculum supported by academic strategies and interventions developed from continuous evaluation of data. GEAR UP must be measured by academic improvement. The activity or strategy must support academic performance. There must be a continuous cycle of improvement based on data that are gathered throughout the year as presented in the Annual Performance Report.

27. A partnership has been established between the UW-Milwaukee evaluators and the MPS Department of Assessment and Accountability. We are working collaboratively, using data to examine the correlation of GEAR UP activities to the academic achievement of GEAR UP students. The evaluation team will submit a preliminary report in November 2004 and a final summary of the grant in August 2005. These reports will be shared and used to apply for a new MPS-GEAR UP grant. Reports will be completed at the end of each project year, and a final report will be provided at the end of the sixth and final year following U.S. Department of Education guidelines. The overriding focus will be to assess the impact of all activities on student achievement, college awareness, college readiness, and acceptance of GEAR UP students into college.

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration to enter into contracts for educational services funded through the U.S. Department of Education GEAR UP Grant as follows: from September 1, 2004, to August 31, 2005:

- MATC= $176,760.
- YMCA of Metropolitan Milwaukee= $155,328.
- Thomas Johnson= $95,439.

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

* * * * *

(Item 7) Action on Proposed Revisions to Administrative Policy 9.08, Advertising in the Schools, Regarding Political Advertisements

Administration's Analysis

1. The Board revised and adopted Administrative Policy 9.08, Advertising in the Schools, on March 29, 1995.

2. The Administration is proposing revisions to Administrative Policy 9.08, with respect to political advertising, in order to clarify permissible and impermissible political activity. In December 2003, a lawsuit was filed against the district over the interpretation of the current policy. The requested revisions were drafted under the direction and guidance of a representative from the Office of the City Attorney as part of a proposed settlement of this lawsuit.

3. This item has been noticed for possible executive session pursuant to Wisconsin Statutes, Section 19.85(1)(g), should the Committee wish to confer with its legal counsel who is rendering legal advice regarding the litigation involving the policy in question. The Committee will have to reconvene in open session to take any action on this item.

Fiscal Impact Statement

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

Committee's Recommendation

Your Committee recommends that Administrative Policy 9.08, Advertising in the Schools, be amended as detailed below:

Administrative Policy 9.08: Advertising in the Schools

(1) No one shall promote any religious~~, political,~~ or commercial advertising, nor shall any advertisement of such nature be displayed or distributed at any time, in school buildings or upon school premises.

(2) Political advertising/advocacy shall not occur in school buildings or upon school premises during work hours in the presence of students or if the communication threatens to disrupt the work or educational environment or interferes with employees' duties. (This does not apply to bumper stickers of reasonable size on automobiles parked in school parking lots, unless the display disrupts the work or educational environment.) Any such advertising/advocacy shall comply with state and federal election laws.

~~(2)~~ (3) The use in the schools of such aids as textbooks, supplementary books, reference books, charts, maps, calendars, blotters, rulers, posters, models, films, slides, or exhibits by teachers with the permission of their principals to explain or describe subjects, articles, machines, or processes already in use in the Milwaukee Public Schools, even though such aids bear the name, business, or purpose of the publisher or manufacturer, shall not be construed as commercial advertising within the meaning of this policy.

~~(3)~~ (4) The distribution of awards for students donated by commercial enterprise and approved by the principal shall not be construed as commercial advertising within the meaning of this policy.

~~(4)~~ (5) Additionally, no requests for privileges shall be granted which in any way or manner are likely to occupy the time and attention of teachers or students, or call for services on the part of school children, or are likely to give precedence or preferment of one student over another, or which involve any phase of commercialism.

~~(5)~~ (6) The principal shall have the authority to make decisions.

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

* * * * *

(Item 8) Action on a Recommendation to Revise Administrative Procedure 6.23(3), Filling Principal Vacancies

Administration's Analysis

1. The Board revised and adopted Administrative Procedure 6.23(3) on March 30, 1999.

2. The ever-increasing demands of the school principalship require that a more detailed and thorough selection process be implemented in order to ensure that MPS is placing the most qualified individuals in principal positions.

3. 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 Director of Human Resources to create a new principal selection process. This item is in response to this request.

Fiscal Impact Statement

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

Committee's Recommendation

Your Committee recommends that Administrative Procedure 6.23(3) be amended as detailed below, contingent upon the Administration's provision to the Board, prior to the Board's September 2004 meeting, of language to be used in section (f), School Review Panel, of the policy to reflect the ability of each constituency to choose its own representation on the School Selection Panel. (**Shaded text** below indicates the Administration's proposed language.)

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. 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.

~~(a) Establishment of Candidate Pool~~

(b) Advertising Principal Vacancies

~~1. Twice a year, a candidate pool will be established to fill all anticipated principal vacancies. The Department of Human Resources will advertise for principals both locally and nationally from September 15 through October 15 and from January 15 through February 15 of each year to ensure a diverse pool of qualified applicants. In addition to newspaper advertisements, the information will be placed on the MPS web site, and copies of the posting will be sent to school districts and organizations around the country.~~

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~~ until the next posting/advertising period.~~; however, the ~~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, ~~particularly with respect to race and gender,~~ consistent with the Board's policy on equal employment opportunity and affirmative action. ~~The candidate pool thus established will be subsequently used to fill all vacancies occurring during the year.~~

~~3. Interested and qualified applicants who are admitted to the pool will remain in the pool for a period of two years, after which time they must reapply. During this two-year period, candidates will have the opportunity to update their application materials.~~

~~(B) Filing of Applications~~

(c) Submission of Applications

~~All persons~~ Any individual interested in being considered for ~~a~~ an advertised principal~~ship~~ vacancy must complete and submit an official application form ~~furnished by the district~~, along with ~~a current resume~~ 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 ~~posted~~ advertised application deadline will not be ~~accepted~~ considered. At the conclusion of the selection process, applications of unsuccessful candidates will be archived. A separate application must be submitted for each vacancy.

~~(c)~~(d) Screening of Applications

1. ~~After the posting deadline, an initial screening of all applications will be conducted by the~~ 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. ~~to verify that the applicants meet the minimum qualifications. Entrance into the principal candidate pool will be based on the following minimum qualifications:~~ In order to be considered, applicants must provide evidence of their qualifications.

a. An earned master's degree;

b. ~~Eligibility for a~~ 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 ~~S~~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. 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.~~

~~4~~ 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. ~~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.~~

~~(D) Declaration of a Vacancy~~

~~1. When a 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 a principal vacancy occurs, a job announcement for the specific vacancy will be prepared and sent to all candidates in the pool who applied for that specific school level. Candidates in the pool shall have ten (10) school days to notify the Department of Human Resources of their interest and desire to be considered for the specified vacancy.~~

(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.

~~(e)~~(f) School Interview ~~Process~~ 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. ~~a school committee will serve as the interview panel and will be assigned to review applications of all interested candidates and determine which of these candidates will be interviewed~~. The school's Learning Team (excluding any administrative applicants)**, consistent with the Boards' commitment to having school constituencies select 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. ~~All interview~~ The panels must be representative ~~balanced~~ with regard to race and gender.

~~2. The school committee shall comprise two regular classroom teachers nominated by the building committee, one support staff member (educational assistant, librarian, building engineer, secretary, etc.), selected by the school support staff, two parents selected by the parent organization, and a retired principal selected by the Department of Human Resources. The Superintendent or his/her designee may also serve on the interview panel. The committee as constituted above shall then select a community representative. A representative of the Department of Human Resources shall work with the interview panel to facilitate and oversee the interview process.~~

2. The School Interview Panel must consist of the following members:

a. One regular education teacher

b. One certificated special education employee (special education teacher, psychologist, DT, OT/PT, social worker, etc.)

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.)

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

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

~~3. School governance council members may serve on the interview 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. Each interview panel shall receive training in proper interview techniques. Such training shall be conducted by a representative of the Department of Human Resources.~~

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.

~~5. The Department of Human Resources shall ensure that the interview process is conducted in a fair and valid manner, consistent with generally accepted personnel practices.~~

~~6. Each candidate will be required to provide a professional portfolio at the interview. Portfolios will be returned to the candidates.~~

~~(f)~~ (g) Final Selection ~~Decision~~ Process

~~1. After the interviews have been conducted, the interview panel will recommend the names of at least three finalists to the Superintendent for consideration.~~

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. Participation in the National Association of Secondary School Principals (NASSP) Principal Assessment Center will be a requirement prior to appointment as a principal. The Assessment Center report will be used by the Superintendent as a source document in determining recommendations to the Board of School Directors relative to administrative appointments.~~

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.

~~3. The Superintendent and/or his/her designee(s) will have the option of interviewing the finalists and/or reviewing their qualifications with key central services administrators, as deemed appropriate. The Superintendent may select one candidate from the list of finalists and recommend this candidate to the appropriate committee for appointment or promotion, reject the finalists chosen by the interview panel and request the panel to submit a new list of finalists, or choose another candidate from the pool.~~

The Board Clerk pointed out that the administration had added the shaded language in the policy subsequent to the Committee meeting, as requested by the Committee.

Director Johnson moved that the Board adopt the Committee report with the administration's changes.

Vice President Hardin in the Chair.

President Blewett moved a substitute motion, that the Board that the Board adopt the Committee report with the administration's changes and the following additional changes:

Number 2A. One regular education teacher as recommended by the regular education teachers. One certificated special education employee (psychologist, DT, CT/PT, social worker, etc.) as recommended by those employees.

F. One school governance council member (not an MPS employee) as recommended by the governance council.

Number 1 under F, If the school does not have a functioning school governance council as prescribed by a MPS Board and/or Administrative policy, then the school interview panel, consisting of groups A through E will select a community member to serve in that place.

President Blewett in the Chair.

The substitute motion prevailed, the vote being as follows:

Ayes—Directors Balistreri, Dannecker, Hardin, Horton, O'Neil and President Blewett—6.

Noes—None.

Voting "present"—Director Johnson.

Temporarily absent—Director Spence—1.

* * * * *

(Item 9) Action on a Recommendation to Approve a Sole-Source Contract with the Milwaukee Teacher Education Center (MTEC) to Provide Services to Support the Principal Coach Model

Administration's Analysis

1. On August 26, 2004, the Board approved a request to enter into negotiations for a sole-source contract with the Milwaukee Teacher Education Center (MTEC) to provide services to support the Principal Coach Model.

2. Contract negotiations have been completed, and a copy of the contract is provided in the recommendation below. Provisions of the contract include:

Vendor:	Milwaukee Teacher Education Center (MTEC)
Address:	234 West Galena Street, Milwaukee, Wisconsin 53212
Term:	October 1, 2004, through June 30, 2005

a. MPS and MTEC will recruit and select Principal Coaches.

b. MTEC will execute employment contracts for all Principal Coaches.

c. MTEC will maintain all employment records for the 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 Principal Coach school visitations and provide MTEC with authorization for payment related to these visitations.

d. MTEC will develop and 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.

e. MPS will be responsible for the coaching of all Principal Coaches, assigning all Principal Coach duties and supervising all Principal Coaches.

f. MPS and MTEC will work collaboratively to determine professional development and support needs for Principal Coaches and deliver this training. MPS and MTEC will also facilitate Principal Coach meetings. However, MPS will provide notification to the Principal Coaches of all authorized meetings and/or training sessions and authorize MTEC to compensate coaches for said training and/or meetings, if deemed appropriate.

g. MPS and MTEC will work collaboratively to develop an evaluation model to evaluate the Principal Coach Model. MPS and MTEC will also work collaboratively 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. This evaluation model will be shard with the MPA Implementation team as a possible standard for coaching/mentoring throughout the district.

h. MPS and MTEC will jointly convene a Design Team. This Design Team will 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 Design Team will work with the MPA Implementation Team Work Group #3 to connect and align all coaching and/or mentoring throughout the district to insure uniformity in its delivery.

i. MPS and MTEC will work collaboratively to broker higher education connections. This may include housing the coaches, RFPs for training, joint meetings with higher education personnel, and collaboration and input regarding higher education offerings.

j. MPS will provide supplies to all Principal Coaches needed to carry out their assignments.

k. MPS and MTEC will provide computer access to all Principal Coaches for the purpose of carrying out their responsibilities.

l. Funds in the amount of up to $700,000 to accomplish the above will be transferred from MPS (Budget Code SD1-0-S-T25-ER-ECTS, Title II Contracted Services) to MTEC upon MPS Board of School Directors' approval of the contract. As of June 30, 2005, any unexpended or unencumbered funds will be returned to MPS.

Strategic Plan Compatibility Statement

3. 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, Board Policy or Rule Statement

4. The MTEC contract complies with all MPS rules and policies. MTEC was granted a sole-source waiver by the Administration because MTEC currently operates a mentor/coach program similar to the principal coach program being requested. The Administration is not aware of any other vendors offering a similar program.

Implementation and Assessment

5. The MTEC contract will become effective upon Board approval. The Administration, in conjunction with MTEC, will draft a financial and performance 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

6. This item authorizes expenditures approved in the FY05 adopted budget in the Title II Grant in the amount of up to $700,000. Funds are budgeted in the FY05 budget. MTEC will provide coaching services using these funds. (Budget Code SD1-0-S-T25-ER-ECTS, Title II Contracted Services.)

Committee's Recommendation

Your Committee recommends that the Board approve the contract, as provided below, for up to $700,000 with the Milwaukee Teacher Education Center (MTEC) to provide services to support the Principal Coach Model from October 1, 2004, through June 30, 2005.

MILWAUKEE BOARD OF SCHOOL DIRECTORS
PROFESSIONAL SERVICES CONTRACT

AGREEMENT entered into this _____ day of _____ and between Milwaukee Teachers Education Center (MTEC) (hereinafter referred to as "Contractor") and Milwaukee Board of School Directors (hereinafter referred to as "MPS").

1. SCOPE OF SERVICES

Contractor shall specifically perform the following tasks: (Describe the type of service being provided, dates covered by the contract and payment rates.) Scope of services is attached hereto as Exhibit A. Contract Period October 1, 2004-June 30, 2005

Contractor shall provide, at its own expense, all personnel required in performing the services under this Contract. **Contractor, during the period of this contract shall not hire, retain or utilize for compensation any member, officer, or employee of MPS or any person who, to the knowledge of Contractor, has a conflict of interest.**

2. COMPENSATION

Contractor shall be compensated for work performed on an hourly basis at the rate of **$33.50 per hour per coach (includes benefits)**. Out-of-pocket expenses are not reimbursable. The total compensation to Contractor for services performed under the Agreement shall not exceed **$700,000** unless agreed to by MPS in writing. State Prompt Pay Law, Section 66.285, does not apply to this Contract. As a matter of practice, MPS attempts to pay all invoices in 30 days. Contractor shall provide MPS with (weekly, biweekly, etc.) billings which shall include, but not be limited to, the following:

Dates and events worked.
General tasks performed.

~~Milwaukee Public Schools does not pay in advance for services.~~ Funds in the amount of up to $700,000 to accomplish the above will be transferred from MPS (Budget Code SD1-0-S-T25-ER-ECTS, Title II Contracted Services) to MTEC upon MPS Board of School Directors' approval of the contract. As of June 30, 2005, any unexpended or unencumbered funds will be returned to MPS.

3. NON-DISCRIMINATION, EQUAL EMPLOYMENT OPPORTUNITY AND AFFIRMATIVE ACTION PROGRAMS

(Include this language when the Contractor is expected to have employees assisting in the services performed.) In the performance of work under this Contract, Contractor shall not discriminate against any employee or applicant for employment because of race, color, national origin, age, sex or handicap, which shall include, but not be limited to, the following:

Employment, upgrading, demotion or transfer; recruitment or recruitment advertising; layoff or termination; rates of pay or other forms of compensation; and selection for training, including apprenticeships. Contractor will post in conspicuous places, available for employees of the Contractor and applicants for employment notices setting forth the provisions of the non-discriminatory clause.

Contractor agrees to strive to implement the principles of equal employment opportunities through an effective Affirmative Action program. A copy of the program is required prior to completion of this agreement. The program shall have as its objective to increase the utilization of women, minorities and handicapped persons, and other protected groups, at all levels of employment in all divisions of Contractor's work force, where these groups may have been previously under-utilized and under-represented. Contractor also agrees in the event of any dispute as to compliance with the aforestated requirements, it shall be its responsibility to show it has met all such requirements.

When a violation of the non-discrimination, equal opportunity or affirmative action provisions of this section has been determined by MPS, Contractor shall immediately be informed of the violation and directed to take all action necessary to halt the violation, as well as such action as may be necessary to correct, if possible, any injustice to any person adversely affected by the violation, and immediately take steps to prevent further violations.

If, after notice of a violation to Contractor, further violations of this section are committed during the term of the Contract, MPS may terminate the Contract without liability for the uncompleted portion or any materials or services purchased or paid for by the Contractor for use in completing the Contract, or it may permit Contractor to complete the Contract but, in either event, Contractor may be ineligible to participate in future contracts with MPS.

4. INDEMNITY

To the fullest extent permitted by law, the Contractor agrees to indemnify, defend and hold harmless, MPS, its agents, officers and employees, from and against all loss or expense, including related costs and reasonable attorney's fees by reason of liability for damages, including suits at law or in equity, caused by any wrongful, intentional or negligent acts or omissions of the Contractor, or its agents which may arise out of or are connected with the activities covered by this Contract.

In accordance with applicable laws, MPS shall be responsible for defending and paying judgments on behalf of its officers, employees and agents for any claims that may arise out of MPS's negligence for acts, policies, or directives that affect the activities covered by this Contract.

5. INSURANCE AND PROOF OF FINANCIAL RESPONSIBILITY

Contractor understands and agrees that financial responsibility for claims or damages to any person, or to Contractor's employees and agents, shall rest with the Contractor. Contractor shall effect and maintain any insurance coverage, including, but not limited to, Workers' Compensation, Employers' Liability, General Liability, Contractual Liability, Professional Liability, Automobile Liability and Umbrella Liability to support such financial obligations. The indemnification obligation, however, shall not be reduced in any way by existence or non-existence, limitation, amount or type of damages, compensation or benefits payable under Workers' Compensation laws or other insurance provisions.

The minimum limits of insurance required of the Contractor by MPS shall be:

Workers' Compensation	Statutory Limits
Employers' Liability	$100,000 per occurrence
General Liability	$1,000,000 per occurrence/$2,000,000 aggregate
Professional Liability	$1,000,000 per occurrence
Auto Liability	$1,000,000 per occurrence
Umbrella (excess) Liability	$1,000,000 per occurrence

MPS shall be named as an additional insured under Contractor's general liability insurance and umbrella liability insurance. Evidence of all required insurances of Contractor shall be given to MPS. The certificate of insurance or policies of insurance evidencing all coverages shall include a statement MPS shall be afforded a thirty (30) day written notice of cancellation, non-renewal or material change by any of Contractor's insurers providing the coverages required by MPS for the duration of this contract.

6. TERMINATION BY CONTRACTOR

Contractor may, at its option, terminate this Contract upon the failure of MPS to pay any amount which may become due hereunder for a period of forty-five (45) days following submission of appropriate billing and supporting documentation. Upon said termination, Contractor shall be paid the compensation due for all services rendered through the date of termination including any retainage.

7. BREACH BY CONTRACTOR

It is mutually agreed the breach of this Contract on Contractor's part will result in irreparable and continuing damage to MPS for which money damages may not provide adequate relief. Therefore, the breach of this agreement on Contractor's part shall entitle MPS to both preliminary and permanent injunctive relief and money damages insofar as they can be determined under the circumstances.

8. TERMINATION BY MPS FOR VIOLATIONS BY CONTRACTOR

If Contractor fails to fulfill its obligations under this Contract in a timely or proper manner, or violates any of its provisions, MPS shall thereupon have the right to terminate it by giving 30 days written notice of termination of contract, specifying the alleged violations, and effective date of termination. It shall not be terminated if, upon receipt of the notice, Contractor promptly cures the alleged violation prior to the end of the thirty (30) day period. In the event of termination, MPS will only be liable for services rendered through the date of termination and not for the uncompleted portion, or for any materials or services purchased or paid for by Contractor for use in completing the Contract.

9. UNRESTRICTED RIGHT OF TERMINATION BY MPS

MPS further reserves the right to terminate this Contract at any time for any reason by giving Contractor thirty (30) days written notice by Certified Mail of such termination. In the event of said termination, Contractor shall reduce its activities hereunder as mutually agreed to, upon receipt of said notice. Upon said termination, Contractor shall be paid for all services rendered through the date of termination, including any retainage. This section also applies should the Milwaukee Board of School Directors fail to appropriate additional monies required for the completion of the Contract.

10. INDEPENDENT CONTRACTOR

Nothing contained in this Contract shall constitute or be construed to create a partnership or joint venture between MPS or its successor or assigned and Contractor or its successors or assigns. In entering into this Contract, and in acting in compliance herewith, Contractor is at all times acting and performing as an independent contractor, duly authorized to perform the acts required of it hereunder.

The manner in which Contractor performs the services provided for hereunder including work hours, location, and other details of such services, shall be exclusively determined by the Contractor in consideration of the availability of facilities, students, and the normal working hours of the MPS departments involved. MPS shall have the right to control and direct the results of such services because, in the performance thereof, Contractor is and shall remain independent (with the obligation solely on the Contractor's part to provide for and pay any contribution or taxes required by federal, state or local authorities imposed on or measured by income) providing consultation on the matters made the subject thereof. MPS understands the Contractor will engage in other business or trade for other persons or organization, at Contractor's discretion, during the time Contractor is rendering services for MPS, providing such outside functions do not in any way restrict Contractor in performing the services provided for in this Contract.

Contractor further agrees that MPS is not to be charged with the obligation or responsibility of extending any fringe benefits such as hospital, medical and life insurance, or pension plans which may be extended to employees of MPS from time to time and further agree to indemnify and hold harmless MPS and all its employees, officers and agents from any liability for personal injuries, including death, or for damage to or loss of personal property, which might occur as a result of the performance of the services provided for under this Contract.

Contractor agrees that Contractor will not file any complaint, charge, or claim with any local, state or federal agency or court in which Contractor claims to be or to have been an employee of MPS during the period of time covered by this Contract and that if any such agency or court assumes jurisdiction of any complaint, charge or claim against MPS on Contractor's behalf, Contractor will request such agency or court to dismiss such matter.

11. ASSIGNMENT LIMITATION

This Contract shall be binding upon and inure to the benefit of the parties and their successors and assigns; provided, however, that neither party shall assign its obligations hereunder without the prior written consent of the other.

12. PROHIBITED PRACTICES

A. Contractor during the period of this contract shall not hire, retain or utilize for compensation any member, officer, or employee of MPS or any person who, to the knowledge of Contractor, has a conflict of interest.

B. Contractor hereby attests it is familiar with MPS's Code of Ethics which states, in part, "An employee of Milwaukee Public Schools may not accept any gift or gratuity in excess of $25.00 annually from any person, persons, group or any firm which does business with or is attempting to do business with MPS".

C. Contractor shall adhere to MPS' Livable Wage Policy which requires all contractors to pay their employees a minimum of $7.70 per hour.

13. NOTICES

Notices to MPS provided for in this Contract shall be sufficient if sent by Certified or Registered mail, postage prepaid, addressed to (name and address or responsible administrator) and notices to Contractor shall be sufficient if sent by Certified or Registered mail, postage prepaid, to (name and address of Contractor), or to such other respective addresses as the parties may designate to each other in writing from time to time.

14. AUTHORIZATION

The validity, construction, enforcement and effect of this Contract shall be governed by the laws of the State of Wisconsin. All agreements and covenants contained herein are severable, and in the event any of them shall be held invalid by any competent court or agency, this Contract shall be interpreted as if such invalid agreements or covenants were not contained herein.

15. OWNERSHIP OF INFORMATION

All information and any derivatives thereof whether created by MPS or Contractor which are related to the services covered under this Contract remains the property of MPS and no license or other rights to such information is granted or implied hereby. For purposes of this Contract, "derivatives" shall mean: (i) for copyrightable or copyrighted material, any translation, abridgment, revision, or other form in which an existing work may be recast, transformed, or adapted; and (ii) for patentable or patented material, any improvement thereon.

16. NON-DISCLOSURE AND NON-USE OF MPS INFORMATION AND WORK PRODUCT DEVELOPED BY CONTRACTOR FOR MPS

Contractor will not disclose, publish, or disseminate any information it obtains from or develops for MPS under this Contract. Contractor agrees to take all reasonable precautions to prevent any unauthorized use, disclosure, publication, or dissemination of information and work product obtained from or developed for MPS under this Contract. Contractor agrees not to use, publish or disseminate information and work product for its own or any third party's benefit without the prior written approval of MPS.

17. RETURN OF DOCUMENTS

Within ten business days of receipt of MPS' written or oral request, Contractor will return all documents, records, and copies thereof it obtained during the development of the work product covered by this Contract.

18. YEAR 2000 COMPLIANCE

Each hardware, software, or firmware product delivered under this contract must be expressly warranted to be able to process accurately date/time data (including, but not limited to, calculating, comparing, and sequencing) from, into and between the twentieth and twenty-first centuries, and the years 1999 and 2000 and leap year calculations, including to the extent that other information technology, used in combination with the information.

IN WITNESS WHEREOF, the parties hereto have executed this Contract on the day, month and year first above written.

CONTRACTOR (Vendor #V0686883)		MILWAUKEE BOARD OF SCHOOL DIRECTORS
By _____		By _____
MTEC		(Principal)
Business Address	234 W. Galena Street Milwaukee, WI 53212	By _____ (Administrator, if applicable)
Telephone #	227-2500	M/WBE Certifying Agency _____ (Please attach copy of certification letter)

Tax ID or SS# _____ If not certified, are you a [ ] Female or a [ ] Minority

Budget Code SD1-0-S-T25-ER-ECTS

NOTE: BUDGET CODES THAT ARE NOT LOCAL SCHOOL BUDGET CODES MUST BE APPROVED BY APPROPRIATE DEPARTMENT OR PROGRAM ADMINISTRATOR.

This contract is not enforceable until signed by the Department of Finance.
Payment will not be made on any contract not on file in the Department of Finance.
A minimum of fifteen business days is required for approval.

Approved as to appropriate use of a professional service contract form and independent contractor status by Department of Finance.

By _____ Date _____

Reviewed by Division of Insurance and Risk Management

By _____ Date _____

Scope of Services for the Principal Coach MPS/MTEC Contract

- MPS and MTEC will recruit and select Principal Coaches.
- MTEC will execute employment contracts for all Principal Coaches and perform background checks. The responsibilities of principal coaches are describe in Exhibit B attached heretofore and incorporated herein by reference. Exhibit shall be made a part of all Principal Coach employment contracts.
- MTEC will maintain all employment records for the 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 Principal Coach school visitations and provide MTEC with authorization for payment related to these visitations.
- MTEC will develop and 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.
- MPS will be responsible for the coaching of all Principal Coaches, assigning all Principal Coach duties and supervising all Principal Coaches.
- MPS and MTEC will work collaboratively to determine professional development and support needs for Principal Coaches and deliver this training. MPS and MTEC will also facilitate Principal Coach meetings. However, MPS will provide notification to the Principal Coaches of all authorized meetings and/or training sessions and authorize MTEC to compensate coaches for said training and/or meetings, if deemed appropriate.
- MPS and MTEC will work collaboratively to develop an evaluation model to evaluate the Principal Coach Model. MPS and MTEC will also work collaboratively 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. This evaluation model will be shard with the MPA Implementation team as a possible standard for coaching/mentoring throughout the district.
- MPS and MTEC will jointly convene a Design Team. This Design Team will 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 Design Team will work with the MPA Implementation Team Work Group #3 to connect and align all coaching and/or mentoring throughout the district to insure uniformity in its delivery.

- MPS and MTEC will work collaboratively to broker higher education connections. This may include housing the coaches, RFPs for training, joint meetings with higher education personnel, and collaboration and input regarding higher education offerings.
- MPS will provide supplies to all Principal Coaches needed to carry out their assignments.
- MPS and MTEC will provide computer access to all Principal Coaches for the purpose of carrying out their responsibilities.
- The Administration, in conjunction with MTEC, will draft a financial and performance report at the end of the contract period for the purpose of assessing the success of the program and determining future requirements.
- Funds in the amount of up to $700,000 to accomplish the above will be transferred from MPS (Budget Code SD1-0-S-T25-ER-ECTS, Title II Contracted Services) to MTEC upon MPS Board of School Directors' approval of the contract. Projected allocation of funds is as follows:

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

Work Year ..... 36 weeks

Personal Automobile Usage Reimbursement ..... Up to $100/month per coach

Not to exceed..... 19,900 hours of coaching services.

MTEC Administration Fee ..... 5%, not to exceed $35,000

Exhibit B

Mission: To support and develop leaders within the Milwaukee Public Schools capable of bringing about meaningful change that will lead to increased student achievement.

- Increase student achievement by supporting leadership development with honest, confidential feedback that assists principals in identifying disconnects between core values and actions, personal leadership styles and how each style produces a different result, problem solving techniques and reframing of issues, data analysis that helps drive decisions for instructional improvement, goal setting and follow through, visioning and working for collaboration around that vision.
- Support the Superintendent's Five Capacity Builders by reviewing progress with principals on a regular basis, setting goals, and helping the principal evaluate the school's capacity in the five areas.
- Support the Comprehensive Balanced Literacy Framework and Comprehensive Mathematics Framework by helping principals' work with others to identify and implement best practices. Coaches facilitate the dissemination of tools and practices throughout the district, and help to develop district tools for planning.
- Support Principals in the development and use of skills focusing on both management and leadership including leadership development of others within their schools.
- Meet with principals on a regular basis providing one-on-one coaching, technical assistance, follow-up on MPS management requirements and initiatives, and design questions and procedures to move the district from a compliance-driven district to a professional learning community district.

- Mentor new principals and Assistant Principals In Charge in the management tools necessary for the principalship while concentrating on instructional leadership where applicable.
- Introduce the use of coaching skills to MPS via guided readings, demonstrations, and classes in coaching so that principals can use these skills for leadership development within their own buildings
- Create partnerships with local institutions of higher education to assure new administrative candidates are competent in leadership competencies articulated in PI-34.
- Provide technical assistance to Schools Identified for Improvement (SIFI) and non-SIFI schools by chairing and co-chairing the educational plan reviews and on-going support. (Minimum 2 hours/school).
- Provide assistance in budget preparation, including technical assistance, problem solving, and goal setting for long and short range planning.
- Facilitate culture change throughout Milwaukee Public Schools by focusing on relationship building, collaboration empowerment, development of others, and use of best practices as detailed in Michael Fullen's work on school change.
- Provide intensive support for new principals and APIC's.
- Provide design questions, using current MPS processes, to transform school staffs from "independent" professionals into professional learning communities where the improvement of teaching and learning is the goal. Assist principals in dealing with organizational change by strengthening their tolerance for frustration by providing an understanding of their own blind spots and patterns of resistance to change. Principals need to be able to face problems and improve their capacity for future challenges especially when making decisions about limited resources that directly affect student achievement.
- Provide feedback to the administration and to principals regarding change, help to design new processes, and provide support so that schools do not suffer in the transformation of central services as the district offices downsize due to budget constraints.
- Help in the development of future Milwaukee Public School leaders from the assistant principal and teacher ranks aligning their development with the new leadership standards found in PI-34.
- Work with and empower school-based leaders, especially those in Schools in Need of Improvement, and those in the Low Value Added quadrants to bring about change in their schools that will lead to increased student achievement by focusing on the components of a professional learning community, the Comprehensive Literacy Framework, and the five capacity builders
- Establish a two-way communication model for principals and Central Services that will facilitate a boundaryless organization where support for the classroom is the main objective.
- Assist principals in using the current accountability tools to directly impact student achievement.
- Identify best practices in high performing schools and assist in the replication of these in other schools within the district using the leadership models.
- Empower stakeholders to plan together, address problems, and build consensus in order to create a professional learning community by coaching learning teams.
- Train and support principals and learning teams in the Low Value Added quadrants to bring about change that leads to improvement and development.

- Submit use of time sheets, which must be approved by MPS on a monthly basis. These time sheets include the following activities:
  - Technical Assistance
  - Observing
  - MPS Inservices
  - Coaching
  - Preparation
  - MPS Initiatives
  - Coach Training
  - Meetings
  - College Connection

MPS will pay only for the time spent by coaches approved by MPS. MPS reserves the right to require other assignments as needed.

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

* * * * *

REPORTS OF SPECIAL COMMITTEES

The Director, Office of Board Governance/Board Clerk, presented 7 expulsion orders from the Independent Hearing Panel of the Milwaukee Board of School Directors.

Director Johnson moved to accept the reports of the Independent Hearing Panel of September 13, 20, 22, 23 and 29, 2004.

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

Ayes— Directors Balistreri, Dannecker, Hardin, Horton, Johnson, O'Neil, Spence, and President Blewett—8.

Noes—None.

* * * * *

COMMUNICATIONS AND PETITIONS

The Director, Office of Board Governance/Board Clerk, presented the following communication:

(Item A) Communication 0405C-001 from WWAPP (Women with a Positive Purpose),Inc., Requesting an Opportunity to Present Its Program for Teenage Mothers

Referred to the Committee on Innovation/School Reform.

* * * * *

RESOLUTIONS

Resolution 0405R-029

by Director Spence

WHEREAS, Board Governance Policy 2.02, section (2)(b), prescribes that the Milwaukee Board of School Directors shall "enforce upon itself whatever discipline is needed to govern the Milwaukee Public Schools with excellence"; and

WHEREAS, Board Rule 3.01, Code of Ethics — Board of School Directors, states that "Members of the Board recognize that they are public officials who are accountable to the citizens of the City of Milwaukee. As such, they will seek to maintain the highest standards of ethical conduct, avoiding both the actuality and appearance of conflict of interest"; and

WHEREAS, Section (1)(b) of that same Board Rule states, "A Board member shall not engage in conduct tending to injure the good name of the Board or the school district, to hamper or interfere with its work, or to expose the District to legal liability"; and

WHEREAS, Section (7), "Conflicts of Interest," of that same Board Rule prohibits Board members from engaging in any private or professional activities which could create conflict between personal interests and interests of the Milwaukee Public Schools or are incompatible with the impartial and objective performance of their duties; from taking any official action affecting a matter in which the Board member or a member of his/her family has a substantial financial interest; and from seeking or accepting personal gain which would influence, or appear to influence, the conduct of their official duties; and

WHEREAS, City Ordinance 303-11, Financial Disclosure, requires all elected City officials and city employees having discretionary powers to file an annual statement of economic interests; and

WHEREAS, Paragraph (7)(f) of Board Rule 3.01 requires any Board director who is employed by or represents — or who has a member of his or her immediately family that is employed by or represents — a vendor supplying or seeking to supply goods and services to the Milwaukee Public Schools to disclose this relationship on a form supplied by the Office of Board Governance, but does not require the same level of disclosure from all Board members as does the City's statement of economic interests; now, therefore, be it

RESOLVED, That, in order to "maintain the highest standards of ethical conduct" and to aid in avoiding "both the actuality and appearance of conflict of interest," the Milwaukee Board of School Directors direct the Board Clerk/Director, Office of Board Governance, to review the City's statement of economic interests, and any other such documents which the Board Clerk may deem applicable, and to draft, in cooperation with the Office's Chief Auditor and the City Attorney, a similar instrument to be submitted annually by each member of the Milwaukee Board of School Directors; and be it

FURTHER RESOLVED, That the Board direct the Board Clerk/Director, Office of Board Governance, to draft revisions to Board Rule 3.01, Code of Ethics — Board of School Directors, section (7)(f), to reflect this new, mandatory instrument; and be it

FURTHER RESOLVED, That the Board direct the Board Clerk/Director, Office of Board Governance, to bring the drafts of both the instrument and the revised Board Rule 3.01(7)(f) back to the Board for approval no later than January 2005.

Referred to the Committee on Legislation, Rules and Policies.

Resolution 0405R-030

by Director Hardin

WHEREAS, Milwaukee Public Schools is responsible for ensuring the safety of our school children; and

WHEREAS, Since the implementation of the NSI program in the fall of 2000, many more students are walking to their neighborhood schools and crossing busy intersections; and

WHEREAS, Safety regarding student transportation to and from school is a continuous concern for the district; and

WHEREAS, Through an Intergovernmental Agreement with the Milwaukee Public Schools, the City of Milwaukee provides crossing guards to increase neighborhood safety and to help children safely cross streets; and

WHEREAS, The City of Milwaukee also provides training and equipment for the crossing guards; and

WHEREAS, On streets with heavy volumes of traffic, crossing guards' lives are in danger because drivers have limited visibility of the crossing guards and decreased stopping time; now, therefore, be it

RESOLVED, That the Intergovernmental Agreement between the City of Milwaukee and Milwaukee Public Schools state that crossing guards for Milwaukee Public Schools children be provided with hand-held stop signs to be used while on duty to increase drivers' visibility of the crossing agents and to help increase safety for children crossing at busy intersections; and be it

FURTHER RESOLVED, That the Administration come back to the Board with an amendment to the Intergovernmental Agreement and report on the status of the implementation of this resolution no later than the December Board cycle.

Referred to the Committee on Finance/Personnel.

Resolution 0405R-031

by Director Balistreri

WHEREAS, The Milwaukee Public Schools participates in the federal school lunch, school breakfast, after-school snack, and summer food-service programs; and

WHEREAS, The purpose of participating in these programs is to support the demonstrated relationship among food, nutrition, wellness, learning, and the nation's goal of excellence in education for all children; and

WHEREAS, The Milwaukee Public Schools also participates in these programs in order to aid students in developing healthful food habits through providing nutrition education and healthful food choices that reflect dietary guidelines as well as student preferences; and

WHEREAS, This school year, more school kitchens are operating as receiving sites rather than production sites, which eliminates the ability of staff to bake the bread served as a part of student meals; and

WHEREAS, To maintain the quality of the food being offered, it advantageous to the district to be able to bake breads and to prepare other baked goods which promote healthful eating habits; and

WHEREAS, Contracting out for services and products that can be completed within the district reflects poorly on the district's ability to be fiscally responsible; now, therefore, be it

RESOLVED, That the Administration not establish contracts with vendors for purchasing bread until such time as a report is brought back to the Board detailing how the decision to outsource a portion of food services function is a sound fiscal decision for the district; and be it

FURTHER RESOLVED, That the report be brought back to the Board by the December Board meeting cycle.

Referred to the Committee on Finance/Personnel.

Resolution 0405R-032

by Director Balistreri

WHEREAS, Administrative Policy 2.05, School Building Administration, gives principals the general supervision of the school premises over which they preside, as well as responsibility for the general management, instruction, and discipline of their schools; and

WHEREAS, That same Administrative Policy 2.05 directs that principals shall administer the school funds in their possession; and

WHEREAS, In order to administer those funds effectively and efficiently, principals must know what funds they have and how they are being used; and

WHEREAS, Each year, sometimes in mid-term, principals are assigned to different schools and, among the many tasks with which such a transition imposes on them, they must quickly become familiar with the financial status of their schools; and

WHEREAS, Although every new principal has the right to request a limited review of his or her school's cash transitions, many apparently are not aware of that right and, therefore, miss an opportunity to make the difficult transition slightly easier and to better ensure that they gain a thorough understanding of their schools' current fiscal positions; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors direct the Administration, beginning in November 2004, to notify all school principals that, whenever there has been a change in a school's principal, the new principal may request, at no cost to the school, a limited review of that school's cash transactions by submitting such a request, in writing, to the Audit Services Division of the Office of Board Governance; and be it

FURTHER RESOLVED, That the Board direct the Administration to invite the district's Chief Auditor to attend the first principals' meeting of each school year to explain this option to the principals; and be it

FURTHER RESOLVED, That the Board direct the Administration to include in the first Administrator's Bulletin issued each school year, notice of the principals' right to request limited reviews of their schools' cash transactions and instructions on how to do so.

Referred to the Committee on Finance/Personnel.

The Board recessed from 8:55 to 9:16 PM.

The Board adjourned at 10:08 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
SEPTEMBER 30, 2004

Special meeting of the Board of School Directors called to order by President Blewett at 10:09 PM.

Present—Directors Balistreri, Dannecker, Hardin, Horton, Johnson, O'Neil, Spence, and President Blewett—8.

Absent and excused—Director Morales—1.

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

September 29, 2004

To the Members of the Board of School Directors:

At the request of President Peter Blewett, a special meeting of the BOARD OF SCHOOL DIRECTORS will be held at 8:30 P.M. (OR IMMEDIATELY UPON ADJOURNMENT OF THE REGULAR SEPTEMBER BOARD MEETING) ON THURSDAY, SEPTEMBER 30, 2004, 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.

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

LYNNE A. SOBCZAK
Board Clerk

Director Johnson moved that the Board retire to executive session, pursuant to Wisconsin Statutes Section 19.85(1)(e), for the purpose of formulating strategies concerning collective bargaining negotiations matters.

The motion prevailed, the vote being as follows:

Ayes—Directors Balistreri, Dannecker, Hardin, Horton, Johnson, O'Neil, Spence, and President Blewett—8.

Noes—None.

The Board retired to executive session at 10:12 PM.

The Board adjourned from executive session at 11:00 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
OCTOBER 14, 2004

Special meeting of the Board of School Directors called to order by President Blewett at 7:38 PM.

Present—Directors Balistreri, Dannecker, Hardin, Horton, O'Neil, Spence, and President Blewett—7.

Absent and excused—Directors Johnson and Morales—2.

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

October 13, 2004

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Peter Blewett, a special meeting of the Milwaukee Board of School Directors will be held in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, on Thursday, October 14, 2004, at 7:30 p.m. or immediately upon adjournment of the meeting of the Committee on Special Education, which is scheduled to begin at 6:30 p.m., for the following purposes:

1. to conduct a performance evaluation of the Director, Office of Board Governance/Board Clerk; and
2. to consider–employment, compensation, and performance evaluation data relative to the terms of an employment agreement for 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 convene in executive session for the purposes stated above. The Board may reconvene in open session to take action on matters discussed in executive session.

LYNNE A. SOBCZAK
Board Clerk

Director Spence moved that the Board retire to executive session, pursuant to Wisconsin Statutes 19.85(1)(c), to conduct a performance evaluation of the Director, Office of Board Governance/Board Clerk, and to consider employment, compensation, and performance evaluation data relative to the terms of an employment agreement for the Director, Office of Board Governance/Board Clerk.

The motion prevailed, the vote being as follows:

Ayes—Directors Balistreri, Dannecker, Hardin, Horton, O'Neil, Spence, and President Blewett—7.

Noes—None.

The Board retired to executive session at 7:42 PM.

The Board reconvened in open session at 8:45 PM.

Director Spence moved that the Board renew the employment agreement for the Board Clerk/Director, Office of Board Governance, for a two-year term commencing October 14, 2004, and ending October 13, 2006, and authorize the Board President to negotiate and execute the contract on behalf of the Board.

The motion prevailed, the vote being as follows:

Ayes—Directors Balistreri, Dannecker, Hardin, Horton, O'Neil, Spence, and President Blewett—7.

Noes—None.

The Board adjourned at 8:48 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
OCTOBER 25, 2004

Special meeting of the Board of School Directors called to order by President Blewett at 8:22 PM.

Present—Directors Balistreri, Dannecker, Hardin, Johnson, Morales, Spence, and President Blewett—7.

Absent and excused—Directors Horton and O'Neil—2.

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

October 25, 2004

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Blewett, a special meeting of the Board of School Directors will be held at 8:00 p.m. on Monday, October 25, 2004, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of considering and taking action on the suspension of paragraphs 3 & 7 of Administrative Procedure 5.02(3)(d), "Use of School Facilities: Use by Community: Public Forum Meetings", in order to permit school facilities to be used as political public forums within two weeks of the November 2, 2004, general election.

LYNNE A. SOBCZAK
Board Clerk

Director Hardin moved that the Board suspend paragraphs 3 and 7 of Administrative Procedure 5.02 (3) (d), Use of School Facilities: Use by Community: Public Forum Meetings, in order to permit school facilities to be used as political forums within two weeks of the November 2, 2004, general election.

The motion prevailed, the vote being as follows:

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

Noes—Director Johnson—1.

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

The Board recessed from 9:09 to 9:37 PM.

The Board adjourned at 9:50 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
OCTOBER 28, 2004

Regular meeting of the Board of School Directors called to order by President Blewett at 7:10 PM.

Present—Directors Balistreri, Dannecker, Hardin, Horton, Johnson, O'Neil, Spence, and President Blewett—8.

Absent and excused—Director Morales—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, however, the Milwaukee Board of School Directors is pleased to present the Excellence in Education Award to two recipients:

Valencia Faye Brown
Teacher
Fifty-third Street School

Valencia Faye Brown, who has dedicated 29 years to Milwaukee Public Schools as an elementary teacher, is currently teaching first grade at 53rd Street School. Ms. Brown attended Lloyd Street School, Victor Berger (now Dr. Martin Luther King, Jr.), Fulton (now Malcolm X), and Rufus King High School. In addition to the many teachers who served as role models for Ms. Brown during her own education in Milwaukee Public Schools, her mother was a teacher in the district and encouraged her to pursue a career in education.

Ms. Brown has reaped many rewards during her tenure as a teacher. One of the greatest is being able to offer encouragement to students when they are afraid to try something new and being able to see them grow, learn, and progress. In order to support this process, Ms. Brown makes a strong effort to communicate with the parents of her students to involve them in their children's learning. Because she consistently uses this collaborative approach, her students regularly meet the academic challenges that are put before them to prepare them for future academic and professional pursuits.

Ms. Brown's classroom is a bright, colorful, visually stimulating, and welcoming learning environment with many tools for success strategically placed on the walls. She provides her students with the necessary skills to use their time wisely and effectively and has named the class the "busy bees." Their class motto is "a busy bee always has something to do," which exemplifies the meaningful and purposeful academic experience Ms. Brown provides to her students daily.

In addition to her classroom work with her students, Ms. Brown is an active contributor to the field of education at the school, local, and national levels. She has served as a cooperative teacher for many student teachers and was recently named to the prestigious "Whose Who Among America's Teachers." She enjoys using the mentoring model with her students and student teachers and views her mother as her greatest mentor. In addition, she is an active member in the Delta Sigma Theta Sorority, an organization with a service focus.

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

# # #

The second Excellence in Education Award is being presented to:

Kathy Munson
Director of Mentoring Programs
YMCA of Metropolitan Milwaukee

Kathy Munson has served as the Director of Mentoring Programs for the YMCA of Metropolitan Milwaukee since 1988. During this time, she has had a positive impact on the lives of thousands of Milwaukee students through her work with the One on One Mentoring Program and the Sponsor-A-Scholar Program. In addition, she continues to serve as a volunteer with the Milwaukee Partnership Academy; directs other leadership development programs for students, including Youth in Government, Teen Leaders, Teen Achievers and the Teen Action Council; and serves as the chair of the Wisconsin Youth Mentoring Council.

In her role as Director of Mentoring Programs for the YMCA, Ms. Munson is responsible for recruiting, training, and supervising over 300 volunteers per year. In doing so, she is charged with identifying and placing caring volunteer mentors with students. She places a great deal of emphasis on promoting volunteerism as the key to positively affecting the lives of as many Milwaukee children as possible. Her professional work is focused on providing students with opportunities which they might otherwise not have been exposed to and helping each student reach his/her full potential while supporting his/her dreams and goals.

The One on One Mentoring program pairs middle-school students with corporate volunteers who have been trained in academic mentoring through the YMCA. Students meet weekly with their mentors for approximately two hours to advance their academic goals. There are 13 One on One sites located in schools, 11 of which are MPS sites. The Sponsor-A-Scholar Program, which focuses on high-school students, provides academic, personal, and financial support to low-income urban students in Milwaukee Public Schools. The program has a 97% graduation rate, with 50 new students recruited to participate each year. When viewed together, both programs provide continuous mentoring for students in middle school, high school, and college.

Ms. Munson believes in the power of partnerships and derives energy from people committed to change in Milwaukee. She has experienced this firsthand through her volunteer work with the Milwaukee Partnership Academy. During the last year and a half, she has successfully chaired the workgroup dedicated to tutoring and family literacy. Through this workgroup, the One on One Mentoring Program serves as a model for tutoring throughout Milwaukee.

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

Special Recognition — Community Learning Centers

MPS Superintendent William Andrekopoulos and 12 youth-serving agencies who partner with MPS hosted "Keep the Lights Burning Bright: A Celebration of Milwaukee's Community Learning Centers (CLCs)" at South Division High School on Thursday, October 14. The celebration featured a number of community and governmental leaders, including MPS Board President Peter Blewett, Mayor Tom Barrett, County Executive Scott Walker, State Superintendent Elizabeth Burmaster, and U.S. Senator Herb Kohl.

The event, which opened with a news conference highlighting the importance of sustaining high-quality after-school programs for Milwaukee's children, was part of the 5th Annual Lights On After School rally, sponsored by the Afterschool Alliance. More than 6,000 after-school program sites across the nation held similar events on October 14.

Milwaukee's CLCs are the product of an extensive collaboration among MPS and the Boys & Girls Club of Greater Milwaukee, COA Youth and Family Centers, Journey House, Latino Community Center, Milwaukee County Extension, Neighborhood House, Northcott Neighborhood House, Opportunities Industrialization Center, Our Next Generation, Silver Spring Neighborhood Center, United Migrant Opportunities Services, and YMCA of Metropolitan Milwaukee.

The more than 40 CLCs — which are open for more than 17,000 hours every academic year in convenient Milwaukee Public Schools locations — offer young people safe, fun places in which to engage in educational, recreational, and social activities before and after school. Since 1998, over 100,000 families have relied on Milwaukee's CLCs for quality enrichment activities, homework help, social interaction, and nutritional meals. Besides offer entertaining recreational and social activities, these Centers prepare students to succeed in the classroom and to become productive members of tomorrow's work force.

In honor of the 5th Annual Lights On After School rally, Tom Barrett, Mayor of Milwaukee, and Scott Walker, Milwaukee County Executive, respectively, have presented the following proclamations to the Milwaukee Public Schools:

Office of the Mayor
CITY OF MILWAUKEE

Proclamation

WHEREAS, The City of Milwaukee and Milwaukee Public Schools are committed to providing safe, quality after-school programs and opportunities; and,

WHEREAS, Milwaukee's Community Learning Centers have provided significant leadership in the area of community involvement in the education and well-being of our youth, grounded in the principle that quality after-school programs are key to helping our children become successful adults: and,

WHEREAS, *Lights On After School!* is a national celebration that promotes the critical importance of quality after-school programs in the lives of children, their families, and their communities; and,

WHEREAS, More than 28 million children in the United States have parents who work outside the home, more than fourteen million children have no place to go after school, and many after-school programs are facing funding shortages so severe that they are being forced to shut their doors and turn off their lights; and,

WHEREAS, The City of Milwaukee is proud to celebrate *Lights On After School!,* and commits our community to engage in innovative after-school programs and activities that ensure the lights stay on and the doors stay open for all children after school;

NOW, THEREFORE, I, TOM BARRETT, Mayor of the City of Milwaukee, do hereby proclaim Thursday, October 14, 2004, to be

LIGHTS ON AFTER SCHOOL! DAY

throughout the City of Milwaukee.

• • • •

Milwaukee County

Executive Proclamation

WHEREAS, *Lights On Afterschool!*, a national celebration of after-school programs taking place on October 14, promotes the critical importance of quality after-school programs in the lives of children, their families and their communities; and

WHEREAS, Milwaukee's Community Learning Centers have provided significant leadership in the area of community involvement in the education and well-being of our youth, grounded in the principle that quality after-school programs are key to helping our children become successful adults; and

WHEREAS, the citizens of Milwaukee stand firmly committed to quality after-school programs and opportunities because they provide safe, challenging, engaging and fun learning experiences to help children and youth develop their social, emotional, physical, cultural and academic skills; and

WHEREAS, this effort helps build stronger communities by involving our students, parents, business leaders and adult volunteers in the lives of our young people, thereby promoting positive relationships among children, youth, families and adults; now, therefore,

I, SCOTT WALKER, County Executive of Milwaukee County, do hereby proclaim October 14,2004 as

Lights On Afterschool! Day

and I encourage our community to engage in innovative after-school programs and activities that ensure the lights stay on and the doors stay open for all children after school.

The celebration concluded with a community parade led by students, parents, staff, event dignitaries, and the South Division Marching Band from South Division to Allen-Field Elementary School and a tour of the Allen-Field CLC.

Resolution in Recognition of MPS CLCs

by President Blewett on Behalf of the Board

Resolution in Honor of
21st Century Learning Centers

WHEREAS, *Lights On Afterschool!*, a nation-wide celebration recognizing the vital importance of high-quality after-school programs in the lives of children, their families, and their communities, took place on October 14; and

WHEREAS, The Milwaukee Public Schools' Department of Recreation & Community Services can take great pride in having created the more than 40 21st Century Community Learning Centers, known as CLCs, across Milwaukee which offer after-school programs and activities to assist students who are at risk of academic failure and provide a safe and drug-free environment for social and recreational activities; and

WHEREAS, The vision of these CLCs is to make a meaningful contribution to helping children achieve academic excellence, to helping families create a supporting and stimulating environment in the home, and to helping the community create safe and viable neighborhoods; and

WHEREAS, The CLCs offer one-on-one tutoring, small-group instruction and academic support, homework help, youth service-learning projects, a variety of recreational and social activities, and adult advancement and enrichment courses; and

WHEREAS, The CLCs have served more than 100,000 families in the evenings, on the weekends, and during the summer since their inception in 1998; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors express its deep gratitude and warmest congratulations to the administrators and staff of the MPS Department of Recreation & Community Services for the great service which they provide to the City of Milwaukee and its children and their families; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors also recognize and thank the Boys & Girls Club of Greater Milwaukee, COA Youth and Family Centers, Journey House, Latino Community Center, Milwaukee County Extension, Neighborhood House, Northcott Neighborhood House, Opportunities Industrialization Center, Our Next Generation, Silver Spring Neighborhood Center, United Migrant Opportunities Services, and YMCA of Metropolitan Milwaukee for being partners with MPS in the creation, housing, and operation of the 21st Century Community Learning Centers for the benefit of Milwaukee's youth and their families; and

FURTHER RESOLVED, That this resolution be spread upon the permanent proceedings of the Board of School Directors; and be it

FURTHER RESOLVED, That the Board instruct the Board Clerk to have engrossed copies of this document, suitably signed and sealed, prepared and delivered to the MPS Department of Recreation & Community Services and to each of its community partners in commemoration of their hard work, dedication, and commitment to providing safe havens and bright futures to the children of Milwaukee.

Adopted by Consensus.

Special Recognition of the Milwaukee Metropolitan Alliance of Black School Educators

Resolution in Honor of
The Metropolitan Alliance of Black School Educators

WHEREAS, The Metropolitan Milwaukee Alliance of Black School Educators (MMABSE) continues to be a valuable partner of Milwaukee Public Schools and a true friend of education; and

WHEREAS, MMABSE's founding purpose has engendered an activist agenda to:

- promote and facilitate the education of all students, especially African-American;
- establish coalitions with others;
- create forums for the exchange of ideas and strategies;
- influence public policy;
- identify and professionally develop African-American educators; and

WHEREAS, MMABSE, recognizing that the achievement gap is having a devastating impact on the African-American population and on society in general, has made a pledge to act; and

WHEREAS, Recognizing strength in numbers, MMABSE has developed a coalition of valued partners in its efforts to examine solutions and best practices to eliminate the achievement gap that plagues African-American youth; and

WHEREAS, MMABSE continues to show commitment to developing solutions and policies to increase student achievement and to eradicate the achievement gap; and

WHEREAS, MMABSE's commitment to change and adoption of a Pledge to act demonstrates its serious commitment to embrace the necessary changes for Milwaukee's children; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors extend its sincere appreciation to the Milwaukee Metropolitan Alliance of Black School Educators for its commendable efforts toward closing the achievement gap; and be it

FURTHER RESOLVED, That the Board instruct the Office of Board Governance to have an engrossed copy of this resolution, suitably signed and sealed, prepared and delivered to our much valued partner in education, Metropolitan Milwaukee Alliance of Black School Educators, in recognition of its continuing efforts toward ensuring that all of the children of Milwaukee receive a quality education and a fair and equal opportunity for success.

Adopted by consensus.

Other Awards & Commendations

Schools

Parkview Elementary School has once again been recognized as one of Milwaukee's finest. Parkview has been selected to receive the *New Wisconsin Promise School of Recognition Award* by the Department of Public Instruction. This award is given to schools that have demonstrated a solid level of achievement for several consecutive years. Principal Deborah Bent; Alma Fifer, a fifth-grade teacher; and Kathleen Andrews, the reading resource teacher, attended the ceremony at the State Capitol on October 18, 2004. The school, which will receive a commemorative plaque and $1,500, will be included on the *New Wisconsin Promise School of Recognition Award* website.

Staff/Departments

Congratulations to the Office of Communication and Public Affairs and MPS Duplicating! Milwaukee Public Schools was an award winner in the *2004 Printing Innovation with Xerox Imaging (PIXI)*, which is designed to honor excellence and innovation in digital-printing applications. Milwaukee Public Schools' Summer 2004 Literacy Program Passport was selected from several hundred international entries. This award is wonderful recognition for the talented staff and state-of-the-art equipment which they use to enrich the lives and academic success of our students.

# # #

Valerie Hoehnke, speech pathologist; Susan Loesl, adaptive art specialist; and Mary Beth Werner, occupational therapist, have been selected for the second year in a row to be presenters at an international assistive technology conference, entitled "Closing the Gap," in Minneapolis. They are nationally recognized in this area. Their hard work and dedication is a positive reflection of the work they do in MPS.

# # #

Nancy Jo Grochowski, a teacher at Lincoln Center of the Arts, has been named a finalist for the Presidential Award for Excellence in Mathematics and Science Teaching sponsored by the Department of Public Instruction, with additional support from the National Science Foundation. The awards ceremony was held at the Monona Terrace Convention Center in Madison on October 22.

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APPROVAL OF MINUTES

The minutes of the regular and special Board meetings of September 7, 22, and 30, 2004, were approved as printed.

* * * * *

COMMUNICATIONS FROM THE SUPERINTENDENT

(Item A) Approval of a Negotiated Labor Agreement with the Administrators and Supervisors Council (ASC)

Office of the
Superintendent of Schools

TO THE BOARD OF SCHOOL DIRECTORS:

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

Administrators and Supervisors Council (ASC) —
Two-year contract (July 1, 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 summary document below and that changes and benefits as reflected in said document be extended to all exempt certificated and classified personnel excluded from membership in the Administrators and Supervisors Council, including staff in the Office of Board Governance and cabinet-level personnel.

Sincerely,

William G. Andrekopoulos
Superintendent of Schools

Highlights of Contract Resolution between
the Milwaukee Board of School Directors and
the Administrators And Supervisors Council (ASC)
July 1, 2003, through June 30, 2005

1. Two (2)-year contract (July 1, 2003, through June 30, 2005).

2. Salaries:
   7/01/03 ..... 2.0%
   1/30/04 ..... $500 per full-time bargaining unit member (base building)
   7/01/04 ..... $200 plus 2.0% (base building)
   1/28/05 ..... $600 (base building)

3. Health insurance: ..... Design changes
   Employee premium share language

4. Commitment to establishing a health and productivity management (H&PM) program

5. Commitment to support initiatives which might reduce healthcare costs regionally

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

Director Johnson moved that the Board approve and adopt the contract as highlighted in the summary document below and that changes and benefits as reflected in said document be extended to all exempt certified and classified personnel excluded from membership in the Administrators and Supervisors Council, including staff in the Office of Board Governance and cabinet-level personnel.

The motion prevailed, the vote being as follows:

Ayes—Directors Balistreri, Dannecker, Hardin, Horton, Johnson, O'Neil, Spence and President Blewett—8.

Noes—None.

* * * * *

(Item B) Disallowance of Claims

Office of
Superintendent of Schools

TO THE BOARD OF SCHOOL DIRECTORS:

In accordance with established procedures, I present the following claims:

1. Notice of Injury/Notice of Claim served on the Milwaukee Public Schools by Mr. Joseph T. Ganzer, attorney, on behalf of Doris Gangler, an adult who allegedly sustained personal injuries while attending an event at the South Division High School on May 27, 2004.

   Claim is being sought in the amount of $240,000.

2. Claim for Relief served on the Milwaukee Public Schools by Mr. Robert C. Menard, attorney, on behalf of Timothy Yanasak, an employee of Milwaukee Public Schools, who allegedly sustained personal injuries as the result of an automobile accident involving a vehicle owned by the Milwaukee Public Schools on November 6, 2003.

   Claim is being made in the sum of $150,000.

Wausau Insurance Companies, the third-party administrator which currently investigates the general liability and automobile liability claims filed against the district, has requested that these claims be disallowed.

Therefore, I recommend that the Board disallow the abovementioned 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 Johnson the claims were disallowed and placed on file, the vote being as follows:

Ayes—Directors Balistreri, Dannecker, Hardin, Horton, Johnson, O'Neil, Spence and President Blewett—8.

Noes—None.

* * * * *

COMMUNICATIONS FROM THE BOARD CLERK

(Item A) Possible Action on Suspension of Board Rule 1.02(1) to Allow the Rescheduling of the Regular November and December 2004 Board Meetings

Office of
Board Governance

TO THE BOARD OF SCHOOL DIRECTORS:

Board Rule 1.02(1) provides that, "Regular meetings of the Board . . . .shall be on the last Thursday of each month. When any regular meeting day falls on a legal holiday, the meeting shall be held on the next business day." Under the provisions of this Rule, due to Thanksgiving's falling on the last Thursday in November, the regular November 2004 Board meeting will automatically be moved to Monday, November 29. The regular December 2004 Board meeting, however, would take place during the district's Winter Break, on Thursday, December 23, the day before Christmas Eve.

Should the Board wish to change either of these meeting dates to a date of its choosing, it will have to suspend Board Rule 1.02(1).

Sincerely,

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

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

The motion prevailed, the vote being as follows:

Ayes—Directors Balistreri, Hardin, Horton, Johnson, O'Neil, Spence and President Blewett—7.

Noes—Director Dannecker—1.

Director Hardin moved to reschedule the Regular November 2004 Board Meeting to November 23, 2004, and the Regular December 2004 Board Meeting to December 20, 2004.

The motion prevailed, the vote being as follows:

Ayes—Directors Balistreri, Dannecker, Hardin, Horton, Johnson, O'Neil, Spence and President Blewett—8.

Noes—None.

* * * * *

REPORTS OF STANDING COMMITTEES

Separate consideration was requested of Item 2 of the Report of the Strategic Planning and Budget Committee, Action on Recommendations to Amend the Adopted Fiscal Year 2005 Budget for the School Operations, Construction, and Extension Fund.

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

Ayes—Directors Balistreri, Dannecker, Hardin, Horton, Johnson, O'Neil, Spence and President Blewett—8.

Noes—None.

COMMITTEE ON INNOVATION/SCHOOL REFORM

Director O'Neil 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 Milwaukee Learning Laboratory and institute (Grades 9-12)

Background

On May 28, 2004, the Milwaukee Learning Laboratory and Institute (MLLI) submitted a proposal to become an MPS instrumentality charter school for the 2005-2006 school year. On July 14, 2004, members of the MPS Charter School Review Panel met to review the charter school proposal. At that meeting, team members demonstrated their passion, commitment, and support for MLLI's proposal.

Analysis

1. Following the demonstration, the Panel decided to recommend the concept of MLLI's proposal to become an MPS instrumentality charter school. The Panel believes that MLLI's proposal has the components necessary to establish a successful charter school. Some of the factors contributing to the endorsement are that MLLI:

   a. has a dedicated team willing to take ownership for the concept of the Milwaukee Learning Laboratory and Institute;

   b. proposes a curriculum adopted from the MPS alignment process;

   c. has adopted a teacher-led co-op for the leadership style of the school;

   d. has created a decision-making framework that values parental, community, and school collaboration; and

e. proposes a small class size and personal environment that is very attractive to a number of Milwaukee parents and high-school students.

2. The MPS Charter School Review Panel recommends that the concept of MLLI's 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, Board Policy, or Rule Statement

4. The recommendation is consistent with Wisconsin Statute 118.40, Charter Schools, and Administrative Policy 9.12, Charter Schools.

Fiscal Impact Statement

5. Upon approval, the FY2006 budget will allocate funds to Milwaukee Learning Laboratory and Institute Charter School in the same manner as it does to other MPS Instrumentality Charter schools.

Committee's Recommendation

Your Committee recommends that the Board:

1. approve the concept of the Milwaukee Learning Laboratory and Institute's proposal at this time; and

2. authorize the Office of Diversified Community Schools, in consultation with the Board's designee and the Office of the City Attorney, to begin contract negotiations with representatives from the Milwaukee Learning Laboratory and Institute in anticipation of the establishment of an MPS instrumentality charter school with a five-year contract with the Board for 320 seats, beginning with the 2005-2006 school year, contingent upon a suitable facility's being identified and approved by MPS.

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

* * * * *

(Item 2) Action to Approve a Grade-Level Change from K-5 to Grades K-8 at Fifty-Third Street Elementary School

Administration's Analysis

1. As part of the Neighborhood Schools Plan, eight classrooms and renovations were completed in Fall 2003 at 53rd Street School. The original Neighborhood Schools expansion plan was for 53rd Street School to continue as a K-5 school with 559 students.

2. The school community, with support from Central Services, conducted aggressive outreach to the community. Despite these efforts, the Third-Friday enrollment counts for 53rd Street School was 330 in September 2002, 382 in September 2003, and 362 in September 2004.

3. The September 2004 enrollment was significantly below the projection and school capacity. As a vehicle to increase the student enrollment and to provide an opportunity for grades 6 through 8, the school is requesting to change from K-5 to K-8. With the additional students in grades 6-8, it is projected that, by the school year 2007-2008, the total school student population will be approximately 524.

4. The Neighborhood Schools Plan has significantly increased the number of schools offering K-8 programs. The Board has also approved additional K-8 schools by separate action. Currently, there are 35 K-8 schools, 22 in transition to become full K-8 schools, and one that will begin transition in the fall 2005. In 2005-2006, we will have 58 K-8 schools, including 13 in transition. Prior to the Neighborhood Schools Plan, 11 schools were K-8.

5. Parents were surveyed in the fall of 2003 and, by an overwhelming margin, agreed to support a K-8 program expansion. The 53rd Street School Governance Council has unanimously endorsed the expansion of the school to K-8. The 53rd Street School's staff discussed the proposed expansion and unanimously expressed support in spring of 2004.

6. The school enrollment would be increased by adding 54 grade-six students in 2005-2006, 54 grade-seven students in 2006-2007, and 54 grade-eight students in 2007-2008. Funding to support staffing, educational materials, supplies, and safety measures will be provided through the 53rd Street School's operating budget. The facility can accommodate the proposed expansion. The school currently has two fifth-grade classes.

7. The 53rd Street School staff believes they can offer a high-quality middle-grades educational program. The school has received several grants, including Reading First and EOCA (Early\Ongoing Collaboration and Assistance), which provide monthly professional development activities. 53rd Street School offers Direct Instruction in reading in grades K5–3, literature-based instruction for intermediate students, and a hands-on approach to math and science instruction. Computer-based technology will continue to be used daily in classrooms and the Computer Lab. 53rd Street School will continue Traditional Basic Skills in grades 4-8. Special education programming will continue to provide a wide range of services, including MRP (most restrictive placement) and resource services for students with learning, emotional, physical, and other health-related disabilities. The staff and community will continue to collaborate on and further develop the K-8 curriculum.

8. The proposal anticipates that 53rd Street School, in extending to grade eight, will increase enrollment from the attendance area. Transportation costs should not increase, as 53rd Street School is a community school.

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 Board Policy or Rules Statement

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

Fiscal Impact Statement

11. The 53rd Street School K-8 expansion will be part of the Neighborhood Schools Initiative; therefore, the school will be limited to the same pattern or adjustment to its per-pupil allocation as are the other schools becoming K-8 under the Neighborhood Schools Initiative.

Implementation and Assessment Plan

12. The implementation timeline and number of seats are:

Grade 6	2005-2006	54 seats
Grade 7	2006-2007	54 seats
Grade 8	2007-2008	54 seats

13. Assessments will follow the district's assessment program.

Committee's Recommendation

Your Committee recommends that the Board approve the grade change at 53rd Street School from K-5 to K-8.

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

* * * * *

COMMITTEE ON SPECIAL EDUCATION

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

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Special Education presents the following report:

(Item 1) Monthly Report on Special Education Compliance

Administration's Report

1. Service Information

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

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

	09/04	10/04
Population Served	17,014	16,474

   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.

	09/04	10/04
Initial Evaluations (Completed since 7/04)	138	190
Percentage Identified Special Education	85%	84%
Active Initial Referrals	285	471
Re-evaluations (Completed since 7/04)	20	42
Active Re-evaluations	71	671

2. Data Management Services — Special Services Information Management (SSIMS) Project Status Report as of October 5, 2004

   a. SSIMS (Encore) Database

      - The test Encore server environments were upgraded to Encore 6.3 during September 2004
      - Encore 6.3 will be applied to the Training and Production server environments during October 2004

b. SSIMS Training

- Encore and Forms training is being conducted throughout 2004

c. Interfaces

- Inbound daily interface processing (eSIS to Encore) running three times a day
- Outbound daily interface (Encore to eSIS) running nightly
- School calendar, school entity, and provider interfaces have been created and are being tested

d. IEP Forms

- Enhancements to IEP Forms are being tested in October

e. Reports

- There are approximately 50 standard reports in Encore
- Additional Special Ed. *ad hoc* reports are being created based on user requests

f. Encounter Tracker (ET) — Medicaid Tracking

- ET pilot took place during July and August 2004. Approx. 30 providers participated in the pilot.
- Coding of the interface between ET and the billing provider, MJCare, is in progress

g. Forms Updating Encore Database (FTI)

- FTI coding updates took place in September and are being tested in October.

h. Network Access — School IEP Meeting Room/Special Education Office Space

- SSIMS team continues to work with schools to ensure network access to SSIMS

i. SSIMS Data Quality

- A SSIMS data quality committee meets weekly to evaluate and monitor SSIMS data
- Various *ad hoc* reports have been created to monitor Encore Special Ed. data

j. SSIMS Help Desk

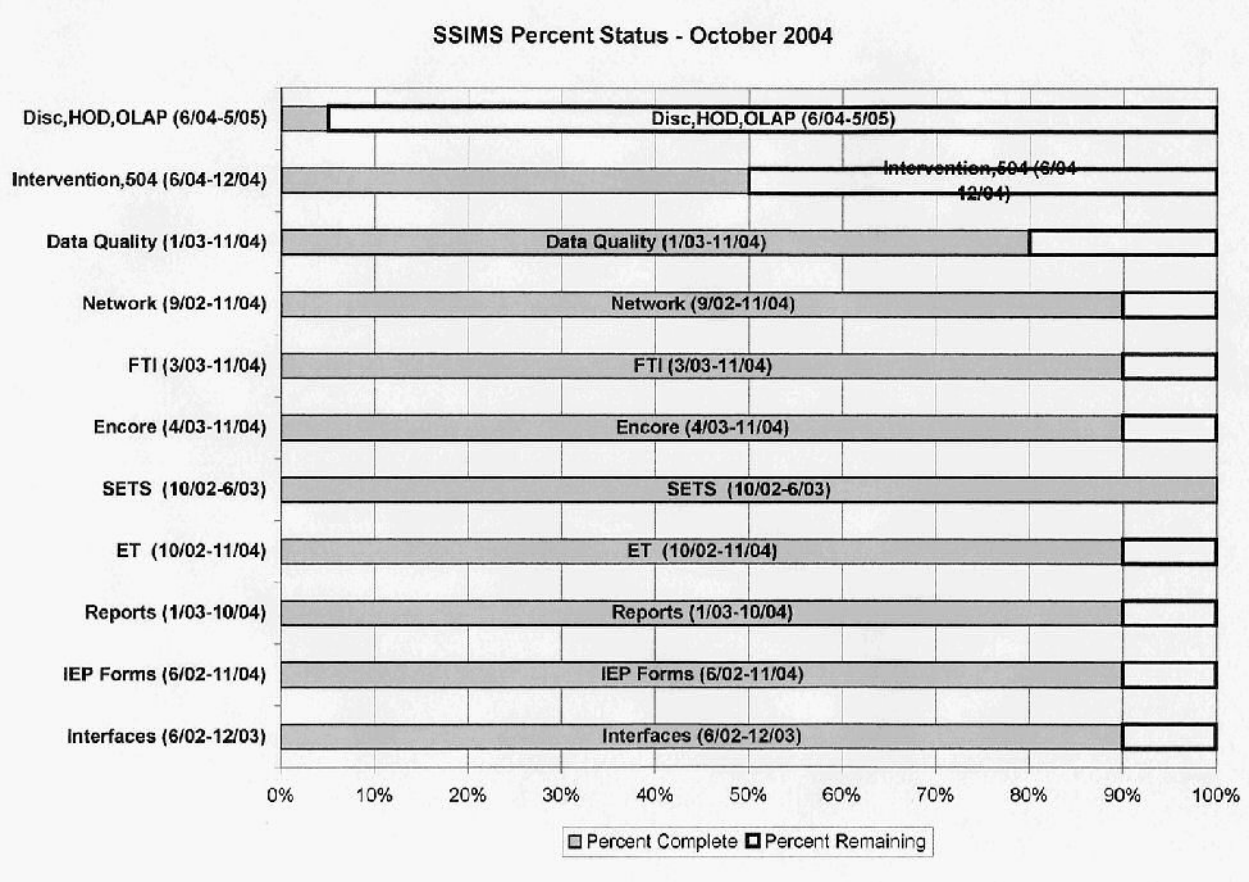
- A SSIMS Help Desk team has been created and trained to support SSIMS users
- All Help Desk calls are recorded in HEAT (Help Desk call tracking software) to ensure resolution of issues

k. Rollout Schedule

- Encore and Forms district rollout training began in January 2004 and will continue through 2004
- Encounter Tracker is scheduled for implementation in 2004
- Intervention, 504, Discipline, HOD, OLAP module implementation is scheduled for 2004/2005

3. Related Services — Occupational and Physical Therapy

a. Students with a disability and a need for special education may also require related services which are defined by the Individualized Education Program-team (IEP-team) on an individual student basis. These services can be developmental, corrective, or supportive in nature and are broadly defined as services which are required to assist a student to benefit from special education services. Occupational therapy (OT) and physical therapy (PT) are included as related services offered where appropriate within the district.



b. OT and PT services in the district are provided by 27 full-time licensed occupational therapists and 15 full-time licensed physical therapists. These staff members have expertise in assistive technology, handwriting development, sensory-integrative techniques, adaptive seating, wheelchair mobility, positioning equipment, and the transition from school-to-work

c. The staff members evaluate an average of 150 students per year for OT and 90 students for PT as part of the IEP-team process. They participate as team members in the development and implementation of the IEP of each student served by occupational or physical therapy.

(1) Staff provides a continuum of occupational therapy services to 520 students with disabilities in 126 school buildings. Therapy intervention focuses on a student's physical abilities and sensory processing skills as they relate to the performance of classroom and vocational tasks.

(2) Staff also provides a continuum of physical therapy services to 403 students in 91 school buildings. Physical therapy intervention focuses on a student's posture, balance, coordination and safety for mobility in educational settings.

d. Occupational and physical therapists promote the academic achievement and learning goals for students with disabilities by providing accommodations and modifications to the tasks, tools, and environment. Adaptive equipment is provided to assist students in the classroom, lunchroom, bathroom and playground, with instruction being given to teachers and support staff in the correct and safe use of adaptive equipment in various environments of the school and community.

e. Occupational and physical therapists consult with teachers and support staff to establish routines in a student's day for opportunities to practice new skills and to achieve new levels of independence in the classroom and school. This increased level of independence is often vital to the child's move toward self-sufficiency and greater school success.

f. In areas where equipment is required in the home, staff work with physicians, providers of medical equipment, and insurance companies to assist families in purchasing adaptive equipment such as hand splints, leg braces, standing devices, walkers, wheelchairs, bath chairs, car seats, and ramps. We also connect families with community resources for medical care, equipment loans, and recreational opportunities. Home programs are frequently established, parents are frequently instructed how to assist the student in the home environment, and home visits are often conducted to evaluate unique needs.

g. In an effort to maintain professional skills at the highest level, as a reflection of our striving to keep current with developments in the field, and as a staff recruitment technique, one-third of our staff serve as clinical instructors for fieldwork students from the local colleges and universities. Each staff member establishes an individual professional development plan to ensure that the most recent techniques and highest standards of best practice are available to students and families.

4. Non-Categorical Identification Waiver Update

a. The Milwaukee Public Schools has initiated a model of intervention, called "Optimizing Success Through Problem Solving," which is designed to assist all staff and school community members in identifying the learning needs of students as early as possible. The model focuses on developing and using intervention strategies that are guided by data collection and ongoing data analysis to ensure the maximum benefit for each child. The model has been used for over four years in a number of MPS schools.

b. One component of the problem-solving model is to offer the option in some schools of implementing the non-categorical identification method for students who are suspected of having, or are identified as having, a disability under the Individuals with Disabilities Education Act (IDEA). Not all schools that are involved in problem solving use the non-categorical method of identification.

c. The use of this model required a waiver from the Wisconsin Department of Public Instruction (DPI) of State Statutes 115.76(5) and 115.782(2)(b)2a, which require the assignment of a category of disability for each child with a disability. The original waiver, which was granted on April 10, 2000, has been in effect for four years. The waiver was granted at that time for a "limited number of schools."

d. The district initiated the process of the renewal of the waiver in January 2004. The Milwaukee Board of School Directors' Committee on Special Education held a public hearing on January 8, 2004, to receive public testimony regarding the request to extend the waiver. The Milwaukee Board of School Directors unanimously supported the request for an extension of the waiver at its regular monthly meeting on January 29, 2004.

e. The district requested that DPI approve the waiver renewal for four more years allow MPS to expand the number of schools. Specifically the district requested permission to increase the implementation of the model of non-categorical identification to up to a maximum 70% of MPS schools by 2008. A copy of the letter of request is included as attachment #1, which is attached to the minutes of your Committee's meeting.

f. DPI notified the district on July 8, 2004, that it had renewed the waiver (attachment #2). In its letter of notification, DPI authorized the district to continue to expand the non-categorical identification pilot in up to a total of 50 schools. The Department further stated that, if the MPS successfully expands to the limit of 50 schools and has the capacity to expand further, MPS may file a new waiver request at that time.

g. In seeking and implementing this waiver, the district is mindful of its obligat6ions to meet the requirements of the Individuals with Disabilities Education Act (IDEA) and to ensure that schools are supported and well trained and prepared prior to implementing the non-categorical evaluation procedures.

h. In order to ensure the adequate preparation that would lead to a positive outcome for students, families, and the school, the following procedures are set in place for each school that elects to participate in the model.

5. Optimizing Success Through Problem Solving — School Preparation for Non-Categorical Special Education Eligibility Determination

a. *Optimizing Success Through Problem Solving* (OSPS) will support schools and the district in the implementation of the determination of eligibility for non-categorical special education. The support offered to parents will involve both regular education and special education staff at the schools. Training requirements in this process should serve to support staff, the Collaborative Support Team (CST), and IEP team members in developing skills in the areas of ecological perspective, ecological assessment, and response to intervention. Such training can be embedded in the school's professional learning community and prepares the staff to become proficient in non-categorical assessment procedures.

b. Four levels of support will be offered to schools requesting the option of assessing the determination of eligibility for non-categorical special education. While schools receive some of the training and support required for non-categorical special education eligibility determination as a part of general problem-solving support, they may choose to receive the additional training in a variety of ways: Some schools may opt for multiple levels of facilitator support at one time, with concurrent trainings offered to the staff and IEP teams. Other schools may choose to move through the trainings sequentially from one level to the next. All schools are required to complete preliminary planning and introductory work described in Level 1 prior to non-categorical special education assessment procedures.

c. The four levels of training offered schools are as follows:

(1) Preliminary Planning

Involves the principal and key staff and delineates a school action plan for the implementation of non-categorical special education procedures. All appropriate school-based staff will be fully informed of the process and receive ongoing information regarding the planning and implementation.

(a) Schools are expected to have received OSPS-facilitated support and to successfully implement the 4-step problem-solving process for a minimum of six months prior to requesting support for non-categorical special education eligibility determination assessment and decision making.

(b) The principal will consult with the Special Education Leadership Liaison (SELL), supervisor, and pertinent staff members prior to requesting assistance from the problem-solving facilitator assigned to the school.

(c) The school will develop a plan, with the assistance of the problem-solving facilitator, which will include training requirements for regular education staff, special education staff, and IEP team members. The plan will include a timeline for training an action plan. For example, the school may want to start with general training coupled with specific IEP team training targeting initial referrals only for the non-categorical process. The school will include a plan for annual review and evaluation of the non-categorical identification process within the individual building.

(d) The plan will be submitted for approval to the Department of Special Services prior to implementation.

(2) Level-One All-staff Support

Provides regular and special education staff in the school with training and facilitated support.

(a) General and Special Education Staff

(i) Staff members are introduced to progress monitoring and other reliable assessments useful for instructional decision making. Examples of such training are use of the Dynamic Indicators of Early Literacy Scales (DIBELS), other curriculum-based measurements (CBM), and Goal Attainment Scaling (GAS).

(ii) Staff members receive an introduction to ecological perspective. Staff will receive instruction and support in the beginning use of an ecological perspective when problem solving around issues of providing resources to students at risk. As a result of such training, staff are able to identify variables within their control (e.g., the curriculum, instruction, and learning environment) that can be altered to assist students.

(b) Parents and the School Community

(i) A parent information session will be offered and parent information will be sent home via mail or school newsletters.

(ii) Staff members will receive instruction or review on the importance of parental involvement in special education processes. Staff will receive sufficient information to inform and include parents in the decision-making process.

(iii) Parents will be well informed that they may participate in the non-categorical process or request a traditional categorical identification process if they so choose.

(c) Structured All-staff Trainings

A two-part Overview Training will be offered to all staff:

(i) 45 minutes covering the reasons for non-categorical special education eligibility determination, pertinent history, issues of overrepresentation, and concepts of ecological perspective.

(ii) 45 minutes covering non-categorical procedures, teacher expectations, Q&A.

(d) Collaborative Support Team (CST)

The school must have a working CST, which uses best practice, including the 4-step problem-solving process. Some IEP team members are included in the CST process at the school or are competent in the CST process.

(3) Level-Two, -Three, and -Four IEP Team Support

(a) IEP Team

The IEP team commits to training sessions and related support from the OSPS facilitator team. Training sessions will be provided at the district level, as well as at the school, depending on the particular needs of the schools. IEP teams move through varying stages of support.

(b) Level-Two IEP Team Support for Initial Evaluations

Provides special education teachers with facilitated support in the implementation of at least the first five initial non-categorical evaluations as well as training in the following key core training areas:

- 4-step problem-solving process;
- progress monitoring;
- ecological assessment;
- response to intervention;
- use of evidence-based and research-based interventions;
- non-categorical special education disability determination procedures;
- procedures for informing parents of the non-categorical labels.

(c) Level-Three IEP Team Support for Re-evaluations

Provides special education teachers with support and the IEP team with facilitated support in the implementation of at least the first five re-evaluations, as well as training for the special education staff in the following areas:

- 4-step problem-solving process;
- progress monitoring;
- use of the IEP as a formative assessment tool;
- ecological perspective;
- use of evidenced-based and research-based interventions;
- procedures for informing parents of the non-categorical labels.

(d) Level-Four schools

Require occasional support from the OSPS facilitator team.

d. The IEP team commits to submitting at least two sample reports to the Department of Special Services during each school year for review and feedback.

e. The school will complete an annual review of the process and submit it to the Department of Special Services for additional review.

f. The school is accountable for the implementation of the requirements of the Individuals with Disabilities Education Act (IDEA) state statutes, rules and regulations, and district policies and procedures as they pertain to the identification of, and provision of services to, students with disabilities.

g. The Department of Special Services will maintain oversight for quality compliance to the requirements of IDEA and the quality implementation of the non-categorical identification waiver in the district.

* * * * *

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

ELECTRICAL SERVICE REVISIONS/NEW OUTLETS

Washington High School

Prime Contractor
Uihlein Electric Co. Inc.
12660 West Townsend Street
Brookfield, WI 53005

Low Bidder, Base Bid of.....$333,500.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	15%	8% MBE 7% WBE	101	5	6	Corporation	2

Funds are allocated for the Washington project from FY05 account code FAR-0-0-MRP-WA-ECNCHSD5 (W.O. 2-581603). Project is to begin on November 1, 2004, and is scheduled for completion on February 18, 2005.

ALAS HIGH SCHOOL REMODELING — PHASE II

Kosciuszko Middle School

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

Low Bidder, Base Bid of.....$240,974.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	13% MBE	400	100	25	Corporation	5

Funds are allocated for the Kosciuszko project from FY04 account code FAR-0-0-MRP-KZ-ECNCHSD4 (W.O. 2-654228). Project is to begin on November 1, 2004, and is scheduled for completion on February 25, 2005.

Construction Contracts

Total construction contract dollars awarded	$ 574,474.00
Total dollars HUB participation	$ 81,351.62
% of MBE participation	10.10
% of WBE participation	4.06
% Minority employees within company	13.39
% Women employees within company	6.00

The following recommendation is made based on proposals received June 29, 2004:

SECURITY AND CENTRAL STATION MONITORING SERVICES

Various Sites

Firm Name
Honeywell Security Monitoring
525 North 6th Street
Milwaukee, WI 53203

Annual service fee for security and central station monitoring services, for a cost of.....$65,730.00

Funds are allocated for the monitoring services from FY04 account code SCS-0-0-BOP-11-ESRD (W.O. 2-660005). The initial contract is for one (1) year, with the potential for two (2) additional one (1) - year extensions, subject to available funding and an annual performance review.

In addition to the contract's base cost $65,730.00, the following are charges that the district will incur on a per-use basis:

- Keyed response — $69 per response — This service, which is provided by a subcontractor to Honeywell, is required anytime there is an alarm or when the alarm is not set. MPS averages 1,500 keyed response annually, for an average annual cost of $103,500. These charges are paid for by the school or department responsible for the call.
- Scheduled and emergency repair services — $128/hour on an overtime basis — MPS averages 200 calls/hours per year, for a total average annual cost of $25,600.00.
- Internet access to monitoring — $4.00/month per site —This allows MPS the ability to verify types of problems and to minimize the types of response being provided and reduces the number of keyed-response call. At $4.00 per month for 12 months at 174 sites, the total cost will be total $8,352 per year.

These additional services could, therefore, result in an additional cost of $137,452 per year; however, MPS pays for only the services which we actually use.

Upgrade and program existing Radionics alarm equipment for a cost of.....$125,617.00

Funds are allocated for the installation of monitoring equipment from FY05 account code FAR-0-0-MM2-DW-ECNCELC5 (W. O. 2-645775).

No HUB requirement due to no certified monitoring service companies.

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 Flexible Spending Account Administration

The Administration is requesting authorization to enter into a contract with HCap Strategies (formerly FlexBen Corporation of Wisconsin) to administer the district's healthcare and dependent care flexible spending accounts. HCap Strategies currently administers the dependent care flexible spending account.

An RFP was issued for the administration of the flexible spending account. Five vendors responded. An evaluation team selected HCap Strategies based on the evaluation criteria set forth in the RFP. HCap was the lowest-cost vendor which met the district's requirements. (One lower-cost vendor, Ceridian, was eliminated as not meeting minimum requirements.)

The contact will be for a period of one year, with an option for two annual renewals. The first-year cost is $3.90 per enrolled employee per month; the one-time setup fee is $925; and the annual re-enrollment fee is $300. For years two and three, the rate increase is not to exceed 3.5%. The projected three-year cost is $234,120, based on an enrollment estimate of 1,600. This cost is funded by FICA savings (employee contributions are pre-tax; therefore, neither the district nor the employee pays FICA tax) and flexible spending account forfeitures, which are estimated to equal or exceed the administrative cost. The account code to be charged is Dependent Care Assistance DCW00EMBDW-EDPC (District-Wide — Dependent Care).

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 with CESA #1 for Various Consulting Services

The Administration is requesting authorization to enter into a contract with CESA #1 for various consulting services for FY05. MPS and CESA #1 annually enter into a contract authorizing CESA #1 to provide or procure consulting services for MPS.

The FY05 contract includes costs totaling $55,914. The costs breakdown as follows:

Basic service costs .....$ 13,400
EGT00SSFDW-ECNS (School Special Funds — Consulting Services)

Conflict-mediation services .....$ 5,000
EGT00SSFDW-ECNS (School Special Funds — Consulting Services

Health-resource coordinator services.....$ 14,899
SSU00ESSDE-ECTS (Special Services — Contracted Services)

An alternative high school for emotionally disturbed youth.....$ 16,300
SSU001F5XX-ECNS (Special Services — Contracted Services)

In-school telecommunications .....$ 5,000
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
NO	NA	NA	NA	NA	NA	0	NA	NA

Extension of a Contract for Temporary Accounting Services

The Administration is requesting authorization to enter into a contract with Accountemps for the period of November 1, 2004, through March 31, 2005, to extend high-level accounting services currently being performed for the division of Facilities and Maintenance.

Funding of $65,000 is available in the FY05 budget to fund the contract extension. Account FSC00ACTFN-ECTS (Finance — Contracted Services) will be charged.

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 to Support the District's Financial System

The Administration is requesting authorization to enter into a contract with Stratagem, Inc., for the purpose of supporting the district's Integrated Finance and Accounting System (IFAS). Stratagem has played an integral role in the implementation and support of IFAS. As no other vendors assisted in this role, Stratagem has been granted a sole-source waiver for this project.

The contract period would be through March 31, 2005, with the cost not to exceed $96,000. 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
NO	NA	NA	NA	NA	NA	0	NA	NA

Purchasing Request Summary — August 2004

Total contract dollars to be awarded	$ 355,034
Total dollars eligible for HUB participation	$ 355,034
Total HUB dollars	$ 0
% of MBE participation	0
% of WBE participation	0
Total HUB Participation	0

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

September 28, 2004

TO THE MILWAUKEE BOARD OF SCHOOL DIRECTORS:

Below is a summary of revenues as of June 30, 2004 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	$ 908,289,485	$ 49,308,089	$ 957,597,574	$ 434,930,440	1,092,999,048	$ -135,401,474 (2)	114%
Categorically Aided	151,978,748	39,084,195	191,062,943	49,406,414	186,694,647	4,368,296	98%
School Nutrition	29,360,066	789,428	30,149,494	8,176,736	29,631,897	517,597	98%
Construction	35,787,377	40,855,309	76,642,686	12,413,848	27,427,758	49,214,928	36%
Extension	10,179,058	703,927	10,882,985	375,017	10,102,327	780,658	93%
Total All Funds	$ 1,135,594,734	$ 130,740,948	$ 1,266,335,682	$ 505,302,455	$ 1,346,855,677	$ -80,519,995	106%

Below is a summary of expenditures as of June 30, 2004 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	$ 908,289,485	$ 49,308,089	$ 957,597,574	315,169,707	1,116,486,366	$ -158,888,792 (2)	117%
Categorically Aided	151,978,748	39,084,195	191,062,943	31,000,861	194,018,695	-2,955,752	102%
School Nutrition	29,360,066	789,428	30,149,494	4,717,394	32,429,158	-2,279,664	108%
Construction	35,787,377	40,855,309	76,642,686	2,783,239	69,407,062	7,235,624	91%
Extension	10,179,058	703,927	10,882,985	1,661,423	9,432,468	1,450,517	87%
Total All Funds	$ 1,135,594,734	$ 130,740,948	$ 1,266,335,682	$ 355,332,624	$ 1,421,773,749	$ -155,438,067	112%

(1) Represents Board approved transfers during fiscal year 2004 and appropriations for purchases encumbered in fiscal year 2003.

(2) District reports for FY04 included $167.6 million for payment of unfunded pension liability. This expense was fully funded through the issuance of pension obligation bonds as authorized by the MPS Board in November, 2003.

Respectfully submitted,

Chief Finance and Operations Officer

Monthly Report on Expenditures

The following report, which is being submitted for the Board's information pursuant to the Milwaukee Board of School Director's action of November 8, 1978, is presented on a budgetary basis of accounting and reflects revenues and expenditures for the period July 1, 2003, through June 30, 2004.

SCHOOL OPERATIONS FUND

Expenditures and encumbrances through June totaled $1,116,486,366, or 117% of the revised budget.

District Contingent Fund — The balance at June 30, 2004, was $0. Fund transfers and the date(s) they were approved are as follows:

Balance — July 1, 2003		$ 1,000,000
Amendments:		
Contingent Fund Reduction (Oct. 31, 2003)	- 250,000	
Amended Balance — October 31, 2003		$ 750,000
Approved Transfers:		
Silver Spring Elem. School Asbestos Abatement (June 24,2004)	-500,000	
Weekly Student Bus Passes Increase (June 24, 2004)	- 250,000	
Balance — June 30, 2004		$ 0

CONSTRUCTION FUND

Expenditures and encumbrances through June totaled $69,407,062, or 91% of the revised budget.

EXTENSION FUND

Expenditures and encumbrances through June totaled $9,432,468, or 87% of the revised budget.

REVENUES AND EXPENDITURES
CURRENT YEAR VERSUS THREE-YEAR AVERAGE
As of June 30, 2004

	REVENUES		EXPENDITURES	
	Percent Realized		Percent Expended	
	Current Year	3-Year Avg	Current Year	3-Year Avg
School Operations	114%	96%	117%	100%
Categorically Aided	98%	84%	102%	89%
School Nutrition	98%	101%	108%	106%
Construction	40%	60%	91%	85%
Extension	93%	82%	87%	93%

Report on Administrative and School Fund Transfers

The listing of administrative and school transfers required by Board Policy 4.04 is attached to the minutes of your Committee's meeting. This is an informational report, and no action is required.

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

5. Pursuant to Board Policy 3.09(3), Purchasing & Bidding Requirements, the Administration has prepared the 2004 quarterly reports of contracts between $25,000 and $50,000. This is an informational report, and no action is required.

Month	Sch/Dept	Project Description	Contractor/Vendor	HUB%	Amt
Jul-04	Central Services	PA System Installation	Associated Technical Services	10%	$37,600.00
	Carleton	Electrical Service Room Addition	Plennes Incorporated	0% MBE	$34,539.00
	Fac. & Maint.	Furniture for NSI Projects	KI Products	0%	$48,873.00
	Recreation	Fall Recreation Guide	Lake Country Printing	0%	$33,720.00
	Riverside University	Chimney Restoration	R.D. Woods Co., Inc.	10% MBE	$44,500.00
	Steuben Middle	New Parking Lot	Northway Fence, Inc.	12% WBE	$25,620.00
Aug-04	Pub. Affairs	Rights & Responsibilities Bk.	Sells Printing	0%	$28,757.00
	Pub. Affairs	Calendar/Handbook	Sells Printing	0%	$31,126.00
	Technology	Software	CCV Software	100%	$42,280.00
	Bay View	Sound Reinforcement Systems — Auditorium & Gymnasium	Lewis Sound & Video Professionals	100% WBE	$28,281.17
	Humboldt Park	Computer Lab Air Conditioning	Pieper Electric, Inc., d/b/a Ideal Plumbing Heating & Air Conditioning	12% MBE 3% WBE	$25,670.00
	Forest Home Avenue School	2004 Kitchen Hood Project	Raab Mechanical Inc.	7% MBE	$42,650.00
Sept-04	Spec. Ed.	SureSight Vision Screeners	School Health Corporation	0%	$39,809.00
TOTAL					$463,425.17

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

These documents for September and October 2004, which are attached to the minutes of your Committee's meeting, are informational items and do not require action.

Acceptance of Donations

School	Donor	Amount	Gift or Purpose
Audubon	Target	$183	Student Incentives
Clarke & Cooper	Mr. and Mrs. Landis Knutson	$20	Patrick Driscoll Memorial Fund
Clarke & Cooper	Mr. Kirk Tuson	$50	Patrick Driscoll Memorial Fund
Clarke & Cooper	Mr. and Mrs. Lawrence Kahn	$25	Patrick Driscoll Memorial Fund
Clarke & Cooper	Ms. Jeanne Baas	$25	Patrick Driscoll Memorial Fund
Clarke & Cooper	Mr. and Mrs. Michael Bruno, II	$50	Patrick Driscoll Memorial Fund
Clarke & Cooper	Ms. Erin Harrass	$25	Patrick Driscoll Memorial Fund
Longfellow	Westat Head Start Impact Study	$25	Gift for allowing observation

School	Donor	Amount	Gift or Purpose
MacDowell	Target	152	Supplies
Milw. German Imm.	Mr.& Mrs. Randolph Guyer	$25	In Memory of Clara Franke
Milw. German Imm.	Mr. and Mrs. Joseph Cannestra	$50	Music Enrichment
Milw. German Imm.	Mr. and Mrs. Alfred Clauss	$20	In Memory of Clara Franke
Milw. German Imm.	Mr. Michael Hermann	$250	In Memory of Clara Franke
Meir	Dr. Marta Flores-Munoz	$90	To sponsor 2 children @ $45.00 each for Fine Arts Fee
MPS/WYMS	We Energies	$48	2003 Support the Arts Campaign
MPS/WYMS	We Energies	$36	2003 Support the Arts Campaign
MPS/WYMS	We Energies	$60	2003 Support the Arts Campaign
MPS/WYMS	We Energies	$120	2003 Support the Arts Campaign
MPS/WYMS	We Energies	$25	2003 Support the Arts Campaign
Neeskara	Wal-Mart	$1,500	Literacy Materials
Riley	Target	$305	"Take Charge of Education" (supplies and field trips)
Twenty-first	Jean Langenohl	$100	Field trips for K5 classes
Washington	G.M. Foundation	$2,000	Football incentives and equipment

Committee's Recommendation

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

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

* * * * *

(Item 2) Action on Monthly Personnel Matters: Approval of Classified Personnel Transactions; Approval of Classified Transactions; Approval of Leaves of Absence; Report on Resignations; and Affirmative Action Reports

Approval of Classified Personnel Transactions

Name and Assignment	Position and Salary	Date
	APPOINTMENTS	
Patricia Ashley Special Services	School Nurse Associate $21,205.80/yr.	09-17-04
Ned Brinkman Building Operations	School Engineer I $33,249.06/yr.	09-27-04
Donna Edwards Human Resources	Human Resources Assistant $36,000.00/yr.	09-27-04
	PROMOTIONS	
Christine Albin South	Central Kitchen Manager I $28,061.72/yr.	06-16-04

Barbara Branch Malcolm X	School Secretary II $32,703.14/yr.	09-27-04
Tion Brashear Sholes	Boiler Attendant Trainee $27,387.62/yr.	09-27-04
Dale Chapman Malcolm X	Central Kitchen Manager II $28,061.68/yr.	09-27-04
Oscar Johnson Building Operations	School Engineer I $33,249.06/yr.	09-27-04
James Lawrence Building Operations	School Engineer I $33,249.06/yr.	09-27-04
Karen Marks Muir	School Secretary II $32,703.32/yr.	09-27-04
Richard Pluta Auer	School Engineer II $42,444.74/yr.	10-25-04

CHANGES IN STATUS

Maria Belanger Seay Washington	School Secretary I $26,169.11/yr.	10-04-04
Irene Burmeister Lowell	School Secretary I $22,757.98/yr.	10-04-04
Patricia Ellis Morgandale	Handicapped Children's Assistant $14,609.84/yr.	08-30-04
Evelyn Lopez ALAS	School Secretary I $31,395.50/yr.	10-01-04
Kimberley McNealey McNair	School Secretary I $22,612.34/yr.	09-27-04
Meta Moore Browning	Handicapped Children's Assistant $14,609.70/yr.	10-04-04
Shirlene Moore-Nelson Muir	School Secretary I $30,391.64/yr.	09-27-04
Esmeralda Ortiz Academic Excellence	School Secretary I $17,004.00/yr.	10-18-04
Maria Rodriguez Bilingual Multicultural Ed.	School Secretary I $31,510.70/yr.	09-27-04
Patty Thompson Burroughs	School Secretary I $32,503.12/yr.	09-27-04

Approval of Certificated Appointments

Code	Teachers	Division	Salary	Yrs. Exp. Credit	Start Date
nr	Darren Ackley Mathematics	B	$29,224.00	0	09/07/04
nr	Janet Amundson Cross-categorical	B	$29,224.00	0	08/30/04
a,r	Anne E. Arnold Bilingual/Elementary Education	BB	$40,080.00	7	09/01/04

r	Jorge Arteaga Soto Cross-categorical	C	$43,067.00	7	09/22/04
a,r	Daniel V. Bearss Science/Chemistry	B	$29,224.00	0	08/30/04
r	Jada C. Bell Speech Pathologist	D	$41,672.00	5	08/30/04
r	Derek R. Berger Elementary Education	B	$29,224.00	0	09/02/04
a,r	Diana L. Berry McDowell Upper Elementary	B	$29,224.00	0	08/30/04
a,r	Jodi L. Bolander Autistic	B	$29,224.00	0	08/31/04
nr	Michael Bonnie Cross-categorical	B	$29,224.00	0	09/13/04
a,r	Judy A. Braggs Art	B	$32,683.00	3	09/27/04
r	Elizabeth Braun Cross-categorical	B	$29,224.00	0	09/13/04
nr	Dorothy L. Brown Cross-categorical	B	$29,224.00	0	08/30/04
a,r	Robert E. Burns Cross-categorical	B	$29,224.00	0	08/30/04
r	Angela M. Castillo Raclaw EC:EEN	B	$29,224.00	0	08/30/04
nr	David Christiane Grades 6-8/Cross-categorical	B	$29,224.00	0	09/16/04
a,r	Wanda Colon Bilingual/Elementary	B	$29,224.00	0	08/30/04
r	Sarah Danek Music	B	$29,224.00	0	09/13/04
a,r	Jennifer L. Danielczak Bilingual/Upper Elementary	B	$29,224.00	0	08/30/04
a,r	Deborah Dion PreK-Grade 3	B	$29,224.00	0	08/30/04
r	Dawn C. Drake English as a Second Language	B	$29,224.00	0	08/31/04
a,r	John A. Engebretson Cross-categorical	B	$29,224.00	0	08/30/04
a,r	Miguelina Garcia Bilingual/Upper Elementary	B	$29,224.00	0	08/30/04
r	Edwina Gholston Bilingual/Upper Elementary	B	$29,224.00	0	09/13/04
a,r	Darrin M. Glad Cross-categorical	B	$31,299.00	2	08/30/04
r	Greg Goelz Guidance	B	$29,224.00	0	09/20/04

r	Bernadette Gonzalez Music	B	$29,224.00	0	09/07/04
r	Said Gretzinger French/Spanish	B	$29,224.00	0	09/07/04
r	Victor Hall Technology Education	B	$29,224.00	0	09/09/04
r	Heather M. Heins Cross-categorical	B	$29,224.00	0	09/09/04
a,r	Jessica M. Hofman Upper Elementary	B	$29,224.00	0	08/30/04
a,nr	Jill M. Hurst EC:EEN	B	$29,224.00	0	09/13/04
a,r	Kevin D. Johnikin Cross-categorical	BB	$40,080.00	7	08/30/04
r	Jason Jordan Technology Education	B	$29,224.00	0	09/07/04
r	Michael Kania Business Education	B	$29,224.00	0	08/31/04
nr	Susan Kelly English	B	$29,224.00	0	09/07/04
nr	Kady Kleven Physical Education	B	$29,224.00	0	09/17/04
r	Amanda M. Knudtson Science/Mathematics	B	$29,224.00	0	08/30/04
r	Nicole J. Koberstein Cross-categorical	B	$29,224.00	0	09/07/04
nr	Andrea J. Kohloff Cross-categorical/Autistic	B	$29,224.00	0	09/07/04
r	Minerva La Licata Bilingual/Upper Elementary	B	$29,224.00	0	08/30/04
a,r	Erin C. Lausten Cross-categorical	B	$29,224.00	0	08/30/04
r	Kimberly L. Lewis Cross-categorical	B	$39,596.00	8	09/21/04
r	Maria T. Lopez Bilingual/Elementary Education	BB	$44,437.00	10	09/07/04
a,r	David N. Mahdasian Cross-categorical	B	$29,224.00	0	08/30/04
r	Brian Martin Social Studies	B	$29,224.00	0	08/30/04
r	Andrea T. McKee Montessori (Primary)	B	$29,224.00	0	09/07/04
nr	Joshua J. Nelson Cross-categorical	B	$29,224.00	0	08/30/04
a,r	Patricia A. Nielson Computer Education	B	$29,224.00	0	08/30/04

r	Jennifer M. Peters Physical Education	B	$29,224.00	0	09/07/04
r	Nicole L. Rajchel Science	B	$29,224.00	0	08/30/04
nr	Dawn H. Reimer Cross-categorical	B	$29,224.00	0	09/27/04
r	Patrick A. Richard Cross-categorical	B	$38,214.00	7	09/14/04
r	Victor R. Rincon English	B	$29,224.00	0	09/27/04
a,r	Adalberto Salas Barreto Bilingual/Upper Elementary	B	$29,224.00	0	08/30/04
a,r	Mary D. Saldana Bilingual/Upper Elementary	B	$29,224.00	0	08/30/04
r	Lisa A. Sheehan Cross-categorical	B	$29,224.00	0	09/20/04
nr	Gino L. Siragusa Mathematics/Science	B	$29,224.00	0	08/30/04
a,r	Gloria J. Smith Cross-categorical	B	$31,299.00	2	08/30/04
r	Jenna M. Stoll Speech Pathologist	C	$32,910.00	0	08/30/04
r	Lara K. Strnad Bilingual/Elementary	B	$29,224.00	0	08/30/04
r	Cobey E. Swoyer K4 / K5 SAGE	B	$29,224.00	0	09/02/04
a,r	Baboonie Tatum Cross-categorical	B	$29,224.00	0	08/30/04
r	Tracey D. Ticer Cross-categorical	B	$29,224.00	0	08/30/04
r	Brandon K. Wagner Social Studies	B	$29,224.00	0	09/07/04
r	Leslie White Physical Education/Health	BB	$37,176.00	5	09/7/04

Approval of Certificated Appointments — School Social Workers

Code	Teachers	Division	Salary	Yrs. Exp. Credit	Start Date
r	Meredith Welch Social Worker	2A	$41,180.00	0	09/13/04

(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 28, 2005:		
Diane White	Washington	August 30, 2004
Illness Leave to June 17, 2005:		
Christine Winter	Victory	September 20, 2004
Extension of Illness Leave, to June 17, 2005:		
Holly Bourbonais	Leave	August 30, 2004
Extension of Maternity Leave, to January 28, 2005:		
Claudia Heller de Messer	Leave	August 30, 2004
Extension of Personal Leave, to June 17, 2005:		
Angela LoDuca	Leave	August 30, 2004

Report on Resignations

Name	Position	Effective Date
Nicole K. Bamrah	Teacher	11/19/04
Susan Buss	Coordinator	10/01/04
John F. Carroll	Teacher	10/29/04
Tracy Chirchirillo	Teacher	09/20/04
Melanie A. Clevert	Teacher	08/30/04
Marlene Freiberg	Teacher	06/17/04
Emil R. Glodoski	Teacher	12/04/04
Cindrea J. Gosh-Lee	Soc. Wkr	09/17/04
Annie Greenberg	Teacher	10/01/04
Larry Guzman	Soc. Wkr	10/29/04
Teresa M. Heier	Teacher	09/10/04
Gladys Holifield	Teacher	10/14/04
Philip T. Jones	Teacher	09/27/04
LaTonya C. King	Teacher	09/03/04
Richard A. Kostuck	Teacher	09/28/04
Jennifer S. Krenke	Teacher	09/10/04
Jason P. Lippert-Goodwin	Teacher	06/17/04
Kim M. Malacara	Teacher	09/10/04
Kim Maslowski	Teacher	09/01/04
Steve Messina	Teacher	08/29/04
Thomas F. Mlynarek	Teacher	10/01/04
JoAnn E. Ninham	Teacher	10/22/04
Lynne Offord	Teacher	08/27/04
Kathy A. Onarheim	Director	11/02/04
Catherine L. Piotrowski	Teacher	09/20/04
Yamarr Runnels	Teacher	09/22/04
William J. Scherbarth	Teacher	09/27/04
Michael A. Schramek	Teacher	09/03/04
Joseph Stewart	Teacher	10/15/04
David Tiefenthaler	Teacher	08/29/04

Glenn True	Teacher	09/24/04
Walter Vick	Teacher	12/23/03
Molly O. White	Teacher	08/30/04

Affirmative Action Report

The Affirmative Action Report for September 2004 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 personnel 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)	Carolyn Allen	Sr. Alternative School Prog. Officer Diversified Community Schools	Schedule III, Range 11A $86,337.36
2(r)	Teresa Adams	**P-5 Program Coordinator Office of Academic Excellence	Schedule III, Range 10A $76,387.06
5(r)	Rachel Brosseau	Accounting Specialist Department of Finance and Operations	Schedule III, Range 6A $55,600.00
5(r)	Gregg Lammi	Network Support Specialist Bradley Technology and Trade School	Schedule III, Range 6A $57,524.00

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

*Position created by Board action after budget approved.

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

Codes:
2 African American
5 White
r Resident who must remain resident

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

* * * * *

(Item 4) Action on a Request to Change the Name of the New 37th Street Replacement School

Administration's Analysis

1. At its meeting of August 24, 2000, the Board adopted the plan for the Neighborhood Schools Initiative (NSI). This plan was subsequently adopted by the State Legislature's Joint Finance Committee on September 26, 2000.

2. Contained in the plan were several construction projects. One such project was the construction of a new school to replace the existing 37th Street School, currently located at 1715 North 37th Street.

3. At a meeting on May 30, 2004, the Board approved a site bounded by North 35th Street, North 37th Street, West Galena Street, and West Cherry Street for the new school. This site encompasses approximately 5.1 acres.

4. On November 25, 2003, the groundbreaking ceremony was held for the new 37th Street School. Construction commenced on April 17, 2004, and is scheduled for completion in August 2005.

5. The 37th Street School community — comprising the school governance council, parents, and staff — has expressed its desire not to transfer the 37th Street name to the new facility, which will be located at 1535 North 35th Street. On June 8, 2004, the 37th Street school governance council and school staff submitted a letter of support to the Office of Neighborhood Schools requesting that the 37th Street name not be transferred to the new school.

6. A survey of the school governance council, parents, and staff was conducted to determine the new name for the school. The survey contained eight names which the school governance council had considered. The name that received the most votes was Mary McLeod Bethune.

7. A formal letter signed by the 37th Street School's governance council to the Superintendent and dated September 28, 2004, indicated the desire of the school community to change the name of the new 37th Street replacement school to Mary McLeod Bethune Academy. In addition, a copy of an email from Dr. Evelyn Bethune, indicating approval from the family of Mary McLeod Bethune to name 37th Street School as the Mary McLeod Bethune Academy, was faxed to the Office of the Superintendent by the 37th Street School's principal. The text of the email is as follows:

> We fully support your efforts to rename 37th Street School after our grandmother, Dr. Mary McLeod Bethune. She was a phenomenal woman, educator and activist. Dr. Bethune was far ahead of her time in her understanding of human rights and the importance of education for the masses. The college that she founded, Bethune-Cookman College, in Daytona Beach, Florida, is celebrating its 100th anniversary this year so what better time to rename your school and honor her legacy of education.

8. The Office of Neighborhood Schools and the Administration has reviewed the results and information submitted by the school community and concurs with the recommendation from the school.

Strategic Plan Compatibility Statement

9. The recommended name is compatible with the Board's support of the innovative schools proposals and the involvement of parents, staff, and community in the planning and implementation of these proposals. The recommended name is appropriate to the school's educational focus.

Statute, Board Policy or Rules Statement

10. The recommendation is compatible with Administrative Policy 5.01(6), Facilities Development, which states:

When a school is named after a person, the person after whom it is named shall have been deceased for a period of not less than 10 years; shall have been a citizen of the United States, or shall have rendered valuable service to May 21, 2003 the United States; and shall have made an outstanding contribution to the public welfare. A school named after a person shall not be renamed, except for compelling reasons. Once official action is taken to name a school, the name shall not be changed unless there is a confusion of names. Changing the name of a school building shall be limited to elementary and middle schools. The recommendation of a name change shall be brought to the Board through the local governance structure of the school.

Fiscal Impact Statement

11. Cost associated with the signage is included in the construction cost of the project. The cost of the original sign was placed at $900.00. The projected cost of the signage for the proposed name is $1,440.00. There are sufficient funds in the construction account to cover the $500.00 difference.

Implementation and Assessment Plan

12. Upon Board approval, the Administration will include the new name as part of the construction of the new school.

Committee's Recommendation

Your Committee recommends that the Board approve that the new name of the new 37th Street School be Mary McLeod Bethune Academy.

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

* * * * *

(Item 5) Action on a Resolution Granting Authority to Enter into an Intergovernmental Cooperation Agreement with the Redevelopment Authority of the City of Milwaukee and the City of Milwaukee for Purposes of Assembling a Financing Team and Developing a Financing Plan for $10 million of Improvements to Congress Extended Year-round School, Craig Montessori School, and Escuela Fratney

Administration's Analysis

1. Through the FY04 Budget, the Board approved funding of $800,000 from the Construction Fund tax levy for an addition to allow Craig Montessori School (Craig) to expand to a K-8 school. The school was remodeled several years ago in anticipation of just such an expansion, but, because of a high demand for Montessori education, the school chose to expand from one track to two. The addition will provide classroom space for one track of grades six through eight. This will allow most Craig students who entered the program in kindergarten to continue their Montessori instruction through grade eight. The district's other Montessori schools are K-8. Expanding Craig provides a geographic educational parity for parents seeking K-8 Montessori education.

2. Through a Fall amendment to the FY04 Budget, the Board approved $3.5 million for improvements to Congress Extended Year-round School (Congress) and $4 million for improvements to Escuela Fratney (Fratney) to be funded through "other borrowing." The Board had previously approved both of these projects; the amendment allowed the district to work with the City to identify a funding source for the two projects.

a. The improvement to Congress is an addition to the school for the purpose of consolidating the school's early childhood program with all other school educational programs into a single campus. Although the lease/purchase of a nearby church had once been considered, the Administration determined that building an addition would be more cost-effective.

b. The improvement to Fratney to be funded with this borrowing represents a portion of the plan for remodeling and adding an addition to Fratney which the Board had previously adopted. Funding for the remodeling portion of the project has been supported through Qualified Zone Academy Bond borrowing (QZAB) — a program of the Internal Revenue Service (IRS) — and various one-time project savings and proceeds from the sale of property. IRS rules governing the use of QZAB allow renovations, furniture, fixtures, and equipment to be supported, but do not allow the borrowing to be used for new additions to school facilities; therefore, another source of funding other than QZAB has to be found for the addition portion of the project.

3. The budgets for these three projects were based on average MPS costs for similar types of projects; however, project bids opened in June for the Congress and Craig projects were significantly above budget projections. The Congress project cost will be $5,100,000, or $1.6 million more than the amount budgeted, and the Craig project will cost $1,800,000, or $1 million more than the budget projection.

4. In order to move these projects forward so that additions can be ready for the FY06 school year, in July the Administration proposed funding a significant portion of these project overages through the $4 million borrowing authority previously approved for the Fratney project, which is not anticipated to be bid until this winter. As indicated in a July 28, 2004, memo to the Board of School Directors, in October the Administration will propose an amendment to the FY05 Budget to increase other borrowing authority by $2,500,000 ($10 million total borrowing authority), so that all three projects are fully funded.

5. Cost over-runs in the two projects for which bids have been received are primarily associated with increased material costs — particularly for lumber, concrete, steel — and with building trades wage increases, announced after budgets were developed, which are in excess of the 4% inflation rates used in the estimates. In addition, excavation costs associated with unforeseen sewer connection challenges due to the unusual 300-foot lineal run and 21-foot depth of City laterals at Craig doubled the estimated cost of plumbing for this project. Based on the bids for Congress and Craig, the budget for the Fratney project was revised from its original $9 million estimate to $10,153,000.

6. In July, the Board requested an analysis of project costs and sources of funds for all three projects. The chart below summarizes the complete funding plan for the three projects. Project savings have been made available from a number of sources and over a number of years. For example, in FY03 project savings of $610,000 became available for the Fratney project when a previously funded capital project was found to be eligible for QZAB borrowing. Similarly, the Congress project is being funded, in part, by funds that had been budgeted for rent payments and capital improvements for the early childhood program space.

Project	Fratney	Craig	Congress	Total Project Costs
Project Costs	$10,153,000	$1,800,000	$5,100,000	$17,053,000
QZAB	$3,727,000	$110,000		$3,837,000
Construction Levy		$800,000		$800,000
Project Savings	$610,000	$240,000	$470,000	$1,320,000
ADA	$350,000			$350,000
Other Funding	$596,000	$150,000		$746,000
RACM Borrowing	$4,870,000	$500,000	$4,630,000	$10,000,000

7. The Administration seeks Board approval to enter into an intergovernmental cooperation agreement with RACM, which will assemble a team to develop a financing plan for the improvements to the Congress, Craig, and Fratney schools. The goal of the financing plan will be to provide $10 million to fund the improvements and the cost of issuance for the financing.

8. Because the Milwaukee Public Schools does not have authority to issue debt, the Administration seeks Board approval to enter into an intergovernmental cooperation agreement with RACM and the City to issue RACM revenue bonds for funding these improvements. RACM has authority under Section 66.1333 of the Wisconsin Statutes, as amended, for such purposes. The intergovernmental cooperation agreement, a copy of which has been provided under separate cover, defines the roles and responsibilities of the parties. Among the responsibilities detailed within the agreement include the following terms:

a. RACM will issue revenue bonds, the proceeds of which it will lend to MPS to fund the improvements at Congress, Craig, and Fratney;

b. MPS, in turn, will be obligated to make annual lease payments to RACM in the amount of the debt service for the bonds; and

c. the City will enter into ground leases with RACM for the three schools.

Strategic Plan Compatibility Statement

9. The recommendation is consistent with the practice of fiscal responsibility and informed decision making concerning the allocation of district resources.

Statute, Board Policy or Rules Statement

10. The recommendation is consistent with Board Administrative Policy 3.0, Fiscal Management.

Fiscal Impact Statement

11. As a part of the intergovernmental cooperation agreement, fees and costs associated with the bonds are expected to be part of the cost of issuance and funded from bond proceeds. Typically, costs for financial advisory services, bond council, insurance, and underwriter services are expected to be approximately $210,000. If bonds were not issued, MPS could be responsible for fees incurred by financing team members up to the point of sale.

Implementation and Assessment

12. Upon adoption by the Board, the Administration will work with the City and RACM to solicit bids for a financial advisor and issue and evaluate an RFP for an underwriter. Once a financing plan is established, it will be brought to the Board for review and approval before any bonds are issued.

13. In addition, upon approval by the Board, the Administration will enter into an intergovernmental cooperation agreement with RACM concerning the issuance of revenue bonds and ground leases due to the financing of improvements to the three schools.

Committee's Recommendation

Your Committee recommends that the Board approve the Administration's request to enter into an intergovernmental cooperation agreement with the Redevelopment Authority of the City of Milwaukee to issue redevelopment authority revenue bonds and create ground leases that are required in support of the financing for the improvements to Congress, Craig, and Fratney schools.

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

* * * *

(Item 6) Action on Adjustments to the Parameters of the District's Three-Choice Process

Administration's Analysis

1. On March 27, 2001, the Board of School Directors established a walk-zone preference for Montessori schools. This walk-zone preference of 40% for entry-level seats was reserved for students who reside in the school's walk-zone. NSI established the 55% walk-zone preference for most of the city-wide schools.

2. Fernwood Montessori School is requesting that the Board of School Directors approve a 55% walk-zone preference for Fernwood.

3. The Administration's Strategic Planning Team approved Fernwood Montessori's request for a 55% walk-zone preference, to commence with the 2005-2006 student-assignment process.

4. Currently, for students transitioning from fifth to sixth grade, Elm Creative Arts School is a feeder to Roosevelt Middle School of the Arts, and Tippecanoe K-8 School for the Arts and Humanities is a feeder to Lincoln Center for the Arts Middle School. The Elm Creative Arts School Council has requested that the Administration designate Elm as a feeder school to Lincoln. The Administration's Strategic Planning Team approved the request and recommended that Tippecanoe K-8 School for the Arts and Humanities be designated as a feeder to Roosevelt Middle School of the Arts for students transitioning from fifth to sixth grade. Students transitioning from grade five to grade six will have one first choice that accesses the feeder-school preference — either Lincoln Center or Roosevelt.

5. The parents at Elm Creative Arts School are satisfied with the arts program and would like to see a continuation of that curriculum by having their children attend either Roosevelt or Lincoln Center for the Arts Middle School.

6. Designating Elm Creative Arts School and Tippecanoe K-8 School for the Arts and Humanities as feeders into Roosevelt Middle School of the Arts and Lincoln Center for the Arts Middle School helps maintain the viability of the arts in the Milwaukee Public Schools. It furthers the concept that children learn through various modalities and that academics can be taught using art, music, drama, and other creative arts.

7. Tippecanoe is a full K-8 school; therefore, it will maintain most of its students through the transition from fifth to sixth grade; however, students from Tippecanoe will have the option of attending either Roosevelt or Lincoln, based on the feeder pattern.

Strategic Plan Compatibility Statement

8. The recommendation is compatible with and supports the MPS Strategic Plan, Goal 3, family satisfaction as measured by their choices in the education marketplace.

Fiscal Impact Statement

9. This item does not authorize expenditures. No additional costs are anticipated due to the implementation of the recommendation.

Statute, Board Policy or Rules Statement

10. The school selection process will support compliance relative to Title IX, which prohibits discrimination based on sex in any educational programs or activities. MPS complies with 20 U.S.C. § 1681, Section 504, which prohibits discrimination based on a disability. MPS is also subject to the requirements of IDEA, which prohibits discrimination based on disabled status, and in addition imposes an affirmative action obligation to provide disabled students with a free appropriate public education (FAPE).

Implementation and Assessment Plan

11. Upon approval by the Board, the Administration will expand the feeder patterns for Elm Creative Arts School and Tippecanoe K-8 School and implement a 55% walk-zone preference for Fernwood Montessori School.

Committee's Recommendation

Your Committee recommends that the Board:

1. approve the designation of Elm Creative Arts School and Tippecanoe K-8 School for the Arts and Humanities as feeder schools to Roosevelt Middle School of the Arts and Lincoln Center for the Arts Middle School; and

2. implement a 55% walk-zone preference for Fernwood Montessori School.

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

* * * * *

(Item 7) Action on a Recommendation to Enter into a Sole-Source Contract with Princeton Health Press for Life Skills Training Curriculum

Administration's Analysis

1. Life Skills Training (LST) is a research-based curriculum that has proven to be effective as an alcohol-, drug- and tobacco-prevention program that uses skill-training and problem-solving exercises to help students strengthen social and self-management skills, develop ways to set goals, promote assertiveness, and resist peer pressure. Life Skills Training has successfully been used in the district since the 1999-2000 school year. The core Life Skills Training program is designed for sixth-graders, with additional lessons in the seventh and eighth grades.

2. Among the organizations that recognize LST are:

- The Center for Disease Control (CDC), which recognizes LST as a "Program that works";
- The National Institute of Drug Abuse, which selected LST as a program with proven effectiveness; and
- The American Medical Association, which rated LST "highly effective" with the Award for Prevention Excellence.

3. To date, 139 MPS schools and alternative schools are participating in LST. Over 15,000 sixth-grade students and 450 MPS staff members have been trained at Level 1. Seventy-one schools are involved in Level 2 LST, with over 15,060 seventh-graders and 250 MPS staff having received training. Over 14,140 eighth-graders and 300 MPS staff have received training in Level 3.

4. MPS has received funding in the amount of $201,374 from the Phillip Morris Youth Prevention Smoking Program to provide staff, teacher training, and materials to implement the fifth year of the program.

5. Princeton Health Press provides the curriculum and training materials for the Life Skills Training curriculum. The Administration is recommending approval of a contract with Princeton Health Press for $60,000.

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 market place.

Statute, Board Policy or Rule Statement

7. Life Skills training is consistent with Administrative Policy 7.08, Teaching About Drugs, Alcohol and Tobacco. The proposed contractor, which is being presented to the Board pursuant to Board Policy 3.09(3), Purchasing and Bidding Requirements, for receiving sole-source consideration, has been approved by the Superintendent's designee as a sole-source vendor.

Fiscal Impact Statement

8. This item authorizes expenditures. MPS has received funding in the amount of $201,374 from the Phillip Morris Youth Prevention Smoking Program. The contract total is $60,000 of authorized expenditures from SDV-0-0-VW5-CI-ESUP (Life Skills Supply Account).

Implementation and Assessment Plan

9. An outside evaluator will assess the program. Each school has developed an implementation plan for its site.

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration to enter into a contract as presented below to purchase materials for the 2004-2005 school year for Life Skills Training Curriculum with Princeton Health Press for $60,000:

MILWAUKEE BOARD OF SCHOOL DIRECTORS
PROFESSIONAL SERVICES CONTRACT

AGREEMENT entered into this 1st day of November, 2004, and between Princeton Health Press (hereinafter referred to as "Contractor") and Milwaukee Board of School Directors (hereinafter referred to as "MPS").

1. SCOPE OF SERVICES

Contractor shall specifically perform the following tasks: (Describe the type of service being provided, dates covered by the contract and payment rates.) Provide the curriculum and training materials for the Life Skills Training curriculum.

Contractor shall provide, at its own expense, all personnel required in performing the services under this Contract. **Contractor, during the period of this contract shall not hire, retain or utilize for compensation any member, officer, or employee of MPS or any person who, to the knowledge of Contractor, has a conflict of interest.**

2. COMPENSATION

Contractor shall be compensated for work performed on an hourly basis at the rate of $N/A. Out-of-pocket expenses are not reimbursable. The total compensation to Contractor for services performed under the Agreement shall not exceed $60,000 unless agreed to by MPS in writing. State Prompt Pay Law, Section 66.285, does not apply to this Contract. As a matter of practice, MPS attempts to pay all invoices in 30 days. Contractor shall provide MPS with (weekly, biweekly, etc.) billings which shall include, but not be limited to, the following:

Dates and events worked.
General tasks performed.

Milwaukee Public Schools does not pay in advance for services.

3. NON-DISCRIMINATION, EQUAL EMPLOYMENT OPPORTUNITY AND AFFIRMATIVE ACTION PROGRAMS

(Include this language when the Contractor is expected to have employees assisting in the services performed.) In the performance of work under this Contract, Contractor shall not discriminate against any employee or applicant for employment because of race, color, national origin, age, sex or handicap, which shall include, but not be limited to, the following:

Employment, upgrading, demotion or transfer; recruitment or recruitment advertising; layoff or termination; rates of pay or other forms of compensation; and selection for training, including apprenticeships. Contractor will post in conspicuous places, available for employees of the Contractor and applicants for employment notices setting forth the provisions of the non-discriminatory clause.

Contractor agrees to strive to implement the principles of equal employment opportunities through an effective Affirmative Action program. A copy of the program is required prior to completion of this agreement. The program shall have as its objective to increase the utilization of women, minorities and handicapped persons, and other protected groups, at all levels of employment in all divisions of Contractor's work force, where these groups may have been previously under-utilized and under-represented. Contractor also agrees in the event of any dispute as to compliance with the aforestated requirements, it shall be its responsibility to show it has met all such requirements.

When a violation of the non-discrimination, equal opportunity or affirmative action provisions of this section has been determined by MPS, Contractor shall immediately be informed of the violation and directed to take all action necessary to halt the violation, as well as such action as may be necessary to correct, if possible, any injustice to any person adversely affected by the violation, and immediately take steps to prevent further violations.

If, after notice of a violation to Contractor, further violations of this section are committed during the term of the Contract, MPS may terminate the Contract without liability for the uncompleted portion or any materials or services purchased or paid for by the Contractor for use in completing the Contract, or it may permit Contractor to complete the Contract but, in either event, Contractor may be ineligible to participate in future contracts with MPS.

4. INDEMNITY

To the fullest extent permitted by law, the Contractor agrees to indemnify, defend and hold harmless, MPS, its agents, officers and employees, from and against all loss or expense, including related costs and reasonable attorney's fees by reason of liability for damages, including suits at law or in equity, caused by any wrongful, intentional or negligent acts or omissions of the Contractor, or its agents which may arise out of or are connected with the activities covered by this Contract.

In accordance with applicable laws, MPS shall be responsible for defending and paying judgments on behalf of its officers, employees and agents for any claims that may arise out of MPS's negligence for acts, policies, or directives that affect the activities covered by this Contract.

5. INSURANCE AND PROOF OF FINANCIAL RESPONSIBILITY

Contractor understands and agrees that financial responsibility for claims or damages to any person, or to Contractor's employees and agents, shall rest with the Contractor. Contractor shall effect and maintain any insurance coverage, including, but not limited to, Workers' Compensation, Employers' Liability, General Liability, Contractual Liability, Professional Liability, Automobile Liability and Umbrella Liability to support such financial obligations. The indemnification obligation, however, shall not be reduced in any way by existence or non-existence, limitation, amount or type of damages, compensation or benefits payable under Workers' Compensation laws or other insurance provisions.

The minimum limits of insurance required of the Contractor by MPS shall be:

Workers' Compensation	Statutory Limits
Employers' Liability	$100,000 per occurrence
General Liability	$1,000,000 per occurrence/$2,000,000 aggregate
Professional Liability	$1,000,000 per occurrence
Auto Liability	$1,000,000 per occurrence
Umbrella (excess) Liability	$1,000,000 per occurrence

MPS shall be named as an additional insured under Contractor's general liability insurance and umbrella liability insurance. Evidence of all required insurances of Contractor shall be given to MPS. The certificate of insurance or policies of insurance evidencing all coverages shall include a statement MPS shall be afforded a thirty (30) day written notice of cancellation, non-renewal or material change by any of Contractor's insurers providing the coverages required by MPS for the duration of this contract.

6. TERMINATION BY CONTRACTOR

Contractor may, at its option, terminate this Contract upon the failure of MPS to pay any amount which may become due hereunder for a period of forty-five (45) days following submission of appropriate billing and supporting documentation. Upon said termination, Contractor shall be paid the compensation due for all services rendered through the date of termination including any retainage.

7. BREACH BY CONTRACTOR

It is mutually agreed the breach of this Contract on Contractor's part will result in irreparable and continuing damage to MPS for which money damages may not provide adequate relief. Therefore, the breach of this agreement on Contractor's part shall entitle MPS to both preliminary and permanent injunctive relief and money damages insofar as they can be determined under the circumstances.

8. TERMINATION BY MPS FOR VIOLATIONS BY CONTRACTOR

If Contractor fails to fulfill its obligations under this Contract in a timely or proper manner, or violates any of its provisions, MPS shall thereupon have the right to terminate it by giving 30 days written notice of termination of contract, specifying the alleged violations, and effective date of termination. It shall not be terminated if, upon receipt of the notice, Contractor promptly cures the alleged violation prior to the end of the thirty (30) day period. In the event of termination, MPS will only be liable for services rendered through the date of termination and not for the uncompleted portion, or for any materials or services purchased or paid for by Contractor for use in completing the Contract.

9. UNRESTRICTED RIGHT OF TERMINATION BY MPS

MPS further reserves the right to terminate this Contract at any time for any reason by giving Contractor thirty (30) days written notice by Certified Mail of such termination. In the event of said termination, Contractor shall reduce its activities hereunder as mutually agreed to, upon receipt of said notice. Upon said termination, Contractor shall be paid for all services rendered through the date of termination, including any retainage. This section also applies should the Milwaukee Board of School Directors fail to appropriate additional monies required for the completion of the Contract.

10. INDEPENDENT CONTRACTOR

Nothing contained in this Contract shall constitute or be construed to create a partnership or joint venture between MPS or its successor or assigned and Contractor or its successors or assigns. In entering into this Contract, and in acting in compliance herewith, Contractor is at all times acting and performing as an independent contractor, duly authorized to perform the acts required of it hereunder.

The manner in which Contractor performs the services provided for hereunder including work hours, location, and other details of such services, shall be exclusively determined by the Contractor in consideration of the availability of facilities, students, and the normal working hours of the MPS departments involved. MPS shall have the right to control and direct the results of such services because, in the performance thereof, Contractor is and shall remain independent (with the obligation solely on the Contractor's part to provide for and pay any contribution or taxes required by federal, state or local authorities imposed on or measured by income) providing consultation on the matters made the subject thereof. MPS understands the Contractor will engage in other business or trade for other persons or organization, at Contractor's discretion, during the time Contractor is rendering services for MPS, providing such outside functions do not in any way restrict Contractor in performing the services provided for in this Contract.

Contractor further agrees that MPS is not to be charged with the obligation or responsibility of extending any fringe benefits such as hospital, medical and life insurance, or pension plans which may be extended to employees of MPS from time to time and further agree to indemnify and hold harmless MPS and all its employees, officers and agents from any liability for personal injuries, including death, or for damage to or loss of personal property, which might occur as a result of the performance of the services provided for under this Contract.

Contractor agrees that Contractor will not file any complaint, charge, or claim with any local, state or federal agency or court in which Contractor claims to be or to have been an employee of MPS during the period of time covered by this Contract and that if any such agency or court assumes jurisdiction of any complaint, charge or claim against MPS on Contractor's behalf, Contractor will request such agency or court to dismiss such matter.

11. ASSIGNMENT LIMITATION

This Contract shall be binding upon and inure to the benefit of the parties and their successors and assigns; provided, however, that neither party shall assign its obligations hereunder without the prior written consent of the other.

12. PROHIBITED PRACTICES

A. Contractor during the period of this contract shall not hire, retain or utilize for compensation any member, officer, or employee of MPS or any person who, to the knowledge of Contractor, has a conflict of interest.

B. Contractor hereby attests it is familiar with MPS's Code of Ethics which states, in part, "An employee of Milwaukee Public Schools may not accept any gift or gratuity in excess of $25.00 annually from any person, persons, group or any firm which does business with or is attempting to do business with MPS".

C. Contractor shall adhere to MPS's Livable Wage Policy, which requires all contractors to pay their employees a minimum of $7.70 per hour.

13. NOTICES

Notices to MPS provided for in this Contract shall be sufficient if sent by Certified or Registered mail, postage prepaid, addressed to (name and address or responsible administrator) and notices to Contractor shall be sufficient if sent by Certified or Registered mail, postage prepaid, to (name and address of Contractor), or to such other respective addresses as the parties may designate to each other in writing from time to time.

14. AUTHORIZATION

The validity, construction, enforcement and effect of this Contract shall be governed by the laws of the State of Wisconsin. All agreements and covenants contained herein are severable, and in the event any of them shall be held invalid by any competent court or agency, this Contract shall be interpreted as if such invalid agreements or covenants were not contained herein.

15. OWNERSHIP OF INFORMATION

All information and any derivatives thereof whether created by MPS or Contractor which are related to the services covered under this Contract remains the property of MPS and no license or other rights to such information is granted or implied hereby. For purposes of this Contract, "derivatives" shall mean: (i) for copyrightable or copyrighted material, any translation, abridgment, revision, or other form in which an existing work may be recast, transformed, or adapted; and (ii) for patentable or patented material, any improvement thereon.

16. NON-DISCLOSURE AND NON-USE OF MPS INFORMATION AND WORK PRODUCT DEVELOPED BY CONTRACTOR FOR MPS

Contractor will not disclose, publish, or disseminate any information it obtains from or develops for MPS under this Contract. Contractor agrees to take all reasonable precautions to prevent any unauthorized use, disclosure, publication, or dissemination of information and work product obtained from or developed for MPS under this Contract. Contractor agrees not to use, publish or disseminate information and work product for its own or any third party's benefit without the prior written approval of MPS.

17. RETURN OF DOCUMENTS

Within ten business days of receipt of MPS' written or oral request, Contractor will return all documents, records, and copies thereof it obtained during the development of the work product covered by this Contract.

18. YEAR 2000 COMPLIANCE

Each hardware, software, or firmware product delivered under this contract must be expressly warranted to be able to process accurately date/time data (including, but not limited to, calculating, comparing, and sequencing) from, into and between the twentieth and twenty-first centuries, and the years 1999 and 2000 and leap year calculations, including to the extent that other information technology, used in combination with the information.

IN WITNESS WHEREOF, the parties hereto have executed this Contract on the day, month and year first above written.

CONTRACTOR (Vendor # _____)	MILWAUKEE BOARD OF SCHOOL DIRECTORS
By Princeton Health Press	By Robert Helminiak (Principal)
Business Address: _____	By _____ (Administrator, if applicable)
Telephone # _____	M/WBE Certifying Agency _____ (Please attach copy of certification letter)
Tax ID or SS# _____	If not certified, are you a ☐Female or a ☐Minority
Budget Code SDV-0-0-VW5-CI-ESUP	

NOTE: BUDGET CODES THAT ARE NOT LOCAL SCHOOL BUDGET CODES MUST BE APPROVED BY APPROPRIATE DEPARTMENT OR PROGRAM ADMINISTRATOR.

This contract is not enforceable until signed by the Department of Finance.
Payment will not be made on any contract not on file in the Department of Finance.
A minimum of fifteen business days is required for approval.

Approved as to appropriate use of a professional service contract form, and independent contractor status by Department of Finance.

By _____ Date _____

Reviewed by Division of Insurance and Risk Management

By _____ Date _____

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

* * * * *

(Item 8) Action to Approve a Sole-Source Contract with the Center for Value-Added Research at UW-Madison for Educational Research

Administration's Analysis

1. At its monthly meeting in May 2001, the MPS Board of School Directors adopted Administrative Policy 2.16, District Accountability System, which requires the Administration to report annually to the community on a number of indicators of school quality, including growth in student achievement, using a value-added approach.

2. The Administration proposes a contract with the Value-Added Research Center of the Wisconsin Center for Education Research (WCER) that would be a natural extension of the value-added analyses conducted for school accountability. The proposed contract would establish a Consortium on Milwaukee School Research and provide the district with an embedded research manager to conduct program and policy evaluations using value-added statistical methods. The researcher would work under the functional direction of the MPS Division of Assessment and Accountability and the Milwaukee Partnership Academy (MPA) Work Group 4 — Evaluation and Accountability while receiving technical direction from Dr. Robert Meyer at the Value-Added Research Center. The MPA Work Group 4 will collaboratively set the district's research agenda regarding teaching and learning in MPS. This relationship would provide practical grounding for the work while ensuring independence and technical expertise necessary for objective evaluation and research regarding ongoing initiatives within the District.

3. Ssince 1998, the WCER has worked with the Milwaukee Public Schools within the former's Center for the Study of Systemic Reform in Milwaukee on issues related to standards, assessment, and accountability. Most recently, Center staff conducted a study of the implementation of the Learning Targets in MPS schools and evaluated the depth of implementation as it varied by value-added performance and climate conducive to professional learning communities.

4. Dr. Robert Meyer, Senior Scientist at the WCER, is the Director of the new 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 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, Board Policy or Rule Statement

7. The recommendation is consistent with Administrative Policy 2.16, District Accountability System. The proposed contractor, which is being presented to the Board pursuant to Board Policy 3.09(3). Purchasing and Bidding Requirements, for receiving sole-source consideration, has been approved by the Superintendent's designee as a sole-source vendor.

Fiscal Impact Statement

8. This item authorizes expenditures of $74,000 in FY05. Funds to support the FY05 portion of the contract are included in the FY05 budget for the Division of Assessment and Accountability (Budget code SYS-0-S-1E5-RH-ECNS). It is anticipated that the FY06 portion of the contract ($37,000) will be included in the Division's FY06 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 between 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 the following 12-month sole-source contract with the Value-Added Research Center at the University of Wisconsin-Madison/Wisconsin Center for Education Research for an amount not to exceed $74,000 in FY05 and an anticipated $37,000 in FY06.

MILWAUKEE BOARD OF SCHOOL DIRECTORS
PROFESSIONAL SERVICES CONTRACT

AGREEMENT entered into this first day of November, 2004, and between Wisconsin Center for Education Research (WCER)-UW Madison (hereinafter referred to as "Contractor") and Milwaukee Board of School Directors (hereinafter referred to as "MPS").

1. SCOPE OF SERVICES

Contractor shall specifically perform the following tasks: (Describe the type of service being provided, dates covered by the contract and payment rates.) Provide an embedded research manager, working under functional direction of MPS and the MPA partners and under the technical direction of experienced research scientists and faculty within WCER. The research manager will be responsible for conducting rigorous, independent policy research and program evaluation studies and for training existing staff with the Division of Assessment and Accountability in advanced statistics. The duration of this contract is 12 months.

Contractor shall provide, at its own expense, all personnel required in performing the services under this Contract. **Contractor, during the period of this contract shall not hire, retain or utilize for compensation any member, officer, or employee of MPS or any person who, to the knowledge of Contractor, has a conflict of interest.**

2. COMPENSATION

Contractor shall be compensated for work performed at the rate of $9,250.00 per month. Out-of-pocket expenses are not reimbursable. The total compensation to Contractor for services performed under the Agreement shall not exceed $111,000.00 per 12-month period unless agreed to by MPS in writing. State Prompt Pay Law, Section 66.285, does not apply to this Contract. As a matter of practice, MPS attempts to pay all invoices in 30 days. Contractor shall provide MPS with monthly billings which shall include, but not be limited to, the following:

Dates and events worked.
General tasks performed.

Milwaukee Public Schools does not pay in advance for services.

3. NON-DISCRIMINATION, EQUAL EMPLOYMENT OPPORTUNITY AND AFFIRMATIVE ACTION PROGRAMS

In the performance of work under this Contract, Contractor shall not discriminate against any employee or applicant for employment because of race, color, national origin, age, sex or handicap, which shall include, but not be limited to, the following:

Employment, upgrading, demotion or transfer; recruitment or recruitment advertising; layoff or termination; rates of pay or other forms of compensation; and selection for training, including apprenticeships. Contractor will post in conspicuous places, available for employees of the Contractor and applicants for employment notices setting forth the provisions of the non-discriminatory clause.

Contractor agrees to strive to implement the principles of equal employment opportunities through an effective Affirmative Action program. A copy of the program is required prior to completion of this agreement. The program shall have as its objective to increase the utilization of women, minorities and handicapped persons, and other protected groups, at all levels of employment in all divisions of Contractor's work force, where these groups may have been previously under-utilized and under-represented. Contractor also agrees in the event of any dispute as to compliance with the aforestated requirements, it shall be its responsibility to show it has met all such requirements.

When a violation of the non-discrimination, equal opportunity or affirmative action provisions of this section has been determined by MPS, Contractor shall immediately be informed of the violation and directed to take all action necessary to halt the violation, as well as such action as may be necessary to correct, if possible, any injustice to any person adversely affected by the violation, and immediately take steps to prevent further violations.

If, after notice of a violation to Contractor, further violations of this section are committed during the term of the Contract, MPS may terminate the Contract without liability for the uncompleted portion or any materials or services purchased or paid for by the Contractor for use in completing the Contract, or it may permit Contractor to complete the Contract but, in either event, Contractor may be ineligible to participate in future contracts with MPS.

4. INDEMNITY

To the fullest extent permitted by law, the Contractor agrees to indemnify, defend and hold harmless, MPS, its agents, officers and employees, from and against all loss or expense, including related costs and reasonable attorney's fees by reason of liability for damages, including suits at law or in equity, caused by any wrongful, intentional or negligent acts or omissions of the Contractor, or its agents which may arise out of or are connected with the activities covered by this Contract.

In accordance with applicable laws, MPS shall be responsible for defending and paying judgments on behalf of its officers, employees and agents for any claims that may arise out of MPS's negligence for acts, policies, or directives that affect the activities covered by this Contract.

5. INSURANCE AND PROOF OF FINANCIAL RESPONSIBILITY

Insurance:

Throughout the term of this agreement, the Contractor will carry the following insurance:

Workers' Compensation	Statutory Limits	
Employers' Liability		
Bodily Injury by Accident	$ 100,000	each accident
Bodily Injury by Disease	$ 100,000	each employee
	$ 500,000	policy limit

Workers' Compensation at statutory limits and Employer's Liability at $100,000 per occurrence or sufficient limits to meet Umbrella underlying insurance requirements. Coverage shall be modified to include a Waiver of Subrogation Endorsement in favor of Milwaukee Public Schools, including its directors, officers, agents, employees, and volunteers.

Professional Liability	$ 1,000,000

General Liability:		
Bodily Injury/Property Damage	$ 1,000,000	each occurrence/
	$ 2,000,000	aggregate
Products Completed Operations	$ 1,000,000	
Personal/Advertising Injury	$ 1,000,000	
Medical Expense	$ 5,000	
Umbrella Liability:		
Excess Coverage	$ 5,000,000	
Auto Liability	$ 1,000,000	per accident
(if transporting students)		

The Board is to be named as an "additional insured" under Contractor's General Liability insurance policy throughout the term of this agreement. A certificate of insurance evidencing the aforementioned insurance requirements is required to be provided to the Board of School Directors before any services are to commence under this agreement. Said certificate is to include a sixty (60) –day advance notice prior to any change, termination, or cancellation of the insurance coverage. Insurance companies must be acceptable to the Board and must have a current A.M. Best rating of A- or better.

The indemnification obligation under this contract shall not be reduced in any way by the existence or non-existence, limitation, amount or type of damages, compensation or benefits payable under Worker's Compensation laws or other insurance provisions. Under no circumstances is the Board's recovery limited due to the fact that it is named as an additional insured under Contractor's insurance policy as listed above.

6. TERMINATION BY CONTRACTOR

Contractor may, at its option, terminate this Contract upon the failure of MPS to pay any amount which may become due hereunder for a period of forty-five (45) days following submission of appropriate billing and supporting documentation. Upon said termination, Contractor shall be paid the compensation due for all services rendered through the date of termination including any retainage.

7. BREACH BY CONTRACTOR

It is mutually agreed the breach of this Contract on Contractor's part will result in irreparable and continuing damage to MPS for which money damages may not provide adequate relief. Therefore, the breach of this agreement on Contractor's part shall entitle MPS to both preliminary and permanent injunctive relief and money damages insofar as they can be determined under the circumstances.

8. TERMINATION BY MPS FOR VIOLATIONS BY CONTRACTOR

If Contractor fails to fulfill its obligations under this Contract in a timely or proper manner, or violates any of its provisions, MPS shall thereupon have the right to terminate it by giving 30 days' written notice of termination of contract, specifying the alleged violations, and effective date of termination. It shall not be terminated if, upon receipt of the notice, Contractor promptly cures the alleged violation prior to the end of the thirty (30) day period. In the event of termination, MPS will only be liable for services rendered through the date of termination and not for the uncompleted portion, or for any materials or services purchased or paid for by Contractor for use in completing the Contract.

9. UNRESTRICTED RIGHT OF TERMINATION BY MPS

MPS further reserves the right to terminate this Contract at any time for any reason by giving Contractor thirty (30) days' written notice by Certified Mail of such termination. In the event of said termination, Contractor shall reduce its activities hereunder as mutually agreed to, upon receipt of said notice. Upon said termination, Contractor shall be paid for all services rendered through the date of termination, including any retainage. This section also applies should the Milwaukee Board of School Directors fail to appropriate additional monies required for the completion of the Contract.

10. INDEPENDENT CONTRACTOR

Nothing contained in this Contract shall constitute or be construed to create a partnership or joint venture between MPS or its successor or assigned and Contractor or its successors or assigns. In entering into this Contract, and in acting in compliance herewith, Contractor is at all times acting and performing as an independent contractor, duly authorized to perform the acts required of it hereunder.

The manner in which Contractor performs the services provided for hereunder including work hours, location, and other details of such services, shall be exclusively determined by the Contractor in consideration of the availability of facilities, students, and the normal working hours of the MPS departments involved. MPS shall have the right to control and direct the results of such services because, in the performance thereof, Contractor is and shall remain independent (with the obligation solely on the Contractor's part to provide for and pay any contribution or taxes required by federal, state or local authorities imposed on or measured by income) providing consultation on the matters made the subject thereof. MPS understands the Contractor will engage in other business or trade for other persons or organization, at Contractor's discretion, during the time Contractor is rendering services for MPS, providing such outside functions do not in any way restrict Contractor in performing the services provided for in this Contract.

Contractor further agrees that MPS is not to be charged with the obligation or responsibility of extending any fringe benefits such as hospital, medical and life insurance, or pension plans which may be extended to employees of MPS from time to time and further agree to indemnify and hold harmless MPS and all its employees, officers and agents from any liability for personal injuries, including death, or for damage to or loss of personal property, which might occur as a result of the performance of the services provided for under this Contract.

Contractor agrees that Contractor will not file any complaint, charge, or claim with any local, state or federal agency or court in which Contractor claims to be or to have been an employee of MPS during the period of time covered by this Contract and that if any such agency or court assumes jurisdiction of any complaint, charge or claim against MPS on Contractor's behalf, Contractor will request such agency or court to dismiss such matter.

11. ASSIGNMENT LIMITATION

This Contract shall be binding upon and inure to the benefit of the parties and their successors and assigns; provided, however, that neither party shall assign its obligations hereunder without the prior written consent of the other.

12. PROHIBITED PRACTICES

A. Contractor during the period of this contract shall not hire, retain or utilize for compensation any member, officer, or employee of MPS or any person who, to the knowledge of Contractor, has a conflict of interest.

B. Contractor hereby attests it is familiar with MPS's Code of Ethics which states, in part, "An employee of Milwaukee Public Schools may not accept any gift or gratuity in excess of $25.00 annually from any person, persons, group or any firm which does business with or is attempting to do business with MPS".

C. Contractor shall adhere to MPS’s Livable Wage Policy, which requires all contractors to pay their employees a minimum of $7.70 per hour.

13. NOTICES

Notices to MPS provided for in this Contract shall be sufficient if sent by Certified or Registered mail, postage prepaid, addressed to (name and address or responsible administrator) and notices to Contractor shall be sufficient if sent by Certified or Registered mail, postage prepaid, to (name and address of Contractor), or to such other respective addresses as the parties may designate to each other in writing from time to time.

14. AUTHORIZATION

The validity, construction, enforcement and effect of this Contract shall be governed by the laws of the State of Wisconsin. All agreements and covenants contained herein are severable, and in the event any of them shall be held invalid by any competent court or agency, this Contract shall be interpreted as if such invalid agreements or covenants were not contained herein.

15. OWNERSHIP OF INFORMATION

All information and any derivatives thereof whether created by MPS or Contractor which are related to the services covered under this Contract remains the property of MPS and no license or other rights to such information is granted or implied hereby. For purposes of this Contract, "derivatives" shall mean: (i) for copyrightable or copyrighted material, any translation, abridgment, revision, or other form in which an existing work may be recast, transformed, or adapted; and (ii) for patentable or patented material, any improvement thereon.

16. NON-DISCLOSURE AND NON-USE OF MPS INFORMATION AND WORK PRODUCT DEVELOPED BY CONTRACTOR FOR MPS

Contractor will not disclose, publish, or disseminate any information it obtains from or develops for MPS under this Contract. Contractor agrees to take all reasonable precautions to prevent any unauthorized use, disclosure, publication, or dissemination of information and work product obtained from or developed for MPS under this Contract. Contractor agrees not to use, publish or disseminate information and work product for its own or any third party's benefit without the prior written approval of MPS.

17. RETURN OF DOCUMENTS

Within ten business days of receipt of MPS's written or oral request, Contractor will return all documents, records, and copies thereof it obtained during the development of the work product covered by this Contract.

18. YEAR 2000 COMPLIANCE

Each hardware, software, or firmware product delivered under this contract must be expressly warranted to be able to process accurately date/time data (including, but not limited to, calculating, comparing, and sequencing) from, into and between the twentieth and twenty-first centuries, and the years 1999 and 2000 and leap year calculations, including to the extent that other information technology, used in combination with the information.

IN WITNESS WHEREOF, the parties hereto have executed this Contract on the day, month and year first above written.

CONTRACTOR (Vendor _____)	MILWAUKEE BOARD OF SCHOOL DIRECTORS
By _____	By _____ (Principal)
Business Address: 1025 West Johnson Street Madison, WI 53706	By _____ (Administrator, if applicable)
Telephone # 608-263-6448	M/WBE Certifying Agency _____ (Please attach copy of certification letter)
Tax ID or SS# _____	If not certified, are you a ☐Female or a ☐Minority
Budget Code SYS-0-S-1E5-RH-ECNS	

NOTE: BUDGET CODES THAT ARE NOT LOCAL SCHOOL BUDGET CODES MUST BE APPROVED BY APPROPRIATE DEPARTMENT OR PROGRAM ADMINISTRATOR.

This contract is not enforceable until signed by the Department of Finance.
Payment will not be made on any contract not on file in the Department of Finance.
A minimum of fifteen business days is required for approval.

Approved as to appropriate use of a professional service contract form, and independent contractor status by Department of Finance.

By _____ Date _____

Reviewed by Division of Insurance and Risk Management

By _____ Date _____

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

* * * * *

(Item 9) Informational Report on the District's Year-End Financial Position

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

Administration's Report

1. Chart 1 below shows the position of the district's various funds at June 30, 2004.

CHART # 1

FY04	Revenues	Expenditures	Surplus (Deficit)	Fund Balance	
				Revised Beginning	End
General Operations	1,012,516,021	1,025,767,536	(13,251,515)	77,155,964	63,904,449
Capital Projects	80,483,027	28,308,722	52,174,305	4,319,591	56,493,896
Construction	27,427,758	25,128,173	2,299,585	26,306,306	28,605,891
Extension	10,102,327	9,055,022	1,047,305	3,277,475	4,324,780
School Nutrition	29,631,897	31,379,037	(1,747,140)	(3,124,083)	(4,871,223)
Categorical Programs	186,694,647	185,645,824	1,048,823	(6,535,631)	(5,486,808)
Total	1,346,855,677	1,305,284,314	41,571,363	101,399,622	142,970,985

2. Charts 2 and 3 in the attachments to the report of your Committee show the June 30, 2004, year-end position of schools and departments respectively.

3. School Operations Fund

a. The School Operations Fund includes both a General Operations Fund and a Capital Projects Fund. The General Operations Fund excludes borrowed funds to more accurately reflect the revenues and expenditures associated with the day-to-day operations of the district.

b. When the Board approved the revised FY04 budget, it approved $1.3 million of the General Operations fund balance for the purpose of financing non-recurring expenses. Also, the Board approved refinancing the unfunded pension liability in November 2003. The issuance of pension bonds resulted in approximately $167 million revenues and $167 million expenditures in addition to the adopted budget. General Operations Fund expenditures exceeded revenue and planned use of fund balance by $12 million, or 1.1

percent of total General Operations expenditures. This summary, however, is a cash-basis snapshot of fund balance. When encumbrances and prepayments are accounted for, the district's general fund balance is stable. (The fund balance on the district's FY04 State report is $76.4 million).

c. The Capital Projects fund balance will carry forward for FY05 spending, primarily for projects in the Neighborhood School Initiative.

d. Schools and school programs ended the year with a net remaining balance of ($1,150,777). Departments and programs ended with a balance of ($3,968,387). A listing of school and departmental year-end positions can be found on Charts 2 and 3 in the attachments. The Administration addresses surpluses requiring Board action in a separate Board item. Surpluses carried forward have the effect of reducing fund balance; deficits carried forward have the effect of increasing fund balance.

e. If the Board authorizes the requested carryovers, and taking into account the automatic carry forward of school balances and department deficits under Board policy, the ending FY04 fund balance will increase by $2,461,842.

4. Construction Fund

a. The year-end position of the Construction Fund is largely the result of timing differences. Construction Fund revenues are usually one-time events such as the receipt of bond proceeds for specific projects. Construction Fund expenditures, on the other hand, occur over extended periods of time and often span two or more fiscal years. Over time, project expenditures should approximate project revenues. When individual project deficits occur, they are absorbed with the Fund balance.

b. The Construction Fund Balance increased by $2,299,585, from $26,306,306 to $28,605,890, primarily due to receipt of borrowing proceeds for projects expended in the previous year.

5. Extension Fund

a. In approving the FY04 Extension Fund budget, the Board appropriated $374,603 from the Extension Fund balance for the purpose of financing Extension Fund operations. The Extension Fund had an FY04 operating surplus, so no use of fund balance was necessary.

b. The Extension Fund Balance increased by $1,047,306, from $3,277,475 to $4,324,781, primarily due to unanticipated federal revenue for summer Community Learning Center operations.

6. School Nutrition Fund

a. School Nutrition Services faces continuing challenges in providing nutritious meals to students while operating under strict fiscal constraints, as costs generally increase at a faster rate than does the federal revenue that funds most of the food service program.

b. The Administration is exploring cost-saving measures that will allow School Nutrition Services to operate within budget.

c. The School Nutrition Fund decreased by $1,747,139, from ($3,124,083) to ($4,871,222).

7. Categorical Programs

a. Categorical Programs ended FY04 with an operating surplus of $1,048,823. This year-end position reflects the fact that, unlike most funds, categorical programs do not close out at June 30. Categorical programs typically have a 30- to 90-day clean-up period following year end. During this clean-up period, the district continues to submit reimbursement claims for goods and services purchased but not received prior to year end. As a result, categorical revenues and expenditures continue to be recorded during the clean-up period.

b. When these programs close, revenues will equal expenditures, resulting in a zero fund balance. Similar to the Construction Fund, the year-end position in Categorical Programs is the result of timing differences.

8. Summary

a. School Operations Fund: Expenditures were managed in accordance with revenues to maximize FY05 aids and maintain fund balance.

b. Construction Fund: This fund will carry $28.6 million forward to FY05.

c. Extension Fund: Lower-than-anticipated expenditures in FY04 resulted in an increased fund balance.

d. School Nutrition Fund: Substantial expenses above revenue have increased the deficit position.

e. Categorical Programs: Spending was according to plan and at a similar level as in the previous year.

* * * * *

(Item 10) Carryover of FY04 School and Department Surpluses to FY05

Administration's Analysis

1. Administrative policy provides for the automatic carryover of school and department deficits in full; however, automatic carryovers of surpluses are limited to school balances only, and these carryovers are limited to a single-year surplus of 1.5% of a school's budget, with a maximum multi-year accumulation of 3%. Larger carryovers for schools may be executed only with Board approval. Also, any carryover of department surpluses, regardless of size, must have Board approval. Since the carryover draws from fund balance, a two-thirds majority is required for Board approval.

2. The chart below summarizes the surplus/deficit positions of traditional and instrumentality charter schools. It references the year-end positions on a cumulative basis (i.e., includes the beginning-of-the-year fiscal condition).

	FY03	FY04
Number of Schools in Deficit Position	75	73
Average Deficit	($84,597)	($139,749)
Number of Schools in Surplus Position	86	88
Average Surplus	$75,152	$84,161

3. Surpluses in 39 schools exceeded the automatic carryover levels; all have requested that the excess, totaling $2,438,595 over the automatic limits, be carried over to FY05.

4. Administrative policy dictates that the carryover may not be used for position salaries. Prudent fiscal practice is to use the funds for one-time expenditures. Finance staff explained these parameters to the principals and reviewed requests for carryover to validate that administrative policy is being met. The requests are aligned with each school's educational plan. The following chart displays the amount of "excess" carryover requested by schools and the purposes for which the funds will be used.

School	Excess Amount	Description
AAL	$ 7,269	New reading materials for grade four
Alcott	3,352	Supplies
Barton	112,251	"Writing for Excellence" materials, technology upgrades, instructional materials
Burbank	3,731	Painting school rooms
Burdick	45,760	New mathematics curriculum & textbooks
Carson Academy	31,934	Mathematics curriculum materials

School	Excess Amount	Description
Congress	6,001	Equipment & supplies for new addition
Doerfler	61,608	Substitute teachers, supplies, building modifications
Eighty-first Street	117,801	Classroom computers, new math textbooks, school painting, update the public address system
Engleburg	62,198	Neighborhood marketing, curriculum resources, supplies
Franklin	106,273	Copier lease, building modifications, supplies
Garfield	53,510	Technology equipment, substitute teachers, Direct Instruction consultant
Grantosa	87,879	Substitute teachers, grade-eight expansion, professional development, capital expenses
Granville	141,461	Copier & computer leases, staff development, supplies
Green Bay Avenue	62,146	Computer lab
Honey Creek	72,410	Building modifications, technology equipment and licensing, staff development, copier replacement
Lancaster	62,269	Building modifications
Lincoln Ctr/Arts	41,765	Upgrade security system
Longfellow	48,820	Technology equipment, tutoring program, student furniture
M. L. King, Jr.	52,739	Computer lease payment
MacDowell	40,668	Substitute teachers, equipment, supplies
McNair	68,866	Supplies, textbooks, computers, field trips, student/parent activities, staff development
Milw Entrep	143,681	Technology equipment, part-time certificated staffing (curriculum writing), supplies
Milw School/Lang	25,126	Student furniture
Milw Spanish Imm	28,164	Soccer field installation, gymnasium upgrades
Milw Village	45,677	Supplies
Neeskara	24,652	Mathematics textbooks & materials
New School/Comm Svc	7,477	Technology equipment, part-time certificated staffing
Reagan (Town of Lake)	19,132	Postage, supplies
Sherman	3,171	Supplies
Starms ECC	202,573	Building modifications, technology equipment, part-time certificated & classified staffing, staff development training, resource materials
Tippecanoe	31,771	Special education software, foreign language classes, storage shed
Urban Waldorf	120,134	Staff development, equipment, supplies
Wheatley	116,252	Building modifications, inservices & staff development, equipment
Whitman	7,830	Grade-six English & spelling textbooks, computer upgrades
		Instrumentality Charters
IDEAL	3,655	Subscription — Carnegie Math Series, supplies
Northern Star	37,755	Technology hardware/software, equipment, supplies, staff development, consultant support
PLC	17,622	Staff development, supplies
Westside Academy	313,212	Air conditioning
TOTAL	$2,438,595	

5. The Administration also requests carryover for the following items which continue an intended purpose into FY04:

AMOUNT	PURPOSE
$ 300,440	Common School Fund (Library) — Online Virtual Library Resources
11,910	Music Festival-Final Transportation Costs
$ 312,350	TOTAL — SPECIAL PROJECT CARRYOVER

Statute, Board Policy or Rules Statement

6. Administrative Policy 3.05(4)(b) requires Board 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.

7. Board Policy 3.03(2) stipulates that use of unreserved fund balance shall require two-thirds majority vote of the Board.

Fiscal Impact Statement

8. Approval of these carryovers would use $2,750,945 of the FY04 School Operations Fund — fund balance of $63,904,449.

Implementation and Assessment Plan

9. Funds will be carried forward to FY05 budgets upon Board approval.

Committee's Recommendations

Your Committee recommends that the Board approve the carryovers of school and department FY04 surpluses to FY05 as follows:

School	Excess Amount
Academy for Accelerated Learning	$ 7,269
Alcott	3,352
Barton	112,251
Burbank	3,731
Burdick	45,760
Carson Academy	31,934
Congress	6,001
Doerfler	61,608
Eighty-first Street	117,801
Engleburg	62,198
Franklin	106,273
Garfield	53,510
Grantosa	87,879
Granville	141,461
Green Bay Avenue	62,146
Honey Creek	72,410
Lancaster	62,269
Lincoln Center of the Arts	41,765
Longfellow	48,820
M. L. King, Jr.	52,739
MacDowell	40,668
McNair	68,866

Milwaukee Entrepreneurship	143,681
Milwaukee School of Language	25,126
Milwaukee Spanish Immersion	28,164
Milwaukee Village	45,677
Neeskara	24,652
New School for Community Service	7,477
Reagan (Town of Lake)	19,132
Sherman	3,171
Starms Early Childhood Center	202,573
Tippecanoe	31,771
Urban Waldorf	120,134
Wheatley	116,252
Whitman	7,830
Instrumentality Charters	
IDEAL	3,655
Northern Star	37,755
Professional Learning Institute	17,622
Westside Academy	313,212
Total Schools	**$ 2,438,595**
Special Project	
Common School Fund	$ 300,440
Music Festival	11,910
Total Special Projects	**$ 312,350**
TOTAL CARRYOVER	**$ 2,750,945**

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

* * * * *

COMMITTEE ON STRATEGIC PLANNING & BUDGET

Director Morales presented the following report for the Committee on Strategic Planning & Budget:

TO THE BOARD OF SCHOOL DIRECTORS:

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

(Item 1) Action on Activities Associated with the Development of the Facilities Master Plan 2004-2014 and Powerpoint Presentation on the Status of the Project

Administrative Analysis

1. The purpose of this item is to provide the Board with an update on the development of the 2004-2014 Facilities Master Plan and to seek approval to identify projects for the expansion of capacity through a community-involvement process.

2. On August 12, 2003, the Committee on Strategic Planning and Budget was given a PowerPoint presentation regarding the process and schedule for updating the Facilities Master Plan. At that time, the following steps in the developing the plan were either completed or nearing completion:

- Facilities standards — originally approved in March 2000 and revised in July 2003
- Demographic presentation
- Analysis of space needs
- Update projects regarding preservation of capacity, including cyclic maintenance

3. The remaining components included a capacity analysis and the establishment of a community-involvement process to identify projects for the following categories:

- New schools
- Additions to schools
- Replacement schools
- Renovations to schools
- School closings

4. The final step would be to determine the cost of the plan.

5. With the completion of the capacity analysis, it is projected that the future operating capacity of the district in 2013/14 will be 117,971, with a projected enrollment of 97,123, creating a surplus of 20,848 seats. This space is broken down as follows:

- Elementary ..... 5,577 seats, or 12 schools
- Middle ..... 7,200 seats, or 10 schools
- High ..... 8,071 seats, or 5 schools

6. Based on the presentation to the Board in December 2003 during the development of the FY05 budget, it was indicated that potential savings from the closing of schools could be:

- Elementary ..... $ 500,000
- Middle ..... $ 1,200,000
- High ..... $ 1,700,000

7. Based on this analysis, the projected surplus capacity has the potential to produce a theoretical maximum $26,500,000 in savings to the district.

8. The next phase in the development of the plan requires implementation of a community-involvement process to identify specific projects to be included in the plan. This process is detailed in Chapter Four of the master plan and includes components such as:

- Creation of 8 planning areas using current Board district boundaries
- Conducting a series of planning meetings in each area over a 2-3 month period
- Selection of a diverse population to participate in the planning meetings

9. This process will require recruiting an outside firm to facilitate these activities. The ultimate goal is to identify criteria to be used for each type of project and to identify schools to be involved in those projects. The final phase would be to determine cost and bring the final report to the Board in June 2005.

Strategic Plan Compatibility Statement

10. The recommendation is consistent with the practice of fiscal responsibility and informed decision making concerning the allocation of district reserves.

Statute, MPS Policy or Board Rule Implication Statement

11. The recommendation is consistent with Administrative Policy 3.09, Purchasing and Bidding Requirements, and Administrative Policy 5.01, Facilities.

Fiscal Impact Statement

12. This item does not authorize expenditures. The implementation of the community-involvement process will require soliciting proposals for a consultant to facilitate the planning meetings and to compile the data. It is estimated that the community-input program will cost approximately $125,000, based on similar activities performed for other school districts. The Administration will comply with Administrative Policy 3.09, Purchasing and Bidding Requirements, in seeking approvals for these expenditures.

Implementation and Assessment Plan

13. Following Board approval, the following activities will occur:

- Development and issuance of a request for proposals RFP for a consultant. With the final contract to be awarded by the Board;
- Creation of an oversight committee led by the Milwaukee Partnership Academy to oversee the planning process; and
- Creation of a technical committee consisting of district personnel to provide technical assistance, data, educational program information, and consultant support for the participants.

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration to solicit proposals for a consultant to develop a community-involvement process and to facilitate that process.

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

* * * * *

(Item 2) Action on Recommendations to Amend the Adopted Fiscal Year 2005 Budget for the School Operations, Construction, and Extension Funds

Background

1 Since the institution of revenue limits, it has been routine to amend the annual budget at this point in the fiscal year. This is due to the fact that the permissible tax levy is affected by actual fall enrollments and by state aid amounts, neither of which are typically available before mid-October.

2. In the course of recalculating the projected revenue limit and permitted tax levy, the Administration has also reviewed its earlier estimates of all revenues and expenditures.

Administration's Analysis

3. The property tax levy needed to support the proposed amended Fiscal Year 2005 (FY05) budget is $207.4 million, an increase of 13.2%, or $24.2 million, from the $183.2 million levy for FY04. The proposed increase is $3.9 million less than the levy approved in June. The June levy was up 15.4% from the levy for FY04.

4. Overall expenditures proposed for FY05, including categorical grants, are $1.119 billion, virtually unchanged from the budget total approved in June. When adjusted for NSI borrowing, the total represents a $4.6 million (0.2%) increase over the FY04 budget. Further detail is provided in the paragraphs below.

5. Enrollment Variance

While the total estimated enrollment is down from the projection, what affects the district's revenue limits is the state-countable portion of the enrollment. This excludes groups such as non-residents attending MPS, non-Exceptional Education-Needs three-year-olds, and other calculated adjustments. Also, because the district has declining enrollment, an exemption is granted to prevent a dramatic decline in the revenue limit. Taking these factors into account, the revenue limit is down $918,000 from the figure used in preparing the FY05 budget last spring.

From the 3rd-Friday count of FY04, enrollment is down 1,460.

Enrollment Category	Original 3rd-Friday Projection	Estimated Final 3rd-Friday	Change From Projection
MPS Elementary/K8/Middle/High	89,846	88,879	-967
Alternative/Partnerships/Other Contracted Sites	3,658	3,744	+86
Non-Instrumentality Charters	3,095	2,977	-118
Chapter 220 in Suburbs	3,300	3,423	+123
Open Enrollment in Suburbs	3,458	3,286	-172
TOTALS	103,357	102,309	-1,048

6. The Administration has identified the following needed changes to the FY05 budget as adopted in June 2004:

TECHNICAL AMENDMENTS

These technical adjustments represent budget amendments where expenditures and revenue sources have already been authorized or are fully offsetting, but which 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 Income *Where schools lease out facilities and the income is greater than any additional costs, the school budgets are increased by that net income. For FY05, district miscellaneous revenue will be increased, as will the budget allocation for Malcolm X reflecting two lease agreements approved after June budget adoption.*	$239,424	$239,424
SUB-TOTAL — SCHOOL OPERATIONS FUND TECHNICAL AMENDMENTS	$239,424	$239,424

Construction Fund

Item/Description	Expenditures	Revenue
Increase Other Borrowing to supplement funding for additions to Congress +$1,130,000, Fratney +870,000, and Craig +$500,000.	$2,500,000	$2,500,000
SUB-TOTAL — CONSTRUCTION FUND TECHNICAL AMENDMENTS	$2,500,000	$2,500,000

OTHER AMENDMENTS

School Operations Fund

	Expenditure Amendments	Amount
a.	MPS Traditional and Instrumentality Charter Schools *Fall enrollments at MPS traditional and instrumentality-charter schools were short of projections by 967, reducing the per-pupil allocation.*	($5,820,443)
b.	One-time $13 per pupil rebate to schools	$1,155,661
c.	Non-Instrumentality Charter Schools *Lower-than-expected enrollment reduces required funding by 228.19 full-time equivalent students, or ($1,622,590). Funds added to cover increased Special Education reimbursements, +$550,000*	($1,072,590)
d.	Open Enrollment *Actual enrollment, being lower than projected by 172 students, reduces the cost.*	($968,188)
e.	Central Service Income from Schools/Central Expenditures *Enrollments have generated $1.2 million less in chargeback/buyback income to fund central accounts. Departments will reduce budgets accordingly, primarily through savings from vacant positions.*	($1,217,777)
f.	Special Needs Fund *As part of fall adjustments, $500,000 of the $750,000 budgeted in this account is being distributed to schools for ongoing costs that were not included in previous FY05 school allocations; therefore, the additional $350,000 will increase the balance in the account to $600,000 for the remainder of FY05.*	$350,000
g.	School Special Funds English as a Second Language *In anticipation of future refugee resettlement, funds are being set aside to cover additional teachers and aides. Also, per-pupil funds will be distributed to schools on a pro-rata basis, if available, after teacher and aide costs are covered.*	$1,500,000
h.	SAGE *The Department of Public Instruction denied a request for staffing flexibility in the SAGE program. To maintain program requirements, this amount will supplement SAGE funds allocated to schools.*	$2,608,857
i.	Steuben and Sholes FY04 Year-end Deficits *Due to closing of these schools, this will be budgeted in school special funds to cover FY04 deficit.*	$287,849
SUB-TOTAL — SCHOOL OPERATIONS OTHER EXPENDITURE AMENDMENTS		($3,176,631)

Revenue Amendments	Amount
a. State Equalization and Integration Aids *The "shared cost" (aid-eligible expenditures) figures used in the June adopted budget projection were increased. A prepayment of past service liability on supplemental pensions, and pre-payment on pension obligation bond debt, added to shared cost. The aid available was a reduction in the statutory per-pupil amounts deducted for Choice enrollment. Because these aids, combined with computer aid and the tax levy, are subject to a combined revenue limit, this increase in state aids results in a decrease in the tax levy.*	$3,890,671
b. Property Tax Levy *The combination of a decreased revenue limit of $917,747 and the net increase of state aids for a and c of $3,076,378 have reduced the maximum legal tax levy from the June 2004 estimate.*	($3,994,125)
c. Computer Aid *This aid represents state funding in lieu of property taxes on tax-exempt computer equipment. It is being decreased because it is proportional to the local tax effort.*	($814,293)
d. Handicapped Aids *Re-estimate based on actual eligible FY04 expenditures and the state's revised 29% reimbursement rate. Previous estimates were based on a 30 % reimbursement rate.*	($2,258,884)
SUB-TOTAL — SCHOOL OPERATIONS OTHER REVENUE AMENDMENTS	($3,176,631)

RECAPITULATION OF NET AMENDMENT AMOUNTS

	Operations	**Construction**	**Extension**	**Total**
Technical	$ 239,424	$2,500,000	$0	$2,739,424
Other	(3,176,631)	0	0	(3,176,631)
Total	**($2,937,207)**	**$2,500,000**	**$0**	**($437,207)**

7. As part of the budget amendment process, it is necessary to update the position authority in the Safety Division as follows:

	Positions	Board
Funds		
School Safety		
Safety Coordinator/Supervisor	+1.00	$56,623
Safety Operations Supervisor	-1.00	($52,429)
Contract Services		($4,194)

Strategic Plan Compatibility Statement

8. 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

9. The recommendations which have been developed are consistent with Board Administrative Policy 3.0, Fiscal Management.

Fiscal Impact Statement

10. Approval of these proposed amendments will result in a total budget, including estimated categorical grants, of $1,119,097063. Excluding categorical grants, the three statutory funds will total $940,442,470. This compares to the FY04 total of $983,615,986, a decrease of $43,173,516. The property tax levy increases 13.2% by $24,243,982 from $183,198,437 for FY04 to $207,442,419 for FY05. State aids and other non-property tax revenue decreased $67,417,498 from $800,417,549 to $733,000,051.

11. Based upon August 2004 assessed valuation information, the estimated tax rate will increase $0.47 from $8.96 to $9.43, or +5.23%. A tax rate increase of $0.47 generates a tax increase of $47 for the owner of a $100,000 home.

Property Tax Levy	**FY04**	**FY05**	**$ Change**	**% Change**
Operations	$163,554,998	$187,173,910	$23,618,912	14.4%
Extension	8,002,455	8,002,455	0	0.0%
Construction	11,640,984	12,266,054	625,070	5.4%
Totals	$183,198,437	$207,442,419	$24,243,982	13.2%

Implementation and Assessment Plan

12. 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.

13. 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 12, 2004.

Committee's Recommendation

Your Committee recommends that the Board amend the FY05 School Operations Fund and the Construction 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 ~~**$903,217,162**~~ **$900,279,955** 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 2005 Fiscal Year; and that ~~**$191,168,035**~~ **$187,173,910** 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 2005, 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 ~~**$26,296,054**~~ **$28,796,054** will be required for the 2005 Fiscal Year Construction Fund budget purposes and that it is to provide, in accordance with Section 65.07(1)(f), Wisconsin Statutes, **$12,266,054** by a tax levy on all real and personal property in the City of Milwaukee subject to taxation for Milwaukee public school purposes in 2005, 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 2005 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 2005, pursuant to the provisions of Section 65.07(1)(g), Wisconsin Statutes, said amount being required in addition to other miscellaneous sources.

* * * * *

Director Johnson moved to separate the question.

The motion prevailed, the vote being as follows:

Ayes—Directors Balistreri, Dannecker, Hardin, Horton, Johnson and President Blewett—6.

Noes—Directors O'Neil and Spence—2.

Director Johnson moved to approve the amended Construction Fund.

The motion prevailed, the vote being as follows:

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

Noes—Director O'Neil—1.

Director Spence moved to approve the remainder of the Committee's recommendation.

The motion prevailed, the vote being as follows:

Ayes——Directors Balistreri, Dannecker, Hardin, Horton, Spemce and President Blewett—6.

Noes—Director Johnson—1.

Voting "present"—Director O'Neil—1.

REPORTS OF SPECIAL COMMITTEES

The Director, Office of Board Governance/Board Clerk, presented 32 expulsion orders from the Independent Hearing Panel of the Milwaukee Board of School Directors.

Director Johnson moved to accept the reports of the Independent Hearing Panel of

September 30, 2004, at 9:30 a.m. and 11:30 a.m.
October 04, 2004, at 2:00 p.m.
October 05, 2004, at 9:30 a.m. and 11:30 a.m.
October 06, 2004, at 9:30 a.m. and 11:30 a.m.
October 07, 2004, at 9:30 a.m. and 2:00 p.m.
October 08, 2004, at 11:30 a.m. and 2:00 p.m.
October 11, 2004, at 9:30 a.m., 11:30 a.m., and 2:00 p.m.
October 12, 2004, at 9:30 a.m. and 11:30 a.m.
October 13, 2004, at 9:30 a.m. and 11:30 a.m.
October 14, 2004, at 9:30 a.m.
October 15, 2004, at 9:30 a.m. and 11:30 a.m.
October 18, 2004, at 11:30 a.m.
October 19, 2004, at 9:30 a.m. and 11:30 a.m.
October 20, 2004, at 9:30 a.m. and 11:30 a.m.
October 21, 2004, at 9:30 a.m. and 11:30 a.m.
October 25, 2004, at 9:30 a.m. and 2:00 p.m.
October 26, 2004, at 9:30 a.m. and 11:30 a.m.

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

Ayes— Directors Balistreri, Dannecker, Hardin, Horton, Johnson, O'Neil, Spence, and President Blewett—8.

Noes—None.

* * * * *

RESOLUTIONS

Resolution 0405R-033

by Director Blewett

WHEREAS, The Milwaukee Public Schools' method for ensuring compliance with IDEA (Individuals with Disabilities Act) is based upon methods for continuous improvement, parental involvement, and best practices; and

WHEREAS, IDEA requires that schools provide the necessary accommodations and services to ensure that each student with a disability is educated, to the greatest extent appropriate, among his or her non-disabled peers; and

WHEREAS, Under the law, students with exceptional education needs must be educated in the least restrictive environment, and the district must provide a full continuum of services; and

WHEREAS, Due to inadequate federal funding of IDEA, the district faces numerous challenges in continuously improving all elements of service delivery to students with special needs; and

WHEREAS, The district has developed initiatives to improve assurance of compliance and delivery of service and to identify and meet changing legal requirements in spite of the IDEA mandates' not being fully funded; and

WHEREAS, The budget for Milwaukee Public Schools, like those of other local and state entities, has been forced to absorb the shortfall of this federal mandate; and

WHEREAS, While MPS recognizes that students, schools, and communities are enriched when all children have access to an inclusive and equal education, schools are suffering as a whole because the federal contribution for IDEA remains inadequate for the services provided; now, therefore, be it

RESOLVED, That the Board instruct the Administration to review and analyze the Mandatory Funding Proposal dated March 2003 and produced by the IDEA Funding Coalition to determine if it appropriately addresses the concerns of MPS, and be it

FURTHER RESOLVED, That the Administration develop an analysis for the Board, detailing the impact of the Milwaukee Public Schools' legislatively supporting this proposal; and be it

FURTHER RESOLVED, That this analysis and report be shared with the Special Education Task Force and the Board by the December 2004 Board meeting cycle.

Referred to Committee on Legislation, Rules & Policies.

Resolution 0405R-034

by Director Morales

WHEREAS, The essence of democracy is public debate and the free exchange of ideas; and

WHEREAS, It is a truism that the vigor of political debate increases in direct proportion to the proximity of elections; and

WHEREAS, One of the most important responsibilities of any American public school system is to educate its students to become informed and active citizens and participants in the democratic process; and

WHEREAS, The vision statement of the Milwaukee Board of School Directors, as adopted on March 28, 2000, states, in part:

Our schools will be centers of community activity….

….Children will have the opportunity in the school and in the neighborhood to become competent, responsible, and generous, and to belong to a caring community. Schools will be a vital part of the neighborhood, sharing a common purpose with community partners in a system of mutual support.

WHEREAS, The buildings of MPS, while under the custody of the Milwaukee Board of School Directors, are public buildings that should be reasonably available for the use of the community that pays for them; and

WHEREAS, Current Administrative Procedure 5.02(3)(d), Public Forum Meetings, in prohibiting the hosting of political forums in any MPS facility in the two weeks prior to a primary or election and thereby denying conveniently located neighborhood venues for political discourse, could impede a free and healthy political process; now, therefore, be it

RESOLVED, That Administrative Procedure 5.02(3)(d), Public Forum Meetings, be amended as follows to facilitate public engagement in the political process:

(d) Public Forum Meetings

1. Groups may request the use of school facilities for speaker, panel, round table, debate, or discussion programs of the forum type on economic, social, and political subjects upon petition as hereinafter provided. The principals must certify that these gatherings do not interfere with the programs of the regular school day or the Department of Recreation and Community Services programs.

2. The Department of Human Resources, Division of Benefits and Insurance Services, shall issue a permit after acquiring the written request and the appropriate certificate of insurance naming the school district as "additional insured" under the insurance coverage.

3. ~~The form of petition shall be presented at least two weeks prior to the date of the meeting.~~ The person whose signature appears on the petition shall be considered spokesperson of the petitioning group. The spokesperson shall be responsible for the preliminary arrangements and program. If the petition is presented less than 2 weeks before the proposed meeting, the Administration reserves the right to reject the petition if the petition cannot be properly processed in that timeframe

4. The public may, be given an opportunity to share the use of the platform for a discussion of "the subject of the evening." If the subject of the evening is one of political interest to be discussed by any political candidate for election, then all candidates for the particular office involved shall be eligible to take part in the program, but such candidates shall appear normally.

5. The petition shall contain, in addition to the time and place of the meeting, the subject or subjects to be discussed, together with the type of gathering to be held — speaker, panel, round table, debate, or discussion from the floor without platform preliminaries.

6. Petitions will be considered in the order of filing.

~~7. No permits shall be granted for political public forum meetings to be held within two weeks prior to a primary or election.~~

~~8.~~ 7. The Department of Human Resources, Benefits and Insurance Services Division, shall, if requested, assist the petitioner in obtaining a moderator to be in charge of the program.

~~9.~~ 8. The Department of Human Resources, Benefits and Insurance Services Division, shall arrange for the services of such help as may be needed to conduct and supervise such meetings and to perform the custodial work connected therewith. All costs for services shall be borne by the petitioner.

Referred to Committee on Legislation, Rules & Policies.

The Board adjourned at 9:13 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
NOVEMBER 11, 2004

Special meeting of the Board of School Directors called to order by President Blewett at 7:50 PM.

Present—Directors Dannecker, Hardin, Horton, Johnson, Morales, O'Neil, Spence, and President Blewett—8.

Absent and excused—Director Balistreri—1.

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

November 5, 2004

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Peter Blewett, a special meeting of the Board of School Directors will be held at 7:30 p.m. (or immediately following the meeting of the Committee on Special Education) on Thursday, November 11, 2004, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of conducting an appeal review under the terms of a Memorandum of Understanding between the Board and the Psychologists' Association in the Milwaukee Public Schools (PAMPS).

Pursuant to Wisconsin Statutes, Section 19.85(b), the Board may retire to executive session for the purpose of considering the appeal disciplinary action taken against a public employee and may reconvene in open session to take action on matters considered in executive session. The subject of this appeal, however, has the right to demand that the meeting be held in open session.

LYNNE A. SOBCZAK
Board Clerk

Director Spence moved that the Board retire to executive session, pursuant to Wisconsin Statutes, Section 19.85(b), for the purpose of considering an appeal of disciplinary action taken against a public employee.

The motion prevailed, the vote being as follows:

Ayes— Directors Dannecker, Hardin, Horton, Johnson, Morales, O'Neil, Spence, and President Blewett—8.

Noes—None.

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

The Board reconvened in open session at 9:08 PM.

Director Johnson moved that the Board uphold the administration's recommendation based on the following findings and conclusions:

1. That Ms. Kelly O'Donnell is, in fact, a resident of Muskego; and

2. Ms. Kelly O'Donnell is in violation of the contract between the Milwaukee Board of School Directors and the Psychologists' Association in the Milwaukee Public Schools (PAMPS); and

3. That Ms. Kelly O'Donnell does not meet the residency requirement to live in the City of Milwaukee as required by the contract.

As a result, the Board determines that just cause exists to support the discharge of Ms. O'Donnell.

Therefore, Ms. O'Donnell's employment shall be terminated, effective immediately.

The motion prevailed, the vote being as follows:

Ayes— Directors Dannecker, Hardin, Horton, Johnson, Morales, O'Neil, Spence, and President Blewett—8.

Noes—None.

The Board adjourned at 9:11 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
NOVEMBER 18, 2004

Special meeting of the Board of School Directors called to order by President Blewett at 5:50 PM.

Present — Directors Balistreri, Dannecker, Horton, Johnson, Morales and President Blewett — 6.

Absent and excused—Directors Hardin, O'Neil and Spence—3.

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

January 31, 2005

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Peter Blewett, a special meeting of the Milwaukee Board of School Directors will be held at 5:30 p.m. on Thursday, November 18, 2004, in Room 103 of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of giving hearing, deliberating, and taking action in the matter of an appeal of disciplinary action under Part IV, Section N(1)(e)(1) of the contract between the Board of School Directors and the Milwaukee Teachers' Education Association-Teachers.

The hearing will be held in public or private at the request of the appellant, under the provisions of Section 19.85(1)(b), Wisconsin Statutes.

The Board may retire to executive session to deliberate the matter and reconvene in open session to take action on matters considered in executive session under the provisions of Section 19.85(1)(a), Wisconsin Statutes.

LYNNE A. SOBCZAK
Board Clerk

President Blewett left at 5:51 PM and Director Horton assumed the chair.

At the request of the appellant, Director Johnson moved to close the hearing, under the provisions of Section 19.85(1)(b), Wisconsin Statutes.

The motion prevailed, the vote being as follows:

Ayes—Directors Balistreri, Dannecker, Johnson, Morales and Chair pro Tem Horton—5.

Noes—None.

The hearing was closed at 5:52 PM.

The hearing concluded at 7:18 PM.

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

The motion prevailed, the vote being as follows:

Ayes—Directors Balistreri, Dannecker, Johnson, Morales and Chair pro Tem Horton—5.

Noes—None.

The Board retired to executive session at 7:19 PM.

The Board reconvened in open session at 8:03 PM.

Director Johnson moved that the Board uphold the Administration's recommendation based on the following findings and conclusions:

1. Mr. Ford, during a traffic stop while off duty on February 29, 2004, was found to be in possession of .92 grams of cocaine, packaged in six individual packets.
2. On July 6, 2004, Mr. Ford pleaded guilty to possession of cocaine under Sec. 961.4.(3G)(C) in connection with the above offense.
3. On July 14, 2004, Mr. Ford was sentenced to 1 year of probation, had his driver's license suspended for 6 months, and was also sentenced to 30 days in the House of Correction, which sentence was stayed pending compliance with probation terms.
4. Mr. Ford's conduct constitutes a serious violation of the MPS Employee Rules of Conduct, which prohibits possession, use, or sale of any illegal drugs, drug paraphernalia, intoxicants, narcotics, or any other controlled substance on or off the Board premises.

As a result, the Board determines that termination is warranted by the facts and circumstances attending Mr. Ford's conduct and conviction, and supports terminating Mr. Ford's employment effective immediately.

The motion prevailed, the vote being as follows:

Ayes—Directors Balistreri, Dannecker, Johnson and Chair pro Tem Horton—4.

Noes—Director Morales—1.

The Board adjourned at 8:05 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
NOVEMBER 20, 2004

Special meeting of the Board of School Directors called to order by President Blewett at 10:20 AM.

Present—Directors Balistreri, Dannecker, Hardin, Horton, Johnson and President Blewett—6.

Absent and excused—Directors Morales, O'Neil and Spence—3.

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

November 12, 2004

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Peter Blewett, a special meeting of the Board of School Directors will be held from 10:00 a.m. to 3:00 p.m. on Saturday, November 20, 2004, in the Boat House Park Pavilion, 7835 N. Green Bay Road, Milwaukee, Wisconsin, for the purpose of meeting with the Head Start Policy Council to receive training in Head Start Program Governance and Performance Standards.

Although this is a public meeting, no public testimony will be taken.

LYNNE A. SOBCZAK
Board Clerk

The Board proceeded to meet with the Head Start Policy Council to receive training in Head Start Program Governance and Performance Standards.

Director Johnson left at 10:24 AM.

Director Balistreri left at 11:56 AM.

The Board adjourned at 11:57 AM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
NOVEMBER 23, 2004

Regular meeting of the Board of School Directors called to order by Vice President Hardin at 6:40 PM.

Present — Directors Balistreri, Dannecker, Hardin, Horton, Johnson, Morales, O'Neil (7:00 PM), Spence, and President Blewett (6:53 PM)— 9.

Absent — None.

Student Representative—Claudia Ramirez

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 in honor of:

Judith M. Offenbacher,
Bilingual Literacy Coach,
Kosciuszko Middle School

Immediately after graduating from college, **Judith Offenbacher** started her career in education with the United Community Center, conducting presentations to students throughout the city on human growth and development. After the first few presentations, she realized that she had a natural connection to the students and considered becoming a certified teacher. One of the schools at which she did presentations was Kosciuszko Middle School, where she began her career with Milwaukee Public Schools as a bilingual paraprofessional. The principal at Kosciuszko, recognizing Ms. Offenbacher's natural teaching abilities and passion for working with middle-school students, encouraged her to investigate *Pathways to Teaching Careers*, a program designed to assist para-professionals in earning their teacher certifications. Ms. Offenbacher applied for and received a scholarship to the program, and within a year and a half, she was a licensed teacher. Ms. Offenbacher has been at Kosciuszko Middle School for ten years and is currently serving as the school's bilingual literacy coach.

One of Ms. Offenbacher's greatest contributions to education is sharing her love of reading by using creative strategies to make literature and mathematics come to life and have meaning for all students. Believeingthat successful readers comprehend by seeing images in their minds, she is known to dress up in costumes to help them envision the literature they are reading as a "movie in their minds". She takes a hands-on approach to educating her students and gives a variety of assignments so that each student can make choices that will ultimately lead to their academic success. Lessons are designed to illustrate the connections between the academic content material and everyday life, an approach that has proven successful in working with students in the middle grades.

Mentoring students has played a large role in Ms. Offenbacher's teaching career. In addition to mentoring current students, she continues to work with former students. One of the greatest rewards she experiences as a teacher is when students come back to visit and indicate how much they still remember about a particular lesson, are continuing to read the series of books they started in her class, or call or write to say they finally got what she was trying to teach years before.

Ms. Offenbacher thoroughly enjoys her position as a bilingual literacy coach, as it allows her to share, model, and implement effective strategies with students and teachers in the classroom setting. She is respected by her colleagues for her enthusiasm, boundless energy, and willingness to go above and beyond the call of duty to help a student grasp a concept. When asked about the success and effectiveness she has achieved in working with her students, she stated, "All in all, none of this could be accomplished without the help of amazing colleagues."

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

Resolution in Honor of The Metropolitan Alliance of Black School Educators

The resolution, which was adopted at the regular October meeting, was formally presented to representatives of the Metropolitan Alliance of Black School Educators.

President Blewett in the Chair.

Special Commendation — IPM STAR Certification

Milwaukee Public Schools has earned IPM (Integrated Pest Management) STAR status, becoming the eighth school district in the nation to achieve this distinction and the only district in the state that has an in-house IPM program. School systems typically deal with a variety of pests, including insects, rodents, and weeds. Integrated Pest Management is an approach that relies on long-term, preventative techniques as the first line of defense. Rather than scheduling a program of regular pesticide applications, IPM practitioners monitor conditions using other means to spot pest problems early.

IPM STAR certification is awarded by the IPM Institute of North America in partnership with the US EPA Pesticide Environmental Stewardship Program. The IPM Institute of America is an independent non-profit organization based in Madison, Wisconsin, which works to increase awareness and adoption of IPM in agriculture and communities. IPM STAR was initiated by the IPM Institute with funding from the US Environmental Protection Agency and the National Foundation for IPM Education. The IPM STAR program, which is voluntary, includes a rigorous on-site evaluation, a comprehensive set of reports and recommendations, and a concerted effort by school administrators, staff, and contractors to meet high standards for effective, least-risk pest management.

IPM at MPS had its beginnings in 1988, when Josef Roca, now Manager of Buildings, Grounds and Fleet, and Michael Gutierrez, now Project Manager for the department, were first promoted to supervisor rank. Tom Williams was director of plant operations at that time, and Williams, Roca, and Gutierrez began attending industry seminars and passing on what they had learned to building engineers and others.

In 2002, the Milwaukee Board of School Directors passed a resolution committing to work with Citizens for a Better Environment, a local advocacy group, to continue IPM program development. The program, which now covers all of the district's 154 schools and 60 recreational sites, has an impact on over 100,000 students.

Milwaukee's program is a standout nationally on three counts: frequent, effective training of maintenance staff; quarterly inspections of each facility by building operations supervisors; and the commitment to sanitation by everyone from supervisors to frontline staff at each building.

Harvey Klumb, pest management crew leader, now leads the training effort. He holds a day and evening training session for building operations staff every Tuesday. About 15 sessions are required to cover all of the necessary topics. Klumb's success as an educator is evident in that 60-70% of his students pass their state licensing exams the first time, one of the best passing rates in the state. Bruce Montcalm assists Klumb in training and in supporting building engineers as they work to resolve pest issues.

MPS has had three supervisor positions designated to conduct quarterly inspections — Acey Farmer, Robert Simmons, and Sandra Hudy (Hudy recently retired). Each has a list of facilities to visit and evaluate, recording results on a comprehensive form that covers buildings and grounds maintenance, as well as the presence of pests or conditions conducive to pest activity, such as broken screens or windows, dripping faucets, or leaky pipes. The district's proactive approach involves Gutierrez and the supervisors in the early stages of new construction and renovation projects, reviewing designs and plans for pest-related issues and suggesting changes where necessary to ensure adequate pest proofing.

The district's problem-solving approach is evident in improvements made at South Division High School, one of the facilities selected for on-site evaluation as part of the IPM STAR process. Frequent rodent, ant, and cockroach problems were greatly reduced by improving sanitation. Staff cleaned up the receiving area at the school. They moved dumpsters away from the building and worked with the City to remove trash and mange weeds on adjacent vacant lots. MPS also changed the waste removal contractor district-wide, improving dumpster quality and maintenance and increasing the frequency of trash pickup.

Further evidence of a well-managed program is excellent staff retention: Roca has 34 years with the system, Gutierrez has 29 years; Klumb has 14 years; and Montcalm has 7 years. Sandra Hudy recently retired after 17 years on the job. Mr. Bill Kay, building engineer at South Division, has 35 years with MPS.

Thomas A. Green of the IPM Institute and Patricia Kandziora, of the Wisconsin Department of Agriculture, Trade and Consumer Protection, also located in Madison, Wisconsin, will present a plaque to the Milwaukee Board of School Directors and the Superintendent in honor of the district's having received the IMP STAR certification.

Staff

Patrick M. Doyle, Director of Development, Lincoln Center of the Arts, (Learning Coordinator emeritus) served as a presenter at the Kansas City 18th Annual UCEA (University Council for Educational Administration) Convention, held on November 11 through 14, 2004. Mr. Doyle gave a joint presentation with Lynn H. Doyle, Associate Professor, Old Dominion University. The Doyles presented a session in line with this year's convention theme, "The Changing Face(s) of Educational Leadership: UCEA at the Crossroads: Title: Leading for Inclusion in a Context of School Improvement." Their session captures the spirit of multiple faces and voices of leadership dedicated to the growth of all children's academic, social, and civic capacities, including those children with special needs. Lynn Doyle is also a former MPS supervisor in Speech Pathology.

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COMMUNICATIONS FROM THE SUPERINTENDENT

(Item A) Action on the Charter School Contract for the United Community Center, Inc., Bruce Guadalupe Community School

TO THE MILWAUKEE BOARD OF SCHOOL DIRECTORS:

On July 25, 2000, the Board approved a two-year charter school contract establishing Bruce Guadalupe Community School as an MPS non-instrumentality charter school. Bruce Guadalupe Community School operated under its charter school contract from the beginning of the 2000-2001 school year through the last regularly scheduled school day of the 2001-2002 school year. At the request of the school, the Board granted contract extensions to include the 2002-2003 and 2003-2004 school years.

At this time, the United Community Center, Inc., is requesting approval of the attached charter school contract for Bruce Guadalupe Community School as an MPS non-instrumentality charter school, to begin with the 2004-2005 school year and to end on the last regularly scheduled school day of the 2008-2009 school year. The school is requesting an additional 70.8 seats, increasing the contracted number of FTE students from 655 FTE to a maximum of 725.8 FTE students in grades K4 through 8.

Below I have provided the Administration's analysis of the request; the proposed contract, as reviewed and approved by the City Attorney's Office; and a recommendation for its approval by the Board.

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

Administration's Analysis

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

2. On July 25, 2000, the Board approved a two-year charter school contract establishing Bruce Guadalupe Community School as an MPS non-instrumentality charter school, to begin with the 2000-2001 school year and to end on the last regularly scheduled school day of the 2001-2002 school year. At the request of the school, the Board granted contract extensions to include the 2002-2003 and 2003-2004 school years.

3. The school has reported a head-count of 765 students for the MPS Third-Friday State Aid Enrollment Report. The increase in enrollment is most dramatically seen at the preschool and middle-school levels: the full-day K4 and K5 programs carry 16 more students this year over last year, and the middle school has expanded from two sections at each grade level to three sections at each grade level. The demand from the community for children to attend Bruce Guadalupe has been overwhelming; therefore the school wishes to expand its contracted-seat capacity.

4. Bruce Guadalupe 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 becomes proficient in the English language while maintaining facility in Spanish. The school stresses reading, language arts, and math as the essential core subjects. As a K-8 school located in and serving a predominantly Hispanic and low-income neighborhood on the south side of Milwaukee, Bruce Guadalupe is a strong option for families who live in this area.

5. Bruce Guadalupe is rooted in a mission to provide a sound elementary education, to develop bilingual language skills in Spanish and English, to nurture a cultural awareness of ethnic identity and cultural heritage, and to provide an environment fostering both an increase in academic ability and a sense of self-worth. The school achieves high attendance rates and high rates of volunteerism and participation by parents.

6. Charter-school status allows Bruce Guadalupe to provide a high-quality, innovative school program for traditionally underserved or at-risk student populations and to enhance recruitment efforts to serve special needs students. In addition, the school's Student Services Team provides support and monitoring within the classroom to students before they are identified for special-services testing.

7. In addition to its regular classes, after-school programs, and after-school tutoring services, Bruce Guadalupe offers an extended-school-year, five-week summer school program entitled "Fifth Quarter," which is required for all students.

8. 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 regarding contract renewal to the Board, the Superintendent, and the charter school.

9. On June 30, 2004, the Charter School Contract Review Team met to review and evaluate the United Community Center, Inc., Bruce Guadalupe Charter School's contract. The school, the Division of Diversified Community Schools, and various Central Services staff provided documentation relative to compliance and performance to the Team. After reviewing the documentation, the Team unanimously recommended renewal of the United Community Center, Inc., Bruce Guadalupe Community School's contract for five years.

10. On August 26, 2004, the Board approved the Charter School Contract Review Team's recommendation and authorized the Administration to enter into contract negotiations to renew the charter school contract for the United Community Center, Inc., Bruce Guadalupe Community School.

11. Changes in the contract language reflect a difference between the model contract as it existed in 2000 and the currently approved model contract. United Community Center Bruce Guadalupe Community School accepts the currently approved MPS non-instrumentality model charter school contract with the following additions or revisions in terms:

a. Bruce Guadalupe Community School requests a five-year contract term, to begin with the 2004-2005 school year and to end on the last regularly scheduled school day of the 2008-2009 school year;

b. The school is requesting an additional 70.8 seats, increasing the contracted number of FTE students from 655 to a maximum of 725.8 FTE students in grades K4 through 8;

c. Ricardo Diaz or his successor shall be the person in charge of the charter school;

d. In Section I(N) of the non-instrumentality charter school contract, during its contract term, Bruce Guadalupe will implement the insurance requirements as updated by the MPS Benefits and Insurance Office. The MPS Benefits and Insurance Office has revised the insurance language for all contracted sites in order to bring clarity for compliance purposes. This proposed language does not increase costs to the schools. During the summer of 2004, the Office of the City Attorney reviewed, further revised, and approved the new language in order to further protect the district from unnecessary exposure to liability.

Note: The non-instrumentality model charter school contract is in the process of being revised to include this new insurance language and will be brought to the Board for consideration and approval. Until the revised non-instrumentality charter school model contract is approved, all future non-instrumentality charter school contracts will include this information for consideration and Board approval.

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 Rule Statement

13. Charter school contracts are being presented to the Board pursuant to Administrative Policy 9.12, Charter Schools.

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

Implementation and Assessment

15. The charter school contract for Bruce Guadalupe Community School will become effective upon Board approval. A copy of the contract will be forwarded to the Wisconsin Department of Public Instruction to continue the disbursement of the charter school grant funds.

16. A Memorandum of Understanding (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.

Eight percent of the current enrollment is 7,648, although the enrollment projection for Fall 2005 is expected to be lower.

a. MPS current contracts ..... 6,818 FTEs

b. The Board has approved the non-instrumentality charter school concepts of two schools ..... 330 FTEs

c. The Charter School Review Panel has recommended the non-instrumentality charter school concepts of two schools ..... 800 FTEs

d. The Charter School Review Panel continues to review the non-instrumentality charter school proposals for two schools ..... 200 FTEs

It will not be possible to approve contracts for all of the schools within the limitations of the current Memorandum of Understanding.

Fiscal Impact Statement

17. This item authorizes expenditures. In anticipation of this request, funds have been set aside in the 2004-2005 budget.

18. In addition to the Board-approved budget allocation, Bruce Guadalupe Community School currently has a Dissemination Renewal Grant from the Wisconsin Department of Public Instruction.

Superintendent's Recommendation

The Superintendent recommends that the Board approve the attached charter school contract with the United Community Center, Inc., for Bruce Guadalupe Community School as an MPS non-instrumentality charter school, to begin with the 2004-2005 school year and to end on the last regularly scheduled school day of the 2008-2009 school year, including the following additions or revisions in terms:

1. a five-year contract term, to begin with the 2004-2005 school year and to end on the last regularly scheduled school day of the 2008-2009 school year;

2. an additional 70.8 seats, increasing the contracted number of students from 655 FTE to a maximum of 725.8 FTE students in grades K4 through 8;

3. Ricardo Diaz or his successor shall be the person in charge of the charter school;

4. In Section I(N) of the contract, Bruce Guadalupe will implement the insurance requirements as updated by the MPS Benefits and Insurance Office.

Director Johnson moved that the Board resolve itself into a Committee of the Whole to receive public testimony and to consider the item.

The motion prevailed, the vote being as follows:

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

Noes—None.

The Board resolved itself into a Committee of the Whole at 7:15 PM.

The Board rose from the Committee of the Whole at 7:55 PM.

President Blewett, who chaired the Committee of the Whole, reported that the Committee had given public hearing on the item, and that the Committee recommended that the Board approve the Superintendent's recommendations.

Director Johnson moved that the Board adopt the report of the Committee of the Whole.

The motion prevailed, the vote being as follows:

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

Noes—None.

* * * * *

REPORTS OF SPECIAL COMMITTEES

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

The Director, Office of Board Governance/Board Clerk, presented 27 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, 5, 8, 9, 10, 11, 12, 15, 16, 18, and 19, 2004.

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

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

Noes—None.

* * * * *

REPORTS OF STANDING COMMITTEES

Separate consideration was requested of the following items:

Innovation/School Reform Committee, item 2, a proposed amendment to request the Head Start Parent Policy Committee to consider allowing early childhood programs such as Urban Waldorf, Montessori, Reggio Emilio, or other research-based curriculum to be covered under Head Start funding;

Finance/Personnel Committee, item 9, authorization a full-time school librarian position for the Curriculum Resource Center; and

Legislation, Rules and Policies Committee, item 2, positions to be taken regarding current legislative matters.

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

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

Noes—None.

COMMITTEE ON INNOVATION/SCHOOL REFORM

Director O'Neil presented the following report for the Committee on Innovation/School Reform:

TO THE BOARD OF SCHOOL DIRECTORS:

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

(Item 1) Action on a Request to Approve the Foster and Williams Visual Communications Campus as a Small High School, to Begin with the 2005-2006 School Year

Administration's Analysis

1. This item seeks Board approval to open the Foster & Williams Visual Communication Campus as an autonomous high school to be housed within the Marshall High School campus. The school, which will be committed to increased student achievement, will extend the culture and community of Milwaukee Sign Language School to the high-school level and incorporate the Marshall High School's deaf and hard-of-hearing program into the new school.

2. The Foster & Williams Visual Communication Campus will complete the kindergarten-through-12th-grade bilingual/bicultural environment of Milwaukee Sign Language School (MSLS), creating an atmosphere in which the American Sign Language and the 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 local universities, the school will prepare students to meet the challenges of a diverse and complex world The school planning team is committed to increased student achievement through this unique curricular approach.

3. The curriculum plan for Foster & Williams will include a full continuum of services for both hearing and deaf students. The school will be open to all students, including regular and all special education students, with unique and specific services available to students who are deaf or hard-of-hearing.

4. The guiding philosophy of the bilingual and bicultural environment will be communicative competency and improved literacy skills for all students, with a strong emphasis on grade-level competencies. The school is committed to developing transitional and vocational skills for post-secondary educational and career opportunities. Unique features of the curriculum will include video production, advanced art placement, theater, journalism, and vocational opportunities through such Milwaukee Public Schools' initiatives as on-the-job experience (OJE), on-the-job training (OJT), and the Community Assessment Training Program (CATP). Two years of American Sign Language courses will also be required of all students.

5. The Foster & Williams Visual Communication Campus will implement a research-proven model of project-based learning. The school's educational plan will support project-based learning as well as a school-wide literacy focus. Part of the project-based learning plan will require each student to develop a portfolio that documents learning and provides evidence of meeting district and state learning standards. Teachers will use the portfolios to assess student projects and to support student efforts. Students will defend portfolios on a regular basis as evidence of their accomplishments.

6. It is anticipated that Foster & Williams will have a larger-than-average population of students with special education needs. The school will offer a full continuum of services to students in special education and bilingual services through certified, specialized staff and innovative programming. The bilingual/bicultural philosophy will include deaf and hard-of-hearing students in every aspect of school activities and academic life.

7. The Foster & Williams Visual Communication Campus will be launched as an autonomous high school that will share a principal with Milwaukee Sign Language School. The school will hire an assistant principal who will serve as the on-site administrator and leader and who will work with staff, parents, and students to develop a culture of caring and respect that supports rigorous academic expectations in a community that serves all students.

8. The Foster & Williams Visual Communication Campus will be a unique and cutting-edge school that will place Milwaukee Public Schools among the few districts offering a bilingual/bicultural immersion school based on American Sign Language and deaf culture for regular, special education, and deaf and hard-of-hearing children.

9. The school expects to draw its students from citywide enrollment. Upon approval by the Board, special provisions will be made in conjunction with the Department of Special Services to enroll interested deaf and hard-of-hearing students currently enrolled in the Marshall High School Deaf and hard-of-hearing program. This includes students receiving instruction in sign language as well as students in the aural/oral service model.

10. The proposed implementation plan includes enrollment from the current Marshall High School student body as well as from the 8th grade of Milwaukee Sign Language School. The school will serve a maximum enrollment of 400 students in grades 9-12. The first-year enrollment is expected to be 200.

11. The Foster & Williams Visual Communication Campus plan calls for leadership through a school administrator. The administrative position will be identified in the FY06 budget process. The position will be posted and filled following the process in Administrative Policy and Procedure 6.23(3), Filling Principal Vacancies.

12. The Administration's Strategic Planning Committee has reviewed and endorses the proposed location for the new school. The Strategic Planning Committee, which comprises representatives from Facilities and Maintenance, Administrative Accountability, Office of the Superintendent, Student Services, and Special Services, works with the proposed schools to identify locations compatible with the schools' educational missions and the needs of the district. This school entered into the planning process with the intentions of becoming a successor school to Washington High School and of participating in the multiplex environment.

13. The Administration's New School Review Committee reviewed the proposal and received the presentation for the Foster & Williams Visual Communication Campus on October 19, 2004. The committee supports the school proposal and presented its recommendation to the MPS Superintendent. The committee identified the following strengths in the school's proposal:

- it follows a unique high-school model;
- it is an expansion of the successful Milwaukee Sign Language School and incorporates the successful deaf and hard-of-hearing program at Marshall High School;
- it incorporates a bilingual and bicultural philosophy (all students and staff learn American Sign Language);
- it implements the collectivist orientation of deaf culture, focusing on an atmosphere of respect;
- it offers literacy blocks for students who have not yet acquired grade-level reading skills;
- it offers resource classes for students to increase basic skills and to receive support in core subject learning;
- it has an experienced administrative leadership;
- it has community and parental support;
- it has a clear definition and implementation plan of project-based learning which is based on research evidence; and
- it offers a full continuum of services for special education students and learners of the English language.

14. To maximize the school's opportunity for success, the Committee also recommended the following areas of growth be a focus of the first year of operation:

- continued definition of the student-support processes and activities in Teacher Advisor Guidance (TAG)
- development of a teacher recruiting and orientation process for staff new to the school.

15. The MPS Superintendent received the recommendation of support from the Administration's New School Review Committee and concurs with the recommendation.

Strategic Plan Compatibility Statement

16. 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

17. The recommendation is consistent with Administrative Policy 7.05, Organization of Instruction.

Fiscal Impact Statement

18. This item does not authorize immediate expenditures. The Fall FY06 student enrollment for this new school is estimated at 200. The district's proposed FY06 budget will be prepared to include an allocation for the Foster & Williams Visual Communication Campus, based on the projected fall enrollment.

19. To allow for autonomy within the building, funds to cover modification costs associated with establishing small high schools sharing the building are provided in the Construction Fund.

20. 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

21. Upon approval by the Board, the Administration will engage in activities necessary to assist the Foster & Williams Visual Communication Campus 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 2005-2006 school year.

Committee's Recommendation

Your Committee recommends that the Board approve the Foster & Williams Visual Communication Campus as an MPS traditional high school, to begin with the fall semester of the 2005-2006 school year.

Adopted with the roll call vote on the Committee reports.

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(Item 2) Response to Proposed Amendment by Director Johnson to Request the Head Start Parent Policy Committee to Consider Allowing Early Childhood Programs Such as Urban Waldorf, Montessori, Reggio Emilio, or Other Research-Based Curriculum to be Covered under Head Start Funding

Background

1. During the FY05 budget deliberations, School Board Director Kenneth Johnson submitted the following amendment to the proposed budget:

> *To request the Head Start Parent Policy Committee to consider allowing early childhood programs such as Urban Waldorf, Montessori, Reggio Emilio, or other research-based curriculum to be covered under Head Start funding. The programs would be in accordance with existing Head Start regulations.*
>
> *Any residual operating funds resulting from this process should be distributed to schools on a per-pupil basis.*

2. On May 27, 2004, the Milwaukee Board of School Directors voted to refer Director Johnson's proposed budget amendment to the Committee on Innovation/School Reform.

Administration's Analysis

3. On June 3, 2004, the Milwaukee Board of School Directors voted to approve the proposed FY2005 Milwaukee Public School budget, which included the amended Head Start Budget (Attachment A, available with the minutes of your Committee's meeting), as developed in compliance with federal regulations or statutes and assurances.

4. On Saturday, July 24, 2004, and on Saturday, October 9, 2004, the Head Start Policy Council met and approved adjustments to the FY 2005 Head Start budget (Attachments B & C, available with the minutes of your Committee's meeting) for the program year covering November 1, 2004, through October 31, 2005.

5. Head Start performance standards and other regulations stipulate that each Head Start grantee conduct a community assessment (Attachment D, available with the minutes of your Committee's meeting) within its service area once every three years. The community assessment must include the collection and analysis of information that includes, but is not limited to, the demographic make-up of Head Start-eligible children and families, including their estimated number, geographic location, racial and ethnic composition, education, health, nutrition, and the estimated number of children with disabilities and social service needs. The grantee must use the information from the community assessment to determine the philosophy, long- and short-range program objectives, types of component services needed, and program options or options to be implemented. The information from the community assessment is to be used to determine the recruitment area and location of programs and to set criteria that define the types of children and families who will be given priority for recruitment and selection (45 CFR 1305.1 through 45 CFR 1305. 4(g)(2)(ii)).

6. The Head Start grant allows for costs resulting from obligations incurred during the funding period as specified in the HS grant (November 1 through October 31). 45 CFR 92.23(a) (Attachment E, available with the minutes of your Committee's meeting) stipulates that a grantee may charge to the award only costs resulting from obligations of the funding period, unless carryover of obligated balances is permitted, in which case, the balances may be charted for costs resulting from obligations of the subsequent funding period.

7. Grantees must obtain prior approval from the awarding agency whenever there are any revisions to the scope or objects of the project. (45 CFR 92.30(d) (1-2) ad 45 CFR 74.28 [Attachments F and G, available with the minutes of your Committee's meeting]).

8. Other guidance for the planning, development, and implementation of HS services includes:

a. 45 CFR 1304.5, Eligibility, Selection, Enrollment and Attendance in Head Start (Attachment H, available with the minutes of your Committee's meeting)

b. 45 CFR 74.25(d)(1) (Attachment I, available with the minutes of your Committee's meeting)

c. Head Start Grants Administration and Financial Management, Quality Improvement Project, Obligation and Expenditures of Funds. (Attachment J, available with the minutes of your Committee's meeting)

d. Program Governance, Subpart D — Program Design and Management, Introduction to 1304.50 (Attachment K, available with the minutes of your Committee's meeting)

Strategic Plan Compatibility Statement

9. This item support the MPS Strategic Plan, Goal 1, student achievement; Goal 2, student success in further education and employment; and goal 3, family satisfaction in the education market place.

10. This item is consistent with the U.S. Department of Health and Human Services' Head Start program performance standards and other regulations related to Head Start programs.

Fiscal Impact Statement

11. This item does not authorize expenditures.

Committee's Recommendation

Your Committee recommends that:

1. a community assessment take place, so as to determine community needs, recruitment area, and the types of services and program options that are most needed;

2. if, through the recommendations obtained from the community assessment, the Policy Council opts to introduce research-based early childhood curriculum that incorporates Head Start standards, the Board work with the Head Start Policy Council to identify funding sources — other than the Head Start grant for start-up — and implementation of such curriculum; and

3. unobligated Head Start funds be used, following Head Start standards, which stipulate that funds may be used only to cover costs resulting from obligations of the Head Start Program.

Director O'Neil in the Chair.

Director Blewett moved to place the item on file.

Director Johnson moved a substitute motion, to adopt only item #1 of the Committee's recommendation.

The substitute was adopted, the vote being as follows:

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

Noes—Directors Morales, Blewett and Chair pro Tem O'Neil—3.

Voting "present"—Director Balistreri—1.

President Blewett resumed the chair.

* * * * *

(Item 3) Action on the Policy and Procedure for Resolving Disputes between the Milwaukee Board of School Directors and the Head Start Policy Council

Administration's Analysis

1. The Head Start Performance Standards, 1304(h), stipulate an internal dispute resolution:

Each grantee and Policy Council or Policy Committee jointly must establish written procedures for resolving internal disputes, including impasse procedures, between the governing body and policy group.

2. During the May 10-14, 2003, Head Start Federal Review, the MPS Head Start Program was found in non-compliance in the area of Program Governance because the Board of School Directors had not approved impasse and arbitration procedures.

3. On August 28, 2004, at the first orientation meeting between the MPS Head Start Policy Council and MPS Board of School Directors, both groups asked for revisions to the impasse and arbitration procedures. As a result of that meeting, the MPS Head Start Policy Council met on Saturday, October 9, 2004, and approved the impasse and arbitration procedures.

4. Two meetings with the legal counsel from the Office of the City Attorney were scheduled, on September 27, 2004, and October 7, 2004, to assist with the revisions in the impasse and arbitration procedures.

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.

Statute, Administrative Policy, or Board Rules Implication Statement

6. The recommendation is consistent with MPS policies and procedures, U.S. Department of Health and Human Services Head Start Performance Standards, and federal statutes.

Fiscal Impact Statement

7. This item does not authorize expenditures.

Committee's Recommendation

Your Committee recommends that the Board approve the revised impasse and arbitration procedures, as presented in the attachment to this item in the minutes of your Committee's meeting.

Adopted with the roll call vote on the Committee reports.

* * * * *

(Item 4) Action on a Request to Approve a Grade Change From K-6 to K-8 at Henry David Thoreau Elementary School

Administration's Analysis

1. The Neighborhood Schools Initiative has significantly increased the number of schools offering K-8 programs. Prior to the Neighborhood Schools Initiative, 11 schools were K-8. In addition, the Board has approved K-8 schools by separate Board action. Currently there are 35 K-8 schools, 21 in transition to become full K-8 schools, 2 that will begin the K-8 transition in Fall 2005, and 2 that will begin the K-8 transition in Fall 2006.

2. The school governance council of Henry David Thoreau Elementary School, with a 92% affirmation, has endorsed the expansion of the school to K-8. A survey of Thoreau parents and Thoreau faculty in September 2004 showed that 82% of the respondents in each group also favored the expansion.

3. The September 2004 enrollment count for Henry David Thoreau Elementary School was 583 (113 students from the attendance area, and 470 from outside the attendance area). The school, which currently serves students in four-year-old kindergarten through grade six, is located in the green region, within which it provides transportation. The school will continue to recruit neighborhood children. No additional transportation services will be provided.

4. The school enrollment would be increased by adding 60 seventh-grade students in 2005-2006. Thoreau currently has two classrooms available for these students. In 2006-2007, 60 eighth-grade students would be added, and enrollment would be decreased in other grades as needed to free up two eighth-grade classrooms. Students with special education needs will continue to be served as the K-8 transition develops.

5. In the past, Thoreau has been able to accommodate all of the fifth-grade students who chose to stay for sixth grade. While it is expected that it will continue to be possible as the school completes the transition to K-8 status, a random selection will be held with guidance from Student Services if the number of students desiring to continue at Thoreau in the fifth-to-sixth-grade transition exceeds the Thoreau middle-grades capacity.

6. Funding to support staffing, educational materials, supplies, safety measures, and any limited capital improvements will be provided through the Thoreau K-8 School's operating budget. The facility can accommodate the proposed expansion.

7. The Thoreau staff believe they can offer a high-quality middle-grades educational program. Fourth-grade WKCE results have shown increases in the percentage of students performing proficient or above in reading, language arts, mathematics, and science in the last two years. Last year, fourth-grade Thoreau students exceeded the district average of students scoring proficient or above in reading, language arts, science, and social studies. The percentage of students scoring proficient or above in mathematics was identical to the district average (see the 4th-grade WKCE graph, attached to the minutes of your Committee's meeting).

8. Sixth-grade Terra Nova results have shown increases in the number of students performing at proficient or above in reading and language arts in the last two years. Last year, 6th-grade Thoreau students exceeded the district average of students scoring proficient or above in reading, language arts, and mathematics (see the 6th-grade Terra Nova chart, attached to the minutes of your Committee's meeting).

Strategic Plan Compatibility Statement

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

Statute, Administrative Policy, or Board Rules Statement

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

Fiscal Impact Statement

11. Thoreau School will be limited to the same pattern or adjustment to its per-pupil allocations as are the schools becoming K-8 under the Neighborhood Schools Initiative. Thoreau will progress from the elementary weight to the K-8 weight over five years, moving one-fifth of the way each year; therefore, the school would not receive the full effect of the school allocation formula until the 2009-2010 school year.

12. At a Board planning session on November 11, 2000, the Board and the Administration discussed the implementation of the Neighborhood Schools Plan. As part of that discussion, the Board requested that specific criteria be established that could be applied when considering proposals from schools not included in the Neighborhood Schools Plan. The criteria established specify that no supplemental operating funds to cover any start-up costs, capital improvements or facility leasing, safety measures, or other operations will be available for schools not included in the Neighborhood Schools Plan.

13. In accordance with the criteria established, Thoreau will be responsible for all start-up costs. The school will have to shift necessary funds from within its school budget allocations to cover any start-up costs.

Implementation and Assessment Plan

14. The implementation timeline is:

Grade 7 2005-2006

Grade 8 2006-2007

15. Assessments will follow the district's assessment program.

Committee's Recommendation

Your Committee recommends that the Board approve the grade change at Thoreau School from K-6 to K-8.

Adopted with the roll call vote on the Committee reports.

* * * * *

(Item 5) Action on the Charter School Contract for Fritsche Middle School

Background

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

2. On August 24, 1999, the Board approved a three-year charter school contract establishing Fritsche Middle School as an instrumentality charter school, to begin with the 1999-2000 school year and to end on the last regularly scheduled school day of the 2001-2002 school year. By request of the school, the Board granted contract extensions for the 2002-2003 and 2003-2004 school years.

3. On February 23, 2004, the Board revised Administrative Policy and Procedure 9.12, Charter Schools, to include the MPS charter school contract renewal process. On August 26, 2004, the Board approved the Administration's recommendation to enter into contract negotiations to renew the charter school contract for Fritsche Middle School.

4. Changes in contract language reflect a difference between the model contract as it existed in 1999 and the currently approved model contract. Fritsche Middle School accepts the currently approved MPS instrumentality model charter school contract, with the following additions/revisions in terms:

a. Fritsche Middle School requests a five-year contract term, to begin with the 2004-2005 school year and to end on the last day of regularly scheduled school the 2008-2009 school year; and

b. Robin Kitzrow, Principal of Fritsche Middle School, or her successor shall be the person in charge of the charter school.

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.

Statute, Administrative Policy, or Board Rule Statement

6. Charter school contracts are being presented to the Board pursuant to Administrative Policy 9.12, Charter Schools.

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

Implementation and Assessment

8. The charter school contract for Fritsche Middle School will become effective upon Board approval. A copy of the contract will be forwarded to the Wisconsin Department of Public Instruction to continue the disbursement of the charter school grant funds.

Fiscal Impact Statement

9. This item authorizes expenditures. The funds for this charter school contract have been approved in the 2004-2005 Board-adopted budget.

10. In addition to the Board-approved budget allocation, Fritsche Middle School has been awarded a Charter School Dissemination Grant from the Wisconsin Department of Public Instruction.

Committee's Recommendation

Your Committee recommends that the Board approve the charter school contract with Fritsche Middle School as an MPS instrumentality charter school, as attached to the minutes of your Committee's meeting, to begin with the 2004-2005 school year and to end with the last regularly scheduled school day of the 2008-2009 school year, including the following additions/revisions in terms:

1. Fritsche Middle School requests a five-year contract term, to begin with the 2004-2005 school year and to end on the last day of regularly scheduled school the 2008-2009 school year; and

2. Robin Kitzrow, Principal of Fritsche Middle School, or her successor shall be the person in charge of the charter school.

Adopted with the roll call vote on the Committee reports.

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(Item 6) Action on the Charter School Contract for Walker International Middle School

Background

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

2. On March 28, 2000, the Board approved a three-year charter school contract establishing Walker International Middle School as an instrumentality charter school, to begin with the 2001-2002 school year and to end on the last regularly scheduled school day of the 2003-2004 school year.

3. On February 23, 2004, the Board revised Administrative Policy and Procedure 9.12, Charter Schools, to include the MPS charter school contract renewal process. On August 26, 2004, the Board approved the Administration's recommendation to enter into contract negotiations to renew the charter school contract for Walker International.

4. Changes in contract language reflect a difference between the model contract as it existed in 2000 and the currently approved model contract. Walker International accepts the currently approved MPS instrumentality model charter school contract, with the following additions/revisions in terms:

a. Walker requests a five-year contract term, to begin with the 2004-2005 school year and to end on the last day of regularly scheduled school the 2008-2009 school year;

b. Dr. Hector Perez-LaBoy, Principal of Walker, or his successor shall be the person in charge of the Charter School; and

c. Walker will implement the Direct Instruction strategy for all grade levels.

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.

Statute, Administrative Policy, or Board Rule Statement

6. Charter school contracts are being presented to the Board pursuant to Administrative Policy 9.12, Charter Schools.

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

Implementation and Assessment

8. The charter school contract for Walker will become effective upon Board approval. A copy of the contract will be forwarded to the Wisconsin Department of Public Instruction to continue the disbursement of the charter school grant funds.

Fiscal Impact Statement

9. This item authorizes expenditures. The funds for this charter school contract have been approved in the 2004-2005 Board-adopted budget.

Committee's Recommendation

Your Committee recommends that the Board approve the charter school contract with Walker International Middle School as an MPS instrumentality charter school, as attached to the minutes of your Committee's meeting, to begin with the 2004-2005 school year and to end with the last regularly scheduled school day of the 2008-2009 school year, including the following additions/revisions in terms as listed below:

1. Walker requests a five-year contract term, to begin with the 2004-2005 school year and to end on the last day of regularly scheduled school the 2008-2009 school year;

2. Dr. Hector Perez-LaBoy, Principal of Walker, or his successor shall be the person in charge of the Charter School; and

3. Walker will implement the Direct Instruction strategy for all grade levels.

Adopted with the roll call vote on the Committee reports.

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(Item 7) Action on the Charter School Contract for Siefert Elementary School

Background

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

2. On April 25, 2002, the Board approved a three-year charter school contract establishing Siefert Elementary School as an MPS instrumentality charter school, to begin with the 2001-2002 school year and to end on the last regularly scheduled school day of the 2003-2004 school year.

3. On February 23, 2004, the Board revised Administrative Policy and Procedure 9.12, Charter Schools, to include the MPS charter school contract renewal process. On August 26, 2004, the Board approved the Administration's recommendation to enter into contract negotiations to renew the charter school contract for Siefert Elementary School.

4. Changes in the contract language reflect a difference between the model contract as it existed in 2002 and the currently approved model contract. Siefert Elementary School accepts the currently approved MPS instrumentality model charter school contract, with the following additions/revisions in terms:

a. The term of the contract is two school years, to commence with the 2004-2005 school year and to end on the last regularly scheduled school day of the 2005-2006 school year;

b. The school is requesting to decrease its contracted enrollment from 540 FTE to 500 FTE students enrolled in Head Start through grade 5; and

c. Janel Hawkins, Principal of Siefert Elementary School, or her successor shall be in charge of the charter school.

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.

Statute, Administrative Policy, or Board Rule Statement

6. Charter School contracts are being presented to the Board pursuant to Administrative Policy 9.12, Charter Schools.

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

Implementation and Assessment

8. The charter school contract for Siefert Elementary School will become effective upon Board approval. A copy of the contract will be forwarded to the Wisconsin Department of Public Instruction to continue the disbursement of the charter school grant funds.

Fiscal Impact Statement

9. This item authorizes expenditures. The funds for this charter school contract have been approved in the 2004-2005 Board-adopted budget.

Committee's Recommendation

Your Committee recommends that the Board approve the charter school contract with Siefert Elementary School as an MPS instrumentality charter school, as attached to the minutes of your Committee's meeting, to begin with the 2004-2005 school year and to end on the last regularly scheduled school day of the 2005-2006 school year, including the following additions/revisions in terms:

1. The term of the contract is two school years, to commence with the 2004-2005 school year and to end on the last regularly scheduled school day of the 2005-2006 school year;

2. The school is requesting to decrease its contracted enrollment from 540 FTE to 500 FTE students enrolled in Head Start through grade 5; and

3. Janel Hawkins, Principal of Siefert Elementary School, or her successor shall be in charge of the charter school.

Adopted with the roll call vote on the Committee reports.

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(Item 8) Action on the Charter School Contract for Fairview School

Background

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

2. On April 25, 2002, the Board approved a three-year charter school contract establishing Fairview K-8 School as an instrumentality charter school, to begin with the 2001-2002 school year and to end with the last regularly scheduled school day of the 2003-2004 school year.

3. On February 23, 2004, the Board revised Administrative Policy and Procedure 9.12, Charter Schools, to include the MPS charter school contract renewal process. On August 26, 2004, the Board approved the Administration's recommendation to enter into contract negotiations to renew the charter school contract for Fairview K-8 School.

4. Changes in the contract language reflect a difference between the model contract as it existed in 2002 and the currently approved model contract. Fairview accepts the currently approved MPS instrumentality model charter school contract, with the following additions/revisions in terms:

a. Fairview K-8 School requests a five-year contract term, to begin with the 2004-2005 school year and to end on the last day of regularly scheduled school the 2008-2009 school year;

b. Jacquelyn Scudder, Principal of Fairview, or her successor shall be the person in charge of the charter school; and

c. Fairview will decrease its enrollment from 630 FTE to 615 FTE pupils in grades K4-8 and increase its minimum number of students with autism from at least 28 pupils to at least 32 pupils.

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.

Statute, Administrative Policy, or Board Rule Statement

6. Charter School contracts are being presented to the Board pursuant to Administrative Policy 9.12, Charter Schools.

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

Implementation and Assessment

8. The charter school contract for Fairview will become effective upon Board approval. A copy of the contract will be forwarded to the Wisconsin Department of Public Instruction to continue the disbursement of the charter school grant funds.

Fiscal Impact Statement

9. This item authorizes expenditures. The funds for this charter school contract have been approved in the 2004-2005 Board-adopted budget.

Committee's Recommendation

Your Committee recommends that the Board approve the charter school contract with Fairview K-8 School as an MPS instrumentality charter school, as attached to the minutes of your Committee's meeting, to begin with the 2004-2005 school year and to end with the last regularly scheduled school day of the 2008-2009 school year, including the following additions/revisions in terms:

1. Fairview K-8 School requests a five-year contract term, to begin with the 2004-2005 school year and to end on the last day of regularly scheduled school the 2008-2009 school year;

2. Jacquelyn Scudder, Principal of Fairview, or her successor shall be the person in charge of the Charter School; and

3. Fairview will decrease its enrollment from 630 FTE to 615 FTE pupils in grades K4-8 and increase its minimum number of students with autism from at least 28 pupils to at least 32 pupils.

Adopted with the roll call vote on the Committee reports.

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(Item 9) Action on a Request to Approve the Washington High School of Expeditionary Learning as a Small High School, to Begin with the 2005-2006 School Year

Administration's Analysis

1. This item seeks Board approval to open the Washington High School of Expeditionary Learning as a small, autonomous high school to be housed within the Washington High School campus. The school will be committed to increasing student achievement with the use of the Expeditionary Learning Outward Bound model, which is a model for comprehensive school reform that emphasizes high achievement through active learning, character growth, and teamwork. Its extensive professional development program provides teachers with powerful tools to teach academic subjects through a challenging set of connected, real-world projects called learning expeditions. The integration of literacy into learning expeditions is a special feature of this design.

2. Expeditionary Learning Outward Bound schools commit to five core practices and ten design principles.

a. The five core practices are:

1. Learning expeditions;
2. Active pedagogy;
3. Culture and character;
4. Leadership and improvement; and
5. Structures.

b. The ten design principles are:

1. The primacy of self-discovery;
2. The having of wonderful ideas;
3. The responsibility for learning;
4. Empathy and Caring;
5. Success and failure;
6. Collaboration and competition;
7. Diversity and inclusion;
8. The natural world;
9. Solitude and reflection; and
10. Service and compassion.

3. The school expects to draw its enrollment from the current Washington High School attendance area as well as from citywide enrollment. A special emphasis is being placed on neighborhood or attendance-area enrollment, with a marketing and communication campaign having been launched through a neighborhood canvas and leaflet drop on September 25, 2004.

4. The proposed implementation plan includes enrollment from the current Washington High School student body. Washington High School is currently organized into academies, each based on one of the proposed small high schools. Students chose an academy of interest in the spring of 2003. It is anticipated that these students will enroll in grades 11 and 12 in the small high schools generated from the current academies. New students will be enrolled in grades 9 and 10. The school will serve a maximum enrollment of 400 students in grades 9-12.

5. The Washington High School of Expeditionary Learning's plan calls for leadership through a school administrator. The administrative position, which will be identified in the FY06 budget process, will be posted and filled following the process in Administrative Policy and Procedure 6.23(3), Filling Principal Vacancies.

6. The Administration's Strategic Planning Committee has reviewed and endorses the proposed location for the new school. The Strategic Planning Committee, which comprises representatives from Facilities and Maintenance, Administrative Accountability, Office of the Superintendent, Student Services, and Special Services, works with the proposed schools to identify locations compatible with the schools' educational missions and the needs of the district. This school entered into the planning process with the intentions of becoming a successor school to Washington High School and of participating in the multiplex environment.

7. The Administration's New School Review Committee reviewed the proposal and received the presentation for the Washington High School of Expeditionary Learning on October 15, 2004, and conducted a follow-up interview with members of the planning team on October 20, 2004. The committee membership included Title I and 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 Pupil Services, the Department of Human Resources, the Milwaukee Partnership Academy, and the Office of Diversified Community Schools.

8. Based on the proposal and presentation, the New School Review Committee recommended to the Superintendent that the proposal of the Washington High School of Expeditionary Learning. The following 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:

- Expeditionary Learning Outward Bound is a nationally recognized model with success in urban environments;
- implementation of the model requires training by, support from, and consultation with a national organization and its experts;
- there is a commitment to the development and implementation of the professional learning community model to support staff development and growth;
- the school will have a separate location within the proposed site, Washington High School;
- the curricular focus, expeditionary learning, will be a unique and different approach for students;
- providing flexible opportunities for students with special needs, expeditions can be adapted to meet unique student needs or IEP requirements;
- the school will have an experienced administrative leadership.

9. To maximize the school's opportunity for success, the Committee also recommended that the following conditions be met during the first year of operation:

- development and launching of the student advisory crew at the beginning of the school year;

- description and development of a "pyramid of support" that goes beyond monitoring and includes activities through which support is delivered
- development of a pyramid of support for teachers and staff that contributes to professional growth and development
- clarification of the Expeditionary Learning Outward Bound's message and how the student experience in the school will be different, unique, and more successful.

Strategic Plan Compatibility Statement

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

Statute, Administrative Policy, or Board Rules Statement

11. The recommendation is consistent with Administrative Policy 7.05, Organization of Instruction.

Fiscal Impact Statement

12. This item does not authorize immediate expenditures. The Fall FY06 student enrollment for this new school is estimated to be 350. The district's proposed FY06 budget will be prepared to include an allocation for the Washington High School of Expeditionary Learning, based on the projected fall enrollment.

13. To allow for autonomy within the building, funds to cover modification costs associated with establishing small high schools sharing the building are provided in the Construction Fund.

14. 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

15. The school expects to draw its enrollment from the current Washington High School attendance area as well as from citywide enrollment. A special emphasis is being placed on neighborhood or attendance-area enrollment, with a marketing and communication campaign having been launched through a neighborhood canvas and leaflet drop on September 25, 2004.

16. The proposed implementation plan includes enrollment from the current Washington High School student body. Washington High School is currently organized into academies, each based on one of the proposed small high schools. Students chose an academy of interest in the spring of 2003. It is anticipated that these students will enroll in grades 11 and 12 in the small high schools generated from the current academies. New students will be enrolled in grades 9 and 10. The school will serve a maximum enrollment of 400 students in grades 9-12.

17. Upon approval by the Board, the Administration will engage in activities necessary to assist Washington High School of Expeditionary Learning in establishing itself as an MPS traditional school so that the school may open in the Washington High School Complex on the first day of the 2005-2006 school year.

Committee's Recommendation

Your Committee recommends that the Board approve the Washington High School of Expeditionary Learning as an MPS traditional high school, to begin with the fall semester of the 2005-2006 school year.

Adopted with the roll call vote on the Committee reports.

* * * * *

(Item 10) Action on a Request to Approve the Washington High School of Law, Education and Public Service, to begin with the 2005-2006 School Year

Administration's Analysis

1. This item seeks Board approval to open the Washington High School of Law, Education and Public Service as a small, autonomous high school to be housed within the Washington High School campus. The school will be committed to increased student achievement using the service-learning model, with curriculum focused in three pathways: law, education, and public service.

2. Service learning is a pedagogical model that taps the enthusiasm of youth engaged in meaningful community-based service activities that connect to classroom instruction. The service activities support and enhance classroom learning while simultaneously supporting change in neighborhoods, communities, and cities.

3. Research shows that students who participate in high-quality service-learning experiences typically become more engaged in learning, as shown by increased attendance and motivation to learn. This is because service learning incorporates much of what is known about effective instruction. Service learning is an interesting and meaningful activity that is relevant to students' lives and involves cognitive, social, and affective components of learning. It provides an opportunity for every student to be successful, and it helps students learn how to transfer the knowledge and skills they acquire into real-life settings.

4. When service learning is designed to connect directly with classroom instruction, students show gains in measures of academic achievement, including standardized tests. The academic benefits of service learning come when teachers explicitly tie service activities to standards and learning objectives, and when they design instruction that maximizes learning. For example, service learning that involves tutoring typically results in learning for both of the individuals who participate, and many studies show that the tutor actually learns as much as, if not more than, the person being tutored. Service learning that includes environmental activities often yields student gains in the content areas of math (e.g., measurement and problem solving) and science (e.g., prediction and knowledge of botany) if these knowledge and skill areas are explicitly woven into the experience. The academic gains come because students have greater opportunity to explore, to engage in dialogue for understanding, and to become more engrossed in the tasks.

5. Some researchers have found that, in addition to aiding in the acquisition of core knowledge and skills, many service-learning tasks help students to improve higher-order thinking skills such as analysis, problem solving, decision making, cognitive complexity, and inferential comprehension because they are exposed to relevant tasks that require them to use these types of skills. This benefit can be realized if teachers play an active role in facilitating dialogue and understanding of more complex tasks. Some examples:

   a. if students are providing service to the homeless, they are more likely to improve higher-order skills if teachers facilitate a discussion of the roots of homelessness and its economic costs and benefits.

   b. If students are working with seniors, designing instruction that promotes dialogue about history and seniors' experiences with war and peace, for instance, helps students learn about the relations between personality and social, economic, and political forces.

6. The Washington High School of Law, Education and Public Service is committed to implementing a high-quality service-learning model which connects students' studies in the curricular pathways of their choosing and enhances classroom learning through meaningful community experiences. The curricular pathways include:

   • studies in the field of law, supported through a growing relationship with the Marquette University School of Law,

   • studies in the field of education, with students preparing for careers in teaching through experiences in elementary and middle schools; and

- studies in public service, through which students will engage with business partners focusing on the area of finance.

7. The school expects to draw its enrollment from the current Washington High School attendance area as well as from citywide enrollment. A special emphasis is being placed on neighborhood or attendance-area enrollment, with a marketing and communication campaign having been launched through a neighborhood canvas and leaflet drop on September 25, 2004.

8. The proposed implementation plan includes enrollment from the current Washington High School student body. Washington High School is currently organized into academies, each based on one of the proposed small high schools. Students chose an academy of interest in the spring of 2003. It is anticipated that these students will enroll in grades 11 and 12 in the small high schools generated from the current academies. New students will be enrolled in grades 9 and 10. The school will serve a maximum enrollment of 400 students in grades 9-12.

9. The Washington High School of Law, Education and Public Service calls for leadership through a school administrator. The administrative position, which will be identified in the FY06 budget process, will be posted and filled following the process in Administrative Policy and Procedure 6.23(3), Filling Principal Vacancies.

10. The Administration's Strategic Planning Committee has reviewed and endorses the proposed location for the new school. The Strategic Planning Committee, which comprises representatives from Facilities and Maintenance, Administrative Accountability, Office of the Superintendent, Student Services, and Special Services, works with the proposed schools to identify locations compatible with the schools' educational missions and the needs of the district. This school entered into the planning process with the intentions of becoming a successor school to Washington High School and of participating in the multiplex environment.

11. The Administration's New School Review Committee reviewed the proposal and received the presentation for the Washington High School of Law, Education and Public Service on October 11, 2004, and conducted a follow-up discussion of the school planning team's written responses to specific questions on October 25, 2004. The committee membership included Title I and 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 Pupil Services the Department of Human Resources, the Milwaukee Partnership Academy, and the Office of Diversified Community Schools.

12. Based on the proposal and presentation, the New School Review Committee recommended to the Superintendent that the proposal of the Washington High School of Law, Education and Public Service. The following 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 service-learning model is research-supported and endorsed by the Wisconsin State Superintendent of Schools;
- the focus on law and education is being developed with support from local universities;
- credit recovery for students who fall behind is structured into the school year;
- there is an advisory period to support students with the same advisor over four years;
- there are strong relationships with business partners;
- students are offered paid internship opportunities in the summer between the junior and senior years; and
- the school will have a separate location in the proposed site, Washington High School.

13. To maximize the school's opportunity for success, the Committee also recommended the following conditions be met during the first year of operation:

- refinement of the focus of the school: there are currently three pathways, with the third, public service, including a financial focus as well,
- Development of the school focus based on law and education;
- focusing of the pedagogical model on either project-based learning or service learning for the first year or two — implement one model well and then grow from that experience;
- development of the interim opportunity to include credit recovery as well as accelerated courses that promote enhanced academic rigor;
- development of classroom-based supports for struggling students before the need for the credit-recovery opportunity;
- development of a more comprehensive description of the services for special education and how these services will be offered to include all students with special needs; and
- development of expanded community and parental partnerships that include MATC, the Metcalfe Park Community, and the Making Connections group of schools

14. The MPS Superintendent met with the Washington High School of Law, Education and Public Service's planning team to discuss the committee's recommendation and requested a plan of action to address the areas of growth during the remainder of the school's planning year. The plan of action satisfactorily addresses the areas of growth and provides activities the school planning team will engage in the further development of the school model. The MPS Superintendent also directed the Technical Assistance & Leadership Center to provide specific support related to the identified areas of growth to ensure the school's readiness for opening in the fall of 2005.

Strategic Plan Compatibility Statement

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

Statute, Administrative Policy, or Board Rules Statement

16. The recommendation is consistent with Administrative Policy 7.05, Organization of Instruction.

Fiscal Impact Statement

17. This item does not authorize immediate expenditures. The Fall FY06 student enrollment for this new school is estimated at 350. The district's proposed FY06 budget will be prepared to include an allocation for the Washington High School of Law, Education, and Public Service, based on the projected fall enrollment. To allow for autonomy within the building, funds to cover the modification costs associated with establishing small high schools sharing 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. The school expects to draw its enrollment from the current Washington High School attendance area as well as from citywide enrollment. A special emphasis is being placed on neighborhood or attendance-area enrollment, with a marketing and communication campaign having been launched through a neighborhood canvas and leaflet drop on September 25, 2004.

20. The proposed implementation plan includes enrollment from the current Washington High School student body. Washington High School is currently organized into academies, each based on one of the proposed small high schools. Students chose an academy of interest in the spring of 2003. It is anticipated that these students will enroll in grades 11 and 12 in the small high schools generated from the current academies. New students will be enrolled in grades 9 and 10. The school will serve a maximum enrollment of 400 students in grades 9-12.

21. Upon approval by the Board, the Administration will engage in activities necessary to assist Washington High School of Law, Education and Public Service to establish itself as an MPS traditional school so that the school may open in the Washington High School Complex on the first day of the 2005-2006 school year.

Committee's Recommendation

Your Committee recommends that the Board approve the Washington High School of Law, Education and Public Service as an MPS traditional high school, to begin with the fall semester of the 2005-2006 school year.

Adopted with the roll call vote on the Committee reports.

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(Item 12) Action on a Request to Approve the Washington High School of Information Technology, to Begin with the 2005-2006 School Year

Administration's Analysis

1. This item seeks Board approval to open the Washington High School of Information Technology as a small, autonomous high school to be housed within the Washington High School campus. The school will be committed to increased student achievement, using information technology as a focus of student learning and as a teaching tool.

2. The Washington High School of Information Technology builds upon the success of the nationally recognized Washington High School computer program. The School of Information Technology intends to build upon and expand from earlier achievements by using technology as a vehicle to drive both teaching and learning. Students and staff will engage in curricular areas through technology and will directly study web-based design and programming and new and emerging information technologies.

3. The Washington High School of Information Technology is committed to teacher growth and development in the use of technology as a teaching and learning tool. The continued implementation of professional learning community model of staff professional development will support this effort. Professional learning communities engage teachers and staff in a commitment to learning supported by time to collaborate and professional learning opportunities.

4. The school planning team is currently engaged in this research-based practice as cited in works by Bob Eaker and Rick DuFour, whose books are currently used across the district. The school planning team is committed to increased student achievement and, in consideration of its having a student population which comprises mainly African-American and other ethnic minorities, plans to incorporate the "18 effective strategies for working with students of color," as presented by Gail Thompson in her book *Through Ebony Eyes.*

5. The Washington High School of Information Technology is designed to provide students with the option to pursue post-secondary institutions of higher learning or entry-level positions in the field of information technology upon graduation from high school. The demand for information technology skills remains high, with local and national companies competing for qualified candidates. The school planning team is committed to helping students be the school of first contact when Milwaukee companies need information technology specialists. The school planning team is preparing a rigorous educational plan that includes employability skills, college preparation experiences, advanced placement, PAT classes, and options for obtaining dual credits through MATC.

6. The Washington High School of Information Technology is developing and expanding upon a strong base of community and business partners that provide student internships and employment opportunities. Business partners, parents, and community members also serve on the design team for the new school and remain committed to its ongoing success. The following organizations have developed a strong and productive partnership and have expressed a willingness to continue their relationships with the Washington High School of Information Technology: Northwestern Mutual; United Water; Stratagem Corporation; Manpower; Tech Com Consultants; eFunds; University of Wisconsin-Whitewater; University of Wisconsin-Parkside; Milwaukee Area Technical College; Audubon Middle School; CESA District #1

7. The school expects to draw its enrollment from the current Washington High School attendance area as well as from citywide enrollment. A special emphasis is being placed on neighborhood or attendance-area enrollment, with a marketing and communication campaign having been launched through a neighborhood canvas and leaflet drop on September 25, 2004.

8. The proposed implementation plan includes enrollment from the current Washington High School student body. Washington High School is currently organized into academies, each based on one of the proposed small high schools. Students chose an academy of interest in the spring of 2003. It is anticipated that these students will enroll in grades 11 and 12 in the small high schools generated from the current academies. New students will be enrolled in grades 9 and 10. The school will serve a maximum enrollment of 400 students in grades 9-12.

9. The Washington High School of Information Technology calls for leadership through a school administrator. The administrative position, which will be identified in the FY06 budget process, will be posted and filled following the process in Administrative Policy and Procedure 6.23(3), Filling Principal Vacancies.

10. The Administration's Strategic Planning Committee has reviewed and endorses the proposed location for the new school. The Strategic Planning Committee, which comprises representatives from Facilities and Maintenance, Administrative Accountability, Office of the Superintendent, Student Services, and Special Services, works with the proposed schools to identify locations compatible with the schools' educational missions and the needs of the district. This school entered into the planning process with the intentions of becoming a successor school to Washington High School and of participating in the multiplex environment.

11. The Administration's New School Review Committee reviewed the proposal and received the presentation for the Washington High School of Information Technology on October 14, 2004, and conducted a follow-up discussion of the school planning team's written responses to specific questions on October 25, 2004. The committee membership included Title I and 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 Pupil Services the Department of Human Resources, the Milwaukee Partnership Academy, and the Office of Diversified Community Schools.

12. Based on the proposal and presentation, the New School Review Committee recommended to the Superintendent that the proposal of the Washington High School of Information Technology. The following 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:

- it is based on a successful academy currently in place;
- it has strong and active business partnerships;
- it has strong and active parental support;
- professional growth plans for teachers are in place;
- companies in the related fields continue to have a high need for employees; and
- information technology is a concept with merit and of interest to high-school students

13. To maximize the school's opportunity for success, the Committee also recommended the following conditions be met during the first year of operation:

- development and articulation of how the day-to-day experiences of students in the small high school will be different from those in a large, comprehensive high school;
- collection, disaggregation, and examination of data regarding students currently in the information technology academy and use of this data to develop supports for students who are not successful;
- development of new support systems for struggling students that are different than those currently in place as part of the large comprehensive high school (outpost or other alternative placements);
- investigation of technology-driven curriculum such as math;
- development of a plan to expand the number of students who graduate from the school with the skills required to enter the information technology industry;
- development of an action plan that articulates how adult relationships with students will be focused and more individualized and how they will be supported; and
- development of an action plan to provide learning interventions for students who are not successful in the curriculum and of corresponding teaching interventions for teachers.

14. The MPS Superintendent, who met with the Washington High School of Information Technology's planning team to discuss the committee's recommendation, requested a plan of action to address the areas of growth during the remainder of the school's planning year. The plan of action satisfactorily addresses the areas of growth and provides activities in which the school planning team will engage to further develop the school model. The MPS Superintendent also directed the Technical Assistance & Leadership Center to provide specific support related to the identified areas of growth to ensure the school's readiness for opening in the fall of 2005.

Strategic Plan Compatibility Statement

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

Statute, Administrative Policy, or Board Rules Statement

16. The recommendation is consistent with Administrative Policy 7.05, Organization of Instruction.

Fiscal Impact Statement

17. This item does not authorize immediate expenditures. The Fall FY06 student enrollment for this new school is estimated to 350. The district's proposed FY06 budget will be prepared to include an allocation for the Washington High School of Information Technology, based on the projected fall enrollment. To allow for autonomy within the building, funds to cover the modification costs associated with establishing small high schools sharing 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. The school expects to draw its enrollment from the current Washington High School attendance area as well as from citywide enrollment. A special emphasis is being placed on neighborhood or attendance-area enrollment, with a marketing and communication campaign having been launched through a neighborhood canvas and leaflet drop on September 25, 2004.

20. The proposed implementation plan includes enrollment from the current Washington High School student body. Washington High School is currently organized into academies, each based on one of the proposed small high schools. Students chose an academy of interest in the spring of 2003. It is anticipated that these students will enroll in grades 11 and 12 in the small high schools generated from the current academies. New students will be enrolled in grades 9 and 10. The school will serve a maximum enrollment of 400 students in grades 9-12.

21. Upon approval by the Board, the Administration will engage in activities necessary to assist Washington High School of Information Technology to establish itself as an MPS traditional school so that the school may open in the Washington High School Complex on the first day of the 2005-2006 school year.

Committee's Recommendations

Your Committee recommends that the Board approve the Washington High School of Information Technology to establish itself as an MPS traditional high school, to begin with the fall semester of the 2005-2006 school year.

Adopted with the roll call vote on the Committee reports.

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COMMITTEE ON SPECIAL EDUCATION

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

TO THE BOARD OF SCHOOL DIRECTORS:

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)

	10/04	11/04
Population Served	16,474	16,514

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.

	10/04	11/04
Initial Evaluations (Complete since 7/04)	190	376
Percentage Identified Special Education	84%	75%
Active Initial Referrals	471	708
Reevaluations (Completed since 7/04)	42	318
Active Reevaluations	671	1284

2. Data Management Services — Special Services Information Management System (SSIMS) Project Status Report as of November 1, 2004

a. SSIMS (Encore) Database

- The test Encore server environments were upgraded and tested during October 2004
- Encore 6.3 upgrade will be applied to the Training and Production server environments during November 2004

b. SSIMS Training

- Encore and Forms training is being conducted throughout 2004

c. Interfaces

- Inbound daily interface processing (eSIS to Encore) running three times a day
- Outbound daily interface (Encore to eSIS) running nightly
- The Provider Interface was put into production in October
- School Calendar and School Entity interfaces have been created and are being tested

d. IEP Forms

- Enhancements to IEP Forms were developed and tested in October

e. Reports

- There are approximately 50 standard reports in Encore
- Additional Special Ed. *ad hoc* reports are being created, based on user requests

f. Encounter Tracker (ET) — Medicaid Tracking

- ET pilot took place during July and August 2004. Approx. 30 providers participated in the pilot.
- Coding of the interface between ET and the billing provider, MJCare, is in progress

g. Forms Updating Encore Database (FTI)

- FTI coding updates took place in October and are being tested in November

h. Network Access - School IEP Meeting Room/Special Education Office Space

- SSIMS team continues to work with schools to ensure network access to SSIMS

i. SSIMS Data Quality

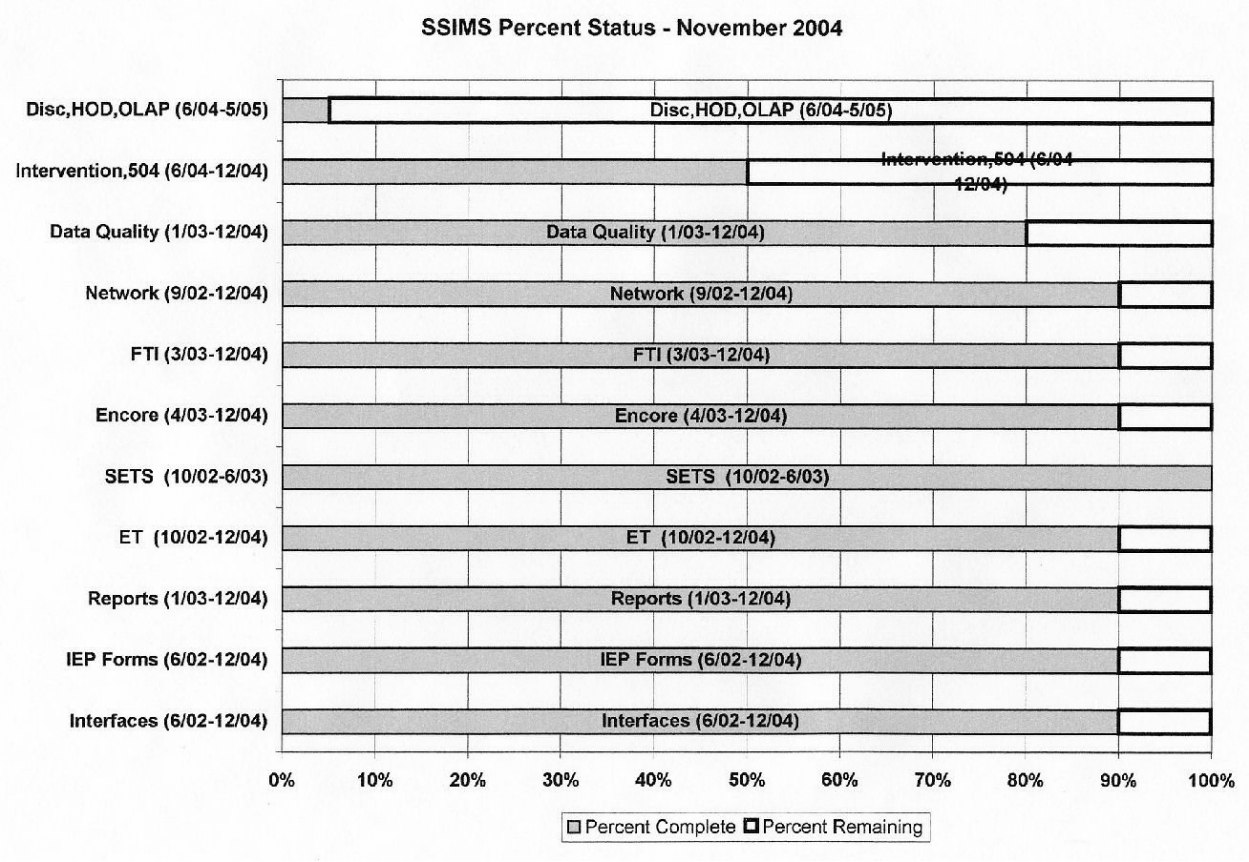
- A SSIMS data quality committee meets weekly to evaluate and monitor SSIMS data
- Various *ad hoc* reports have been created to monitor Encore Special Ed. data

j. SSIMS Help Desk

- A SSIMS Help Desk team has been created and trained to support SSIMS users
- All Help Desk calls are recorded in HEAT (Help Desk call tracking software) to ensure resolution of issues

k. Rollout Schedule

- Encore and Forms district rollout training began in January 2004 and will continue through 2004
- Encounter Tracker scheduled for implementation in 2004
- Intervention, 504, Discipline, HOD, OLAP module implementation scheduled for 2004/200



3. Parentally Placed Private School Services/Update

a. The Individuals with Disabilities Education Act (IDEA) requires that the school district arrange for parentally placed private school children with disabilities to participate in district special education services. While the district must offer services, 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 annually the district spend a percentage of its federal funds on special education and related services for private school children with disabilities aged three through 21 and for children aged 3 through 5 years of age. The expenditures must be consistent with the other requirements of the IDEA regulations. Whether to spend more than the minimum amount is a local decision.

c. During the 2003-2004 school year, the Milwaukee Public Schools provided the following services through service plans for non-public students:

- Speech and language services were provided to 150 students at the nearest public schools as possible;
- Itinerant special education services were provided to approximately 14 elementary students who were identified with specific learning disabilities, cognitive disabilities, emotional behavior disabilities, and other health impairments at the private schools which they attended within the City of Milwaukee;

d. After consultation with the non-public school representatives, the non-public school service plan for the 2004-2005 school year has been developed. The 2004-2005-service plan will provide the following services:

- Speech and language services for approximately 150 students (1-12 grades) 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 teacher services will be provided to approximately 30 elementary students (1-5 graders) identified with specific learning disabilities, emotional behavior disabilities, other health impairments, or cognitive disabilities. (Students will receive either speech and language services or itinerant services if they are eligible for both services.)

e. On April 1, 2004, the MPS Division of Special Services provided a staff development opportunity at no cost to staff members from the non-public schools. The topic was on eligibility and Child Find procedures. Thirty-four participants attended the session. In addition, the district provided two additional training sessions for private and parochial schools. The trainings were designed to increase student success in the classrooms by targeting behavior management and accommodations and modifications for at-risk and challenged learners. Approximately 100 individuals attended these trainings.

4. Special Education Teacher Information/Status Update

Human Resources has provided the following information relative to special education classroom teachers currently assigned to school-based positions. (A description of the licensure qualifications is also provided.)

Elementary

Fully Certified Teachers	449
Permit Teachers	30
Special License	10
Interns	44
Substitutes (Primary — 13 and 2 bilingual; early childhood — 7 and 1 bilingual)	23
Total	556

Middle

Fully Certified Teachers	126
Permit Teachers	15
Special License	5
Interns	24
Substitutes	9
Total	179

High

Fully Certified Teachers	163
Permit Teachers	28
Special License	10
Interns	40
Substitutes (6 and 1 Bilingual)	7
Total	248

Definitions:

Fully Licensed Teachers:	Licensed by DPI
Permit Teachers:	Have a non-teacher degree and are enrolled in a university certification program
Special License:	Have a teacher license and are enrolled in a special education certification program
Interns:	Have a non-teaching degree and are enrolled in UWM or MTEC alternative (teaching) certification program
Substitutes:	Licensed as either a short- or long-term substitute.

5. Home-and-Hospital Educational Services

a. The Department of Special Services provides a unique and important service to students who are confined to home or hospital in order to continue their education without significant disruption. This service component, Home and Hospital (H/H) Educational Services, is available to students in regular education as well as to students with disabilities.

b. H/H Educational Services are specifically designed for students with serious medical or psychological conditions. Students who are confined to their homes or hospitals due to illness for extended periods of time (usually six weeks or longer) may be eligible for consideration for H/H Educational Services. The services provided by this program are intended as a temporary services-delivery option while the students are unable to attend their schools of enrollment.

c. Services are available to Milwaukee-area residents enrolled in any Milwaukee Public School. A student who is living outside of the city, and is confined to a hospital, may also be served if a parent or guardian enrolls the child in a Milwaukee Public School.

d. The student’s illness is verified by a medical physician for a medical condition and by a psychiatrist or licensed psychologist for a psychological condition. Documentation of the illness or condition is submitted to the Department of Special Services.

e. Students who are pregnant may be eligible for services if they have documented complications with the pregnancy which prevents them from attending their regular school settings or alternative educational settings. A school-age parent with a child with an illness may be considered for the program with supporting documentation from both a medical doctor regarding the child’s illness and the school social worker that verifies that the school-age parent is the sole caregiver of the child.

f. Eligibility for H/H Educational Services is determined from a review and recommendation by a school-based team.

g. Referral Process — The referral document, which is available through the school psychologist, school social worker, or the Department of Special Services, is completed by medical professionals, parents, or school personnel. Referral forms are signed by the building administrator. An H/H staff member works with the school to arrange a school-based meeting. The decision regarding services is made by the school-based team from a review of records and other information relative to the child's medical and/or psychological condition. Team meetings are structured as follows:

1) Student in Regular Education: A school support team (such as a collaborative support team or problem-solving team) determines whether H/H Educational Services are recommended. This includes school-age parents.

2) Students with Disabilities under IDEA: An IEP team is convened to determine the appropriate placement. This includes recommendations for H/H Services.

3) Students with Disabilities under Section 504/ADA: A Section 504 team determines whether H/H Educational Services are recommended.

h. While medical information is a key component of the decision and must be considered by the team, it is not the sole factor to be considered. The district has the final authority to recommend such services.

i. For students with disabilities, the IEP team must consider not only the medical or related condition, but whether the home environment is the least restrictive environment in which the student may receive instruction. The concept of least restrictive environment requires that the team recommend home-based services only when the student cannot be educated with other non-disabled peers, even with the use of supplementary aids and services.

j. An important goal of the H/H Educational Services is to provide services until such time as the student can successfully return to his or her school, or in the case of student with disabilities, to a less restrictive environment. Therefore, the student will return to his or her assigned MPS school when the Collaborative Support Team (CST), Problem Solving Team (PST), 504 Team, or IEP Team determines that the school is appropriate educational setting, based on the medical or psychological condition allowing for regular attendance. The decision is made by the team as a result of a review of medical and psychological records and team discussion. The team must meet prior to the return of a student to school. The IEP team must meet to ensure all the procedural safeguards and to determine whether the change of placement is appropriate for students with disabilities.

k. Parents and guardians are a part of the school-based decision-making team for all H/H placement decisions.

l. Service Delivery Model — The H/H Educational Services are provided in either the home or hospital environment. Services are delivered on a 1:1 teacher-to-student ratio. Instruction is based on the individual need, IEP and/or 504 plan, and the medical condition of the student. The following guidelines apply for delivery of services:

1) A responsible adult must be present in the home or hospital;

2) The student is available at the scheduled time;

3) The student is groomed and appropriately dressed when the instructor arrives;

4) A suitable place for learning is made available;

5) Time must be set aside for homework and assignments;

6) The family notifies the instructor in the case of a contagious or infectious illness;

7) The instructor is notified of cancellations due to illness, medical appointments, etc.; and

8) Student and teacher safety is a primary consideration.

m. Service Timelines

1) Short Term: Students who are out of school up to six weeks may need additional educational assistance. Schools are responsible for providing services to the student during short-term absences of less than six weeks.

2) Chronic Intermittent Illness: These students have illnesses, which reoccur throughout the school year. Examples include sickle cell or cancer. Schools are responsible for providing services during short-term absences of less than six weeks.

3) Moderate Term: Students are out of school for more than six weeks, but less than a semester. The H/H instructors meet with the student's classroom teachers to coordinate curriculum and instruction and to ensure a smooth transition when the student returns to school. This is a tutorial educational program. Final exams are developed and provided by the classroom teacher in collaboration with the H/H instructor. Students receive credit for all course work completed while in the H/H program.

4) Long Term: Students are out of school for a semester or longer. The H/H teachers are responsible for the curriculum, in collaboration with the teachers in the school where the student is assigned. The H/H instructor communicates with the school personnel on a monthly basis, or more often if needed. The program is designed to integrate standard curriculum and learning targets with interdisciplinary themes. A project approach to learning and instruction is used. Basic subjects taught are math, science, English, and social studies for 2.0 units per semester. H/H instruction teachers provide final exams for students in the program and ensure that appropriate credits and report cards are issued to high-school and middle-school students in collaboration with their attending schools. Elementary students receive their report cards and grades from their H/H teachers in collaboration with their attending schools.

n. The H/H instructors have regular contact with appropriate school personnel when the student is in the program for less than a full semester. The H/H instructors have ongoing contact, when appropriate, for students participating in the H/H Program beyond a full semester. This communication is necessary since the goal is to have the student ready and prepared to return to the regular school assignment with confidence and support. Parents are encouraged to express their concerns and to address questions regarding procedures for returning to school. Prior to the students' returning to the regular school setting, a school-based team must meet to discuss the student's return to the regular school setting. Questions and concerns regarding the student's return to school may be addressed at this time.

o. H/H instructors, school personnel, parents or guardians, and medical and psychological professionals working with the student have ongoing communications in order to ensure that the student's educational and treatment goals are both coordinated and collaborative. This is especially important for those students who are enrolled in the H/H Instruction Program for longer than a semester.

p. Each teacher serves a caseload range of 9 to 13 students. During the 2003-04 school year, a total of 155 students received H/H Educational Services. This year, a total of 58 students have received services to date.

* * * * *

COMMITTEE ON FINANCE/PERSONNEL

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

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Finance/Personnel presents the following report:

(Item 1) Action on Monthly Finance and Facilities Matters: Award of Contracts; Authorization to Make Purchases; Acceptance of the Report of Revenues and Expenses; Monthly Expenditure Control Report; Report of the Independent Monitor on Participation Performance in the Neighborhood Schools Initiative; and Acceptance of Donations

Award of Contracts

ROOF REPLACEMENT

Cass Street School

Prime Contractor
Roberts Roofing
4927 North Lydell Avenue
Glendale, WI 53217

Low Bidder, Base Bid of.....$132,800.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% MBE	47	15	20	Corporation	1

Funds are allocated for the Cass project from FY05 account code FAR-0-0-980-CS-ECNCROF5 (W.O. 2-626745). Project is to begin on May 2, 2005, and is scheduled for completion on July 1, 2005.

Siefert School

Prime Contractor
Roberts Roofing and Siding, Inc.
4927 North Lydell Avenue
Glendale, WI 53217

Low Bidder, Base Bid of.....$425,684.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% MBE	45	15	3	Corporation	1

Funds are allocated for the Siefert project from FY05 account code FAR-0-0-980-SF-ECNCROF5 (W.O. 2-590607). Project is to begin on April 4, 2005 and is scheduled for completion on July 8, 2005.

Construction Contracts

Total construction contract dollars awarded.....$558,484.00
Total dollars HUB participation $55,848.40
% of MBE participation.....10.00
% of WBE participation 0.00
% Minority employees within company.....32.74
% Women employees within company 6.33

2005 YEARLY CYCLIC BOILER PURCHASE

Marshall High School

Firm Name
Combustion Systems of Wisconsin
W239 N1690 Busse Road
Waukesha, WI 53188

For a Base Equipment Cost of $46,316 for a single boiler, for a total purchase of $46,316.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	0%	0% MBE	5	0	2	Corporation	N/A

Funds are budgeted in FY05 account FAR-0-0-980-MR-ECNCHVA5 (W.O. 2-633834). Purchase of equipment is to proceed upon November 23, 2004 award and is scheduled for delivery on or before July 1, 2005.

Grantosa School

Firm Name
McCotter & Hansen, Inc.
215 N. Franklin Street
Port Washington, WI 53074

For a Base Equipment Cost of $26,726 for a single boiler, for a total purchase price for two (2) boilers of.....$53,452.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	0%	0% MBE	4	0	2	Corporation	N/A

Funds are budgeted in FY05 account FAR-0-0-GT-ECNCHVA5 (W.O. 2-633841). Purchase of equipment is to proceed upon November 23, 2004, award and is scheduled for delivery on or before July 1, 2005.

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.
Milwaukee County Community Business Development Partners
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 Support Services for the PeopleSoft Payroll Application

The Administration is requesting authorization to enter into a contract with Walk on Water Consulting for the purpose of providing support services for the PeopleSoft payroll application.

The sole source is granted because Walk on Water Consulting employs a consultant, Dave Butler, who has technical and functional knowledge of the PeopleSoft payroll program which he obtained from assisting with the initial MPS PeopleSoft implementation and with the upgrade to PeopleSoft version 8.0. Mr. Butler's expertise is required to assist the district's Technology staff with PeopleSoft updates and problem resolution.

The amount of the contract will not exceed $96,000 and will be charged to budget code EQM00TECTC-EMTC (Technical Services — Maintenance Contracts).

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 Support Services for the PeopleSoft Payroll Application

The Administration is requesting authorization to enter into a contract with Omni Resources, Inc., for the purpose of providing support services for the PeopleSoft payroll application.

The sole source is granted because Omni Resources employs a consultant, Michael Macisaac, who has technical and functional knowledge of the MPS PeopleSoft payroll system which obtained from assisting district Technology staff with previous PeopleSoft enhancements. Mr. Macisaac's expertise is required to assist with additional PeopleSoft enhancements, updates, and problem resolution.

The amount of the contract will not exceed $100,000 and will be charged to budget code: EQM00TECTC-EMTC (Technical Services — Maintenance Contracts).

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 the Analysis, Design, and Implementation of Strategic Projects

The Administration is requesting authorization to enter into a contract with Daniel Yao for the purpose of assisting the Division of Technology in the analysis, design, and implementation of strategic projects which include:

- development of policies, procedures, and standards;
- enhancement of directory services and identity management;
- control of wireless technology;
- upgrading of network operating system;
- enhancement of internal controls infrastructure; and
- integration of security mechanisms

The sole source is granted because Mr. Yao has acquired invaluable working knowledge of the district's technical, operating, and control environments over many years working with management as a trusted advisor.

The amount of the contract will not exceed $120,000 and will be charged to budget code: EQM00TECTC-EMTC (Technical Services — Maintenance Contracts.)

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 Purchase Climbing Walls

The Administration is requesting authorization to purchase climbing walls for MPS elementary schools from Everlast Climbing Industries in an amount not to exceed $60,000.

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 24 MPS schools. The sole source is 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 a previous purchase of climbing walls currently installed in 15 other MPS sites.

The climbing walls, which include a comprehensive curriculum, are equipped with a safety mat 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.

The budget code to be charged is SDV05UP5CI-EAEQ, Physical Education Program grant — Equipment. The amount of the purchase will not exceed $60,000.

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 — April 2004

Total contract dollars to be awarded..... not to exceed $376,000
Total dollars eligible for HUB participation.....$0
Total HUB dollars $0
% of MBE participation.....0
% of WBE participation 0
Total HUB Participation.....$0*

*0% participation due to product-specific purchase and/or vendor ability to meet immediate need because of familiarity with MPS systems.

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

November 26, 2004

TO THE MILWAUKEE BOARD OF SCHOOL DIRECTORS:

Below is a summary of revenues as of September 30, 2004 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	$ 873,364,296	$ 58,215,750	$ 931,580,046	$ 85,214,771	85,371,734	$ 846,208,312	9%
Categorically Aided	178,654,593	5,166,701	183,821,294	7,682,169	2,694,642 (2)	181,126,652	1%
School Nutrition	29,852,872	1,048,024	30,900,896	16,022	16,022	30,884,874	0%
Construction	26,296,054	44,294,936	70,590,990	77,372	80,372	70,510,618	0%
Extension	11,366,461	377,452	11,743,913	420,761	597,777	11,146,136	5%
Total All Funds	$ 1,119,534,276	$ 109,102,863	$ 1,228,637,139	$ 93,411,095	$ 88,760,547	$ 1,139,876,592	7%

Below is a summary of expenditures as of September 30, 2004 for the School Operations, Categorically Aided Programs, School Nutrition Service, Construction and Extension Funds.

	Adpoted Budget	Approved Transfers(1)	Revised Budget	Current Monthly Expenditures	Year-to-Date Expenditures & Encumbrances	Unexpended Balance	Percent Expended
School Operations	$ 873,364,296	$ 58,215,750	$ 931,580,046	78,380,081	264,175,452	$ 667,404,594	28%
Categorically Aided	178,654,593	5,166,701	183,821,294	13,483,472	33,703,890	150,117,404	18%
School Nutrition	29,852,872	1,048,024	30,900,896	1,684,842	3,766,259	27,134,637	12%
Construction	26,296,054	44,294,936	70,590,990	3,119,566	67,529,710	3,061,280	96%
Extension	11,366,461	377,452	11,743,913	531,324	2,986,565	8,757,348	25%
Total All Funds	$ 1,119,534,276	$ 109,102,863	$ 1,228,637,139	$ 97,199,285	$ 372,161,876	$ 856,475,263	30%

(1) Represents Board approved transfers during fiscal year 2005 and appropriations for purchases encumbered in fiscal year 2004.
(2) The current month's revenue recognizes only FY05 grants through August. The YTD revenues includes FY04 and FY05 revenues through August less FY04 accrual reversal.

Respectfully submitted,

Chief Finance and Operations Officer

Monthly Report on Expenditures

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

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
Academy of Accelerated Learning	Kristi Thompson	$200	Furniture, kitchen appliances (donation for refugee Hmong families)
Academy of Accelerated Learning	Joedi Cerfus	$800	Furniture, clothes, toys and games (donation for refugee Hmong families)
Allen-Field	Target	$345	"Take Charge of Education"
Audubon	Casey Brandt	$1,000	Student/Teacher Incentives
Audubon	Monica Beitzel	$500	Student Incentives

School	Donor	Amount	Gift or Purpose
Audubon	Joan Sobczak	$250	Student Incentives
Bradley Tech	The Estate of Herbert J. Pietruszynski	$50,000	Supplies, equipment, and minor building modifications
Burdick	Arnie and Carol's Flower Shoppe	$100	Silk flowers ornaments (donation for art class)
Clarke/Cooper	Mr. and Mrs. Peccarelli	$50	Patrick Driscoll Memorial Fund
Clarke/Cooper	Mr. and Mrs. Craig Driscoll	$250	Patrick Driscoll Memorial Fund
Clarke/Cooper	Mr. and Mrs. Jerry LaSee	$10	Patrick Driscoll Memorial Fund
Clarke/Cooper	Mr. and Mrs. Elmer Seffera	$50	Patrick Driscoll Memorial Fund
Clarke/Cooper	Mr. and Mrs. Robert Jasna	$100	Patrick Driscoll Memorial Fund
Clarke/Cooper	Pamela Rewey	$25	Patrick Driscoll Memorial Fund
Clarke/Cooper	Mr. and Mrs. Roger Newton	$20	Patrick Driscoll Memorial Fund
Clarke/Cooper	Mr. and Mrs. Robert Hucke	$25	Patrick Driscoll Memorial Fund
Clarke/Cooper	Mr. and Mrs. Wayne Foster	$100	Patrick Driscoll Memorial Fund
Clarke/Cooper	Mr. and Mrs. Bud Haidet	$25	Patrick Driscoll Memorial Fund
Clarke/Cooper	Mr. and Mrs. William Schaetzel	$25	Patrick Driscoll Memorial Fund
Clarke/Cooper	Kathi Seifert	$100	Patrick Driscoll Memorial Fund
Clarke/Cooper	Thomas Huwiler	$25	Patrick Driscoll Memorial Fund
Clarke/Cooper	Mr. and Mrs. Terry Balster	$25	Patrick Driscoll Memorial Fund
Cooper	Robert Schneider Trust Fund	$3,000	To be used toward the purchase of lockers
Craig	Ethel Hood	$25	Garden Grant
Fernwood	Roundy's	$155	Monetary donation to school
Fernwood	Roundy's	$139	Monetary donation to school
Fratney	Greater Milwaukee Foundation Maas Family Fund	$1,000	5th-grade reading materials
Greenfield	Judy Bentley	$10	Stuffed animals prizes/incentives
Manitoba	Sam's Club	$1,500	Literacy Grant
Manitoba	Meisnner, Tierney, Fisher & Nichols SC	$350	Supplies for children in need
Manitoba	Marian Drake Breskvar Estate	$100	3 paintings
Maryland	D.P.I. New Wisconsin Promise	$1,500	New Wisconsin Promise School Award
Milwaukee French Immersion	Gerise Laspisa	$588	Field Trips
Milwaukee German Immersion	Ms. Chris Zogus	$50	Gift in memory of Clara Franke
MPS	Lincoln Middle School Students	$242	Money collected by Lincoln Middle School students for Health and Hygiene Drive
Morgandale	Anna Marie Kaminski	$12,000	Tot Lot
Neeskara	American Legion Post No. 18	$500	Books
Neeskara	Washington Heights Neighborhood Association	$100	Food Donation Parent Involvement
Riley	Roundy's We Care	$67	Classroom supplies
Riley	Roundy's We Care	$78	Classroom supplies
Riley	Computer Associates	$100	K4 classroom supplies

School	Donor	Amount	Gift or Purpose
Riverside	Men's Bible Study	$101	For ongoing expenses of Riverside's FCA group
Riverside	Robin Bentil	$500	Donation towards new uniforms and tennis lessons
Whittier	Exxon Mobil Corporation	$500	Help fund Honor's Program
WCLL	Dennis Doehr	$50	Art Projects (24 magazines)
Zablocki	Elizabeth Barclay	$250	4th-grade Camping
Zablocki	Maria Donohoo	$45	4th-grade Camping
Zablocki	Treetop Publishing	$1,350	Student Writing Program
Zablocki	Target Stores	$992	Books, education supplies
Zablocki	Kinkos	$3,780	Awards, notices, duplicating

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 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	
Michael Babby Bay View	Network Coordinator $28,926.61/yr.	10-04-04
Maria Enriquez Greenfield	School Secretary I $26,169.11/yr.	11-01-04
Patricia Klosiewski Town of Lake, Hayes, WCLL	School Bookkeeper $29,781.20/yr.	11-08-04
Lydia Martinez Pierce	School Secretary I $19,442.44/yr.	10-25-04
Debra Snyder 95th Street	School Secretary I $26,169.11/yr.	10-11-04
	PROMOTIONS	
James Hadlock Washington	Central Kitchen Manager I $27,065.34/yr.	10-25-04
Charles Hudlett Building Operations	School Engineer I $33,249.06/yr.	10-25-04
Gabriel Jasper Grand	Boiler Attendant Trainee $27,387.62/yr.	10-25-04

Michelle Lawrence Auer	School Engineer II $40,929.20/yr.	10-25-04
Rosemary Miller Allen-Field	School Kitchen Manager III $25,039.46/yr.	10-25-04
Larry Phillips Building Operations	School Engineer I $33,249.06/yr.	10-25-04
Steven Rogers Clarke	School Engineer II $42,444.74/yr.	10-25-04
Karen Snow Wisconsin Avenue	School Kitchen Manager II $19,513.83/yr.	10-25-04
Tracy Warwick Juneau	Boiler Attendant Trainee $27,387.62/yr.	10-25-04

REINSTATEMENTS

Deanna Crowell Roosevelt	School Secretary I $26,169.11/yr.	10-18-04

RETURN FROM LEAVES

Mary Skenandore Sarah Scott	School Secretary I $26,169.11/yr.	10-19-04

CHANGES IN STATUS

Judith Becker Prof. Development Center	School Secretary I $31,510.70/yr.	11-29-04
Cencreaha Bowman Pulaski	Handicapped Children's Assistant $14,609.70/yr.	11-01-04
Julie Dlugi Honey Creek	Handicapped Children's Assistant $14,609.84/yr.	10-04-04
Vicky Jandegian Sarah Scott	School Secretary I $26,399.41/yr.	11-01-04
Angela Miller Milwaukee School of Languages	School Kitchen Manager II $26,070.23/yr.	11-01-04
Michelle Simmons MHSA	Handicapped Children's Assistant $14,609.70/yr.	10-11-04
Raquel Smith Phillip	Handicapped Children's Assistant $14,609.70/yr.	10-14-04
Navata Stallings Dover	Handicapped Children's Assistant $14,609.70/yr.	10-25-04
Vivian Strapp Vincent	School Secretary I $26,064.22/yr.	11-15-04

Approval of Certificated Appointments

Code	Teachers	Division	Salary	Yrs. Exp. Credit	Start Date
r,a	Courtney E. Baran Cross-categorical	B	$29,224.00	0	08/30/2004
r	Travor Bussey Science/Biology	B	$38,214.00	7	10/13/2004

r,a	Gisela De Latorre Bilingual/Upper Elementary	B	$29,224.00	0	08/30/2004
r	Troy Hendricks Science/Biology	B	$29,224.00	0	10/05/2004
r	Raquel Hernandez Oliveros Cross-categorical	B	$29,224.00	0	09/30/2004
r	Rebecca J. Koch Cross-categorical	B	$31,299.00	2	11/02/2004
r,a	Antonio Lucio Bilingual Mathematics/Spanish	B	$29,224.00	0	10/11/2004
r	Tomas Medina Sanchez Cross-categorical	B	$29,224.00	0	09/22/2004
r,a	Hortencia Morales Bilingual/Upper Elementary	B	$29,224.00	0	10/18/2004
r	Flor Noemi Munoz Gomez Speech Pathologist	B	$29,224.00	0	09/22/2004
r	Katie A. Palmer Cross-categorical	B	$29,224.00	0	11/15/2004
r	John C. Petito Social Studies	B	$29,917.00	1	10/11/2004
r,a	Angela R. Rich Bilingual/Upper Elementary	B	$31,299.00	2	08/30/2004
r	Melissa A. Ross Cross-categorical	B	$29,224.00	0	08/30/2004
r	Tom Roozeboom Physical Education	B	$29,224.00	0	10/11/2004
nr	Flora E. Umana Sens Cross-categorical	B	$29,224.00	0	09/22/2004

Approval of Certificated Appointments — School Social Workers

Code	Social Worker	Division	Salary	Yrs. Exp. Credit	Start Date
r	Amii S. Messner Cartier Social Worker	2A	$41,180.00	0	10/6/2004

(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 17, 2005:		
April Remfrey	Starms DLC	January 11, 2005
Personal Leave, to June 17, 2005:		
Amy Mudlaff	Vieau	October 1, 2004

Personal Leave, to June 20, 2005:

Mark Lawrence	Metcalfe	November 1, 2004

Sabbatical Leave, to June 17, 2005:

Sandra Heller	Wisconsin Avenue	January 31, 2005

Study Leave, to June 17, 2005:

Corrine Scaglione	from Sabbatical Leave	January 31, 2005

Extension of Personal Leave, to January, 2006:

John Holmes	Leave	January 31, 2005

Report on Resignations

Name	Position	Effective Date
Nicole K. Bamrah	Teacher	10/08/04
Ira J. Aikens	Teacher	01/10/05
Susan A. Bahrke	Teacher	06/17/05
Antoinette Blunt-Mays	Teacher	01/21/05
Marian R. Boschek	Teacher	06/17/05
John M. Clancy	Teacher	06/17/05
Bernadette P. Gonzalez	Teacher	09/28/04
Sharon Green	Teacher	10/12/04
Asali M. Huber	Teacher	08/31/04
Helena Jakubovich	Teacher	11/04/04
John Kha Lee	Teacher	11/05/04
Omar T. Lowery	Teacher	06/27/04
David R. Magnus	Teacher	11/12/04
Diane J. Michalak	Teacher	10/01/04
Michael M. Nagel	Teacher	10/20/04
Sarah J. Newell	Teacher	08/06/04
Anna M. Passante	Teacher	01/29/05
Catherine Porter	Teacher	11/03/04
Pedro Roman	Specialist	09/27/04
Edward Ross	Teacher	10/08/04
Gerald F. VanHeghel	Teacher	06/17/05
Helene Walerstein	Teacher	10/26/04
Lia Xiong	Teacher	10/27/04
Susan B. Zellmer	Teacher	06/17/05

Affirmative Action Report

The Affirmative Action monthly personnel transaction report for October 2004 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 above.

Adopted with the roll call vote on the Committee reports.

* * * * *

(Item 3) Action on Recommended Administrative Appointments and Promotions

Committee's Recommendation

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

4(r)	Graciela Pequeno	Administrative Specialist Dept of Administrative Accountability	Schedule III, Range 14A $106,863.00
2(r)	Caroline Williams	Curriculum Specialist School Counseling and Achievement Div. of Teaching and Learning	Schedule III, Range 11A $74,827.12
5(nr)	Anna Callan	Pension Analyst Div. of Benefits and Insurance Services	Schedule III, Range 6A $61,100.00

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 Committee reports.

* * * * *

(Item 4) Informational Update on Project Loan Acquisition Network (PLAN)

Administration's Report

1. In October of 2002, the MPS Board of School Directors approved the implementation of the Project Loan Acquisition Network (PLAN) and asked that the Division of Finance provide an annual update on the program to the Committee on Finance/Personnel. Through the PLAN program, a centralized fund was created into which participating schools have voluntarily deposited portions of their carryover balances for a period of one to three years. MPS schools were then given the opportunity to submit applications to the PLAN's board of directors to secure low-interest loans from the centralized fund to complete projects that they may have difficulty financing under certain constraints. Schools that borrowed funds made the commitment to make repayments over the course of one to three years.

2. By using the PLAN management tool, the Division of Finance and PLAN members hoped to help the district and participating schools mitigate a number of problems caused by fiscal instability at the state, local, and school levels. By securing low-interest loans for essential school projects, schools are able to make educational opportunities more readily available to students and have addressed some of the problems associated with year-to-year budgeting when saving for expensive projects.

a. Schools which have surpluses due to teacher vacancies or other factors and which choose to make a deposit to the PLAN fund receive a small return on their investments and have the opportunity to access the fund as well.

b. With more money invested in school projects, the district has benefited both educationally and financially, as the district's state aid allocation has been positively affected by expenditures through the program.

Update

3. During the past year of the PLAN program, three schools made deposits totaling $389,900 to the central fund. Two schools that were approved for project loans will be making $158,820 in withdrawals.

Deposits:

Hartford Ave. $150,000
Honey Creek $139,900
Juneau $100,000

Loans:

Milw. HS of the Arts..... $83,820
French Immersion $75,000

4. Familiarity with the program has grown among schools, and the PLAN fund has proven to be a stable option for schools in surplus that choose to deposit funds. Over the past two years, however, the number of schools with surpluses dropped from 122 to 88. The average school surplus amount has also declined, from $109,700 to $84,161. While the proven stability of the program is attractive to potential PLAN members, the instability of state financing for education may be having a dampening effect on participation. Although the pool of possible depositors has shrunk, the Division of Finance, in concert with the PLAN's board of directors, will work to secure further deposits, to educate new principals about the program, and to increase the number of schools that are granted PLAN loans.

Strategic Plan Compatibility Statement

5. The Project Loan Acquisition Network responds to the MPS Strategic Plan's goal of "maintaining financial stability while decentralizing decision-making authority" (MPS Strategic Plan, 2000, p. 9).

Statute, Board Policy or Rules Statement

6 According to Administrative Policy 3.04, Fund Transfer Authority, Board approval is needed for fund transfers exceeding $100,000 between departments, programs, schools, or special accounts.

Implementation and Assessment Plan

7. The Division of Finance will continue to work with PLAN participants to issue and review applications for funding from the Project Loan Acquisition Network account. Under policy guidelines, the Division of Finance will continue to request the approval of the Milwaukee Board of School Directors to make transfers to the PLAN account. Annual reports on the status of the PLAN program will be provided to the MPS Board of School Directors.

* * * * *

(Item 5) Action on Recommendation 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 $664,555 federal childcare block grant to improve access to, and the quality of, childcare for children from birth to age twelve. The grant period is October 1, 2004, through September 30, 2005. The objectives of this federal grant are the following:

- to assist the early childhood community with elementary school partnerships that address continuity of education and care across funding sources;
- to focus on school readiness, staff development, and parental involvement; and
- to provide high-quality improvement assessment, technical assistance, and other supports to early childhood education and care providers to achieve accreditation by the National Association for the Education of Young Children (NAEYC).

2. The Administration is requesting authorization to enter into contracts with five 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:

Agency	Scope of Services	Amount
Children's Outing Association (COA)	In partnership with eleven MPS elementary schools — Gaenslen, Palmer, LaFollette, La Escuela Fratney, Pierce, OW Holmes, Maryland Avenue, Craig Montessori, Grant, 37th Street, and Longfellow Schools — to continue to provide the Home Instruction for Parents of Preschool Youngsters (HIPPY) program to at least 150 parents	$50,000
Community Coordinated Child Care (4-C)	In collaboration with the Milwaukee Public Schools and the Milwaukee Area Technical College, to plan and implement a community-wide conference and leadership institute for early childhood professionals	$75,000
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	$120,000
Milwaukee County Department of Health and Human Services	To provide two Economic Support Specialists to facilitate and expedite the process of receiving, reviewing, and authorizing applications for childcare, medical assistance, and food stamps for parents enrolling their children in Milwaukee Public Schools before- and/or after-school programs	$104,000
Wisconsin Early Childhood Association (WECA)	To complete assessments (using the Infant/Toddler and Early Childhood Environmental Rating Scales) of identified childcare centers	$109,200
Total		$458,200

Administration's Analysis

3. This is the fifth year in which the district has received funding from the federal childcare block grant program. Funds must be spent by September 30, 2005. The Administration has been working over the last four years to develop and implement this comprehensive program, focusing on childcare quality and school readiness. The Department of Workforce Development Office of Child Care has favorably reviewed this project, and the Early Childhood Council of Milwaukee has endorsed it.

4. The early childhood community understands the tremendous benefits that collaboration between MPS and community-based 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.

5. To ensure that high-quality early education and care is available throughout the community, early childhood standards and nationally recognized evaluation tools are being applied and implemented district-wide. The quality standard is accreditation with the NAEYC. The evaluation tools used are the Infant/Toddler, Early Childhood, and School-Age Environmental Rating Scales — nationally validated instruments for assessing early childhood quality. In addition, the standards and tools being applied are aligned with the KidsFirst Quality Counts Task Force's recommendations to Governor Doyle.

Strategic Plan Compatibility Statement

6. 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 childcare 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 Rule Implication Statement

7. 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

8. The district was awarded a $664,555 federal childcare block grant to improve the quality of, and access to, childcare for children from birth to age twelve**.** Total cost of these contracts is $458,200**.** Funds for these contracts are allocated in account US HHS CHLD CRE BLK GR GEN-0-0-o15-SN-ECTS**.**

Implementation and Assessment Plan

9. The Project Manager for this grant will monitor the compliance of vendors with their respective contracts and manage the reimbursement of monthly (or other determined periodic) expenditures. Vendors will provide quarterly program reports with their periodic cost reports. The Administration will provide periodic reports about expenditures and program progress to the MPS Board of School Directors, the Department of Workforce Development Office of Child Care, and the Milwaukee County Early Childhood Council.

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration to enter into the attached contracts from November 1, 2004, to September 30, 2005, for the amounts indicated below as part of the district's collaborative, federally funded initiative to improve access to, and the quality of, childcare for children from birth to age twelve within the district:

Agency	Scope of Services	Amount
Children's Outing Association (COA)	In partnership with eleven MPS elementary schools — Gaenslen, Palmer, LaFollette, La Escuela Fratney, Pierce, OW Holmes, Maryland Avenue, Craig Montessori, Grant, 37th Street, and Longfellow Schools — to continue to provide the Home Instruction for Parents of Preschool Youngsters (HIPPY) program to at least 150 parents	$50,000
Community Coordinated Child Care (4-C)	In collaboration with the Milwaukee Public Schools and the Milwaukee Area Technical College, to plan and implement a community-wide conference and leadership institute for early childhood professionals	$75,000
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	$120,000
Milwaukee County Department of Health and Human Services	To provide two Economic Support Specialists to facilitate and expedite the process of receiving, reviewing, and authorizing applications for childcare, medical assistance, and food stamps for parents enrolling their children in Milwaukee Public Schools before- and/or after-school programs	$104,000

Agency	Scope of Services	Amount
Wisconsin Early Childhood Association (WECA)	To complete assessments (using the Infant/Toddler and Early Childhood Environmental Rating Scales) of identified childcare centers	$109,200
Total		$458,200

Funding for these contracts has been budgeted in account US HHS CHLD CRE BLK GR GEN-0-0-015-SN-ECTS. The standard MPS Professional Services Contract is used for contracting with these agencies and institutions.

Adopted with the roll call vote on the Committee reports.

* * * * *

(Item 6) 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. Subsequent to the pension settlement agreement reached with the Administrators and Supervisors Council (ASC) on June 24, 2003, an amendment to the MBSD Supplemental Early Retirement Plan for Teachers (Teachers Plan) was adopted in June 2004 which operates to eliminate certain non-MTEA service from accruing under the Teachers Plan on and after July 1, 2004. The impact of this amendment to the Teachers Plan affects the teachers benefit payable under the MBSD Early Retirement Supplement and Benefit Improvement Plan (Administrators Plan).

2. As part of the settlement of the 2003-2005 ASC contract, the district entered into a Negotiating Note with the ASC dated September 30, 2004, (copy attached) that eliminates the impact of the June 2004 Teachers Plan amendment under the Administrators Plan, but only in respect to the closed group of covered employees who continue to work at MPS as defined under the Administrators Plan.

Strategic Plan Compatibility Statement

3. The recommendation is consistent with the practice of fiscal responsibility.

Statute, Administrative Policy, or Board Rules Statement

4. The recommendation ensures that the Administrators Plan is in compliance with the MBSD/ASC contract.

Fiscal Impact Statement

5. There is no fiscal impact to report that pertains to the recommendation.

Implementation and Assessment Plan

6. The Administrators Plan document must be amended to include the provisions of the September 30, 2004, Negotiating Note between the Board and the ASC.

Committee's Recommendation

Your Committee recommends that the Board adopt the following resolution:

RESOLUTION AUTHORIZING PROVISIONS TO IMPLEMENT A NEGOTIATING NOTE DATED SEPTEMBER 30, 2004, BETWEEN THE MILWAUKEE BOARD OF SCHOOL DIRECTORS AND THE ADMIMISTRATORS AND SUPERVISORS COUNCIL

WHEREAS, in a Negotiating Note dated September 30, 2004, (the "Negotiating Note") a copy of which is attached hereto, changes were made to the terms of the Milwaukee Board of School Directors Early Retirement Supplement and Benefit Improvement Plan (the "Administrators Plan"); and

WHEREAS, the Negotiating Note provides that certain covered employees under the Administrators Plan shall be entitled to receive service credit under the Administrators Plan for non-MTEA service for purposes of computing the Alternate Benefit for Certain Teachers Plan Participants payable pursuant to section 5.6 of the Administrators Plan; and

WHEREAS, the Board wishes to adopt this resolution to implement the terms of the Negotiating Note; now therefore be it

RESOLVED, by the Milwaukee Board of School Directors, that the definition of "Year of Benefit Service" set forth in Article II of the Administrators Plan is amended to provide for the addition of the following at the end of such definition:

For a Covered Employee as specified below who was an active participant in the Administrators Plan on or after July 1, 2004 and who:

a. became a Covered Employee on or after July 1, 1982; and

b. was covered under the MTEA-teacher collective bargaining unit and under the WRS on or after July 1, 1982, and

c. is vested under the Teachers Plan, and

d. has consented in writing to the amendment of the Administrators Plan as provided in a Negotiating Note between the Board and the ASC dated June 24, 2003;

such Covered Employee shall continue to be credited with Years of Benefit Service without giving effect to the provisions of paragraph (iii) of section 2.1(i) of the Teachers Plan, for periods beginning on and after July 1, 2004, but only for the purpose of computing the Alternate Benefit for Certain Teachers Plan Participants payable under Section 5.6.

Adopted with the roll call vote on the Committee reports.

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(Item 7) 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 Administration is seeking an amendment to the plan document for the MBSD Supplemental Early Retirement Plan for Teachers (Teachers Plan) to clarify the incorporation of the terms of the Negotiating Note between the MTEA and the district dated September 2, 1998.

2. The clarifying amendment adds specific wording from the Negotiating Note to the definitions of "Year of Creditable Service" and "Year of Vesting Service" contained in the Teachers Plan document. The specific wording added is "participant service in a position which is covered by the MBSD/MTEA teacher contract."

Strategic Plan Compatibility Statement

3. The recommendation is consistent with the practice of fiscal responsibility.

Statute, Administrative Policy, or Board Rules Statement

4. The recommendation ensures that the Teachers Plan is in compliance with the MBSD/MTEA (Teacher) contract.

Fiscal Impact Statement

5. There is no fiscal impact to report that pertains to the recommendation.

Implementation and Assessment Plan

6. The Teachers Plan document must be amended to include the clarifying plan amendment consistent with the September 2, 1998, Negotiating Note between the Board and the MTEA.

Committee's Recommendation

Your Committee recommends that the Board adopt the following resolution:

RESOLUTION ADOPTING AN AMENDMENT TO THE PLAN DOCUMENT FOR THE MILWAUKEE BOARD OF SCHOOL DIRECTORS SUPPLEMENTAL EARLY RETIREMENT PLAN FOR TEACHERS.

WHEREAS, in a Negotiating Note dated September 2, 1998, changes to the terms of the Milwaukee Board of School Directors Supplemental Early Retirement Plan for Teachers ("the Teacher Plan") were authorized; and

WHEREAS, the Teacher Plan has been operated in conformity with this Negotiating Note, and the Board wishes to amend the Teacher Plan to clarify the incorporation of the terms of the Negotiating Note; now, therefore, be it

RESOLVED, by the Milwaukee Board of School Directors, that the definition of "Year of Creditable Service" at Section 2.1(i)(ii) and the definition of "Year of Vesting Service" at section 2.1(aa) in the Milwaukee Board of School Directors' Supplemental Early Retirement Plan for Teachers be amended to provide as follows:

Year of Creditable Service

(ii) Notwithstanding the foregoing in Section 2.1(i)(i) above, with respect to any Participant who first becomes an Employee on or after July 1, 1998, (and with respect to benefits accrued on and after a Participant's date of reemployment for any Participant who terminates employment with the Board, is reemployed and again becomes an Employee on or after July 1, 1998) a Year of Creditable Service shall only include the number of whole and partial years of employment which qualify as "creditable service" under the Wisconsin Retirement System while the Participant is employed as an Employee of the Board, in a position which is covered by the MBSD/MTEA teacher contract and periods of military service recognized as "creditable service" under the Wisconsin Retirement System. Any years of "creditable service" under the Wisconsin Retirement System which are credited for periods of employment other than as an Employee of the Board in a position which is covered by the MBSD/MTEA teacher contract (except for military service described above) shall not be recognized as Years of Creditable Service under this Plan.

(aa) Year of Vesting Service. A Year of Vesting Service shall have the same meaning as a Year of Creditable Service, as defined in Plan Section 2.1(i); provided, however, that only those Years of Creditable Service after July 1, 1998 while the Participant is employed with the Board in a position which is covered by the MBSD/MTEA teacher contract shall count as Years of Vesting Service hereunder, and periods of military service shall be excluded from the computation of Years of Vesting Service (except as may be required otherwise under Plan Section 9.4). Notwithstanding the foregoing, any Employee who is or becomes a Participant on

or after July 1, 1998, but who, prior to becoming a Participant, worked as an educational assistant employed by the Board under the MBSD/MTEA educational assistant contract, shall have his/her period of employment with the Board while working in a position covered under the MBSD/MTEA educational assistant contract count as Years of Vesting Service hereunder and count toward the fifteen (15) Years of Vesting Service requirement under Section 4.6 of the Plan.

Adopted with the roll call vote on the Committee reports.

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(Item 8) Report and Action on a Contract with Radio For Milwaukee for Operation of WYMS

Administration's Analysis

1. On September 23, 2003, the Board approved the Administration's request to begin contract negotiations with Radio For Milwaukee (RFM) to manage WYMS. The Board also directed the Administration to respond to several informational requests from Board members and to bring the contract back to the Board for approval.

2. The Administration obtained legal counsel from the City Attorney's office and the Washington, DC-based firm of Hogan & Hartson, which specializes in legal matters dealing with the Federal Communications Commission (FCC). The City Attorney's office (Attorney Dawn Boland) has approved the contract to conform with local requirements, and Hogan & Hartson has ensured that all FCC requirements have been met.

3. This item seeks approval of an initial seven-year contract with Radio For Milwaukee for operation of WYMS, with extensions of up to seven additional years possible. This item also provides information as requested by the Board of School Directors.

4. The proposed contract meets all of the following conditions as requested by the Board:

a. Station Oversight and Control

(1) Ultimate control of the radio station resides with MPS, the licensee.

(2) RFM's responsibilities in relation to managing WYMS are clearly outlined.

(3) MPS has a position on RFM's Board of Directors.

(4) The contract provides for regular and scheduled communication between MPS and RFM.

(5) The contract also requires regular and detailed reporting from RFM (see below).

(6) All WYMS membership funds are deposited into a bank account controlled by MPS.

b. Management and Broadcast Standards

(1) The contract requires RFM to provide exemplary service to the public, consistent with non-commercial radio and Corporation for Public Broadcasting's standards.

(2) RFM is contractually obligated to comply with all applicable FCC regulations.

(3) The contract includes a detailed Programming Standards agreement that covers the following, as well as other issues:

(a) No religious programming

(b) Balanced coverage of controversial issues

(c) No “plugola,” “payola,” or lotteries

(d) No political contributions or announcements

(e) Translation of foreign language programming

(f) Required FCC announcements

(g) Detailed programming prohibitions, including prohibitions against indecency, obscenity, profanity, slander, disparagement, and false claims

c. WYMS Station Expenses

(1) RFM will be responsible for all WYMS operating expenses, thereby eliminating all MPS taxpayer-funded operating subsidies.

(2) RFM will provide all required staffing at no cost to MPS.

(3) RFM will provide and maintain its own studio facilities by the end of the first year of the contract. Until then, RFM will use the studio facilities located in the Central Services building.

(4) RFM will be responsible for raising any and all funds required to operate the station.

(5) RFM will also reimburse any direct station costs incurred by MPS, including staff time.

d. MPS-related Broadcasting

(1) RFM will be responsible for broadcasting all MPS School Board and committee meetings.

(2) RFM will create and broadcast regular promotional spots for MPS.

(3) MPS will retain the ability to broadcast meetings from the MPS administration offices, as is currently done.

e. Programming

(1) In accordance with RFM’s proposal, the contract requires that the programming that RFM provides be primarily music targeted at the needs and interests of Milwaukee.

(2) RFM is also required to provide public affairs programming and public service announcements designed to serve the ascertained problems, needs, and interests of Milwaukee (see Community Input, below).

(3) MPS, through the superintendent or the superintendent’s designee, also reserves the right to reject or refuse any RFM programming that is unsuitable or contrary to the public interest.

f. Community Input

(1) The contract requires RFM to have a community advisory board to provide advice and feedback on broadcast programming. This board is to:

(a) include at least three members appointed by MPS; and

(b) generally reflect the ethnic diversity of Milwaukee.

(2) RFM has also agreed to perform a comprehensive community needs survey to determine Milwaukee's problems, needs and interests that will be used to structure and direct WYMS's news and public affairs programming.

g. RFM Reporting

(1) All RFM records, financial and otherwise, will be available for MPS inspection.

(2) RFM will have all of its accounts and records audited annually by an independent CPA according to MPS standards and will provide the audit to MPS.

(3) RFM is required to provide a comprehensive set of reports regarding all aspects of managing and operating WYMS to MPS on a regular basis in the following areas:

(a) Programming and listener feedback

(b) Station audience ratings

(c) Station financial management details

(d) RFM Board governance reporting

(e) WYMS Federal Communication Commission public file details

(f) MPS Historically Underutilized Business program reporting

(g) Corporation For Public Broadcasting reporting

(h) Educational and training activities

h. MPS Rules and Regulations

(1) RFM is required to adhere to MPS's Employee Rules of Conduct.

(2) RFM is required to adhere to MPS's Livable Wage policy.

(3) RFM will participate in MPS's Historically Underutilized Business program.

(4) RFM is contractually obligated not to discriminate based on gender, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation or physical, mental, or emotional or learning disability.

(5) RFM will, at its own cost, maintain insurance policies at standards set by MPS.

(6) RFM is required to perform MPS-approved background searches for any personnel that will work with, or be in contact with, MPS students.

i. RFM/WYMS Non-Commercialization/Conflicts of Interest

(1) RFM is a Wisconsin non-profit whose mission is to operate WYMS for MPS, guaranteeing that all funds generated will be used solely for operation of WYMS.

(2) The contract has clauses dealing with potential financial and programming conflicts of interest of RFM board members.

(3) Any excess funds generated by RFM from operating the station are, upon termination, returned to MPS for the ongoing operation of the station.

j. Student Involvement

(1) MPS has the right to appoint a non-voting student representative to RFM's board.

(2) RFM's community advisory board will include, at a minimum, three MPS-appointed student representatives.

(3) MPS students will be meaningfully involved in the management of the station through the Internship element of RFM's Student Broadcast Training Program.

k. Student Broadcast Training Program — RFM is contractually required to create a comprehensive broadcast and audio production training program with MPS that will include the following:

(1) Career exploration sessions

(2) Curriculum-based training

(3) Customized educational programs

(4) Student-run Internet station

(5) WYMS station broadcast internships

(6) Student-produced programming

(7) MPS professional staff development

(8) Coordination with other existing programs

(9) RFM education director

(10) MPS/RFM educational liaison

Strategic Plan Compatibility Statement

5. This recommendation supports the District's Strategic Plan, Goal 1, student achievement, by maximizing the availability of financial resources for classroom instruction and provides radio technology as a medium to deliver instruction at minimal cost.

Statute, Administrative Policy, or Board Rules Statement

6. This recommendation is consistent with Administrative Policy 3.09, Purchasing and Bidding Requirements, for the purchase of specialized skills and talent and continues a proven ongoing service.

Fiscal Impact Statement

7. This item does not authorize expenditures. Approval of this contract will eliminate direct district subsidy of radio station WYMS operations, which has ranged from $100,000 to $300,000 per year.

Implementation and Assessment Plan

8. Upon approval by the Board, the Administration will enter into the attached contract with Radio for Milwaukee for the operation of radio station WYMS. Station operation under the new management is expected to begin December 1, 2004.

Committee's Recommendations

Your Committee recommends that the Board approve the contract with Radio for Milwaukee (RFM) to manage the District's radio station, WYMS, as attached to the minutes of your Committee's meeting, for an initial term of seven (7) years, with the ability to extend the contract for additional terms for a total period of up to seven (7) years, effective December 1, 2004, with the stipulation that a performance review be brought to the Board annually.

Adopted with the roll call vote on the Committee reports.

* * * * *

(Item 9) Action on a Recommendation to Authorize a Full-Time School Librarian Position for the Curriculum Resource Center

Background

1. The Curriculum Resource Center houses a vast multicultural collection, along with textbooks and other supplementary materials and resources need to support both regular education and special education in grades K-12.

2. From 1993 to 2002, the Center was staffed by a curriculum specialist with a multicultural emphasis.

3. Data collected during the 2003-04 school year show that over 300 teachers, administrators, and parents used the Curriculum Resource Center.

Administration's Analysis

4. In FY03, $152,400 was budgeted for the Curriculum Resource Center as a result of a $1.65 per pupil chargeback to schools. The FY03 budget included funding for one secretary, overtime, prepared materials, contract services, and equipment.

5. In FY04, as part of Central Services cuts, the chargeback for the Center was eliminated, and clerical staff in the Division of Professional Development absorbed the support of the Center, which was open for one to two days per week in FY04.

6. As part of additional cuts to Central Services in FY05, the Division of Professional Development was eliminated; consequently, in FY05, schools were given the option to purchase the services of the Curriculum Resource Center at $1.50 per pupil. Thirty-nine schools purchased the service for a total of $34,724, allowing the Center to be open to those schools for two half-days a week with the help of part-time staff.

7. As part of the June amendment process, the Administration indicated that the Center would be operated with grant funds. The buybacks were refunded to the schools that purchased the service. The Curriculum Resource Center is currently open two days per week, eight hours per day. A retired librarian provides oversight and curriculum support. On non-payday Fridays, a 0.1 librarian is working to get the Center organized for easier use.

8. Approval of this position authority would allow the Center to be open five days a week, eight hours a day, with a full-time school librarian.

9. To ensure easier use of the center by its patrons and to provide curricular support to those using the center, a school librarian is needed to get the Center organized.

Statute, Administrative Policy, or Board Rule Statement

10. This item supports the MPS Strategic Plan Goal 1, student achievement.

Implementation and Assessment

11. Approval of this item will allow this position to be included as part of the FY05 budget. Funds within Title V will be used to establish the account code for this position. Sign-in sheets, along with circulation data, will be used to monitor use of the Curriculum Resource Center and the resource needs of those making use of the center.

Fiscal Impact Statement

12. This item authorizes expenditures. The position, with benefits, is estimated to cost $54,200 for the remainder of the school year. Funds are available in the FY05 Title V budget to cover salary and benefits. The account code for a Title V-School Librarian will be established upon approval of this item. (SLB-0-S-5M5-ER-ESTC5105)

13. The cost of a full-time school librarian for ten months would be $77,441.

Committee's Recommendation

Your Committee recommends that the Board approve position authority for a full-time school librarian position at the Curriculum Resource Center for the 2004-05 school year.

Vice President Hardin in the chair.

Director Blewett moved that the Board adopt the Committee's recommendation.

The motion prevailed, the vote being as follows:

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

Noes—None.

President Blewett resumed the chair.

* * * * *

COMMITTEE ON LEGISLATION, RULES AND POLICIES

Director Hardin 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) Response to and Action on Resolution 0405R-020 by Director Johnson Regarding an Early Start Date for Rufus King High School for the College Bound

Background

At its meeting on August 26, 2004, Resolution 0405R-020 by Director Johnson was referred to the Committee on Legislation, Rules, and Policies:

WHEREAS, Rufus King High School for College Bound has offered a recognized International Baccalaureate (IB) Program since 1979; and

WHEREAS, Approximately 85 to 90 percent of the 1,420 students enrolled at Rufus King High School for College Bound participate in either the IB or pre-IB program, 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 program at Rufus King High School for College Bound, this is truly a school-wide program; 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 2005-2006 school program for Rufus King High School for College Bound, including the specialized IB and pre-IB courses; does not include block scheduling, 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, The Rufus King High School for College Bound's staff members have been looking into various programming options, including moving to a block schedule or 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 the one at Rufus King; and

WHEREAS, Rufus King High School for College Bound desires 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 Rufus King High School for College Bound 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 2005-2006 school year for Rufus King High School for College Bound, citing the extraordinary reasons and special program listed above; and be it

FURTHER RESOLVED, That the Administration be directed to work with the staff of Rufus King High School for College Bound to facilitate the early 2005-2006 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 school 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 may grant a request if it determines that there are compelling reasons for doing so.

2. By approving Resolution 0405R-020, the Milwaukee Board of School Directors will move to submit a request to the Department of Public Instruction requesting an early start date for the 2005-2006 school year for Rufus King High School for the College Bound. The request will cite the fact that the post-September 1, 2005, start date conflicts with the curriculum requirements of the International Baccalaureate (IB) program, which has been in place at the school since 1979. Approximately 90 percent of Rufus King's 1,474 students participate in the IB program and must meet standards set by the International Baccalaureate Organization. The Rufus King High School staff is currently researching more permanent alternatives to resolve the conflict between the September 1 start date and IB curriculum standards.

Statute, Administrative Policy, or Board Rules Statement

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

Fiscal Impact Statement

4. Under the terms of the resolution, Rufus King High School for the College Bound agrees to pay any additional costs incurred as a result of its unique school year.

Committee's Recommendation

Your Committee recommends that the Board adopt Resolution 0405R-020 and direct the Administration to submit a request to the Department of Public Instruction prior to the January 1, 2005, deadline for an early start date for the 2005-2006 school year for Rufus King High School for the College Bound.

Adopted with the roll call vote on the Committee reports.

* * * * *

(Item 2) Action with Respect to Positions To Be Taken Regarding Current Legislative Matters

Background

1. The Governor will release his proposed budget sometime in early February. After introduction, the budget bill will be forwarded to the Joint Committee on Finance for amendment and revision. This item represents a proposed legislative agenda for the district that provides district officials with direction and guidance pertaining to the upcoming State budget process.

Administration's Analysis

2. In order to promote legislative action consistent with the short-term and long-term priorities of MPS, the district should focus on those items in the budget proposal that are of the most immediate concern for MPS. Provided below is a list of district legislative proposals; further analysis is provided in the attached legislative agenda.

a. Special Education: MPS seeks an increase in the amount of state funding to meet the growing costs of special education.

b. Bilingual Education: MPS seeks an increase in the amount of state funding to meet the growing costs of bilingual education.

c. Teachers: MPS, through additional state funding, seeks to create more incentives to attract new and retain current teachers.

d. Equalization Aid: MPS seeks to correct the funding flaw in the Milwaukee Parental Choice Program (MPCP) and to return to the two-thirds funding commitment from the state.

e. Student locator system: MPS seeks the inclusion of MPCP students in the state's Student Locator System (SLS).

f. "Tax Freeze" and Taxpayer's Bill of Rights (TABOR): MPS opposes legislative action that diminishes local control over school funding, as well as legislation that places arbitrary caps on the ability of school boards to properly fund programs and run schools.

g. Community Learning Centers: MPS seeks to establish a balanced and diversified funding base to sustain a maximum of 43 Community Learning Centers (CLCs).

h. FTE Funding for All-day K4 Programming: MPS seeks to allow school districts with significant W2-eligible populations to count each child participating in all-day K4 programming as a full 1.0 FTE for funding purposes.

i. SAGE: MPS seeks to increase SAGE funding and flexibility.

j. Preschool to Grade 5 (P-5) Program: MPS supports the Department of Public Instruction's (DPI) budget request to increase funding for P-5 schools by $367,700 in both the 2005-06 and 2006-07 fiscal years. MPS also supports expanding the program for the possible inclusion of current SAGE schools.

k. Community and Governmental Partnerships: MPS seeks to establish and maintain partnerships with advocacy groups and governmental agencies that address the needs of MPS students.

l. Neighborhood Schools Initiative: MPS seeks to continue support of the Neighborhood Schools Initiative.

m. Student Health Initiative: MPS seeks to increase the scope of healthcare coverage for students.

Strategic Plan Compatibility Statement

3. The recommendation supports the MPS Strategic Plan's Goal 1, to improve student achievement; Goal 2, to improve student success in further education and employment; and Goal 3, to improve family satisfaction.

Statute, Administrative Policy, or Rules Statement

4. This proposal is consistent with State of Wisconsin statutes and MPS administrative policies.

Fiscal Impact Statement

5. There is no direct fiscal impact of endorsing this agenda.

Committee's Recommendation

Your Committee recommends that, in order to promote legislative action consistent with the short-term and long-term priorities of MPS, the Board adopt the proposed legislative agenda as attached to the minutes of your Committee's meeting and as summarized below, with the exception of Item e below:

a. Special Education: MPS seeks an increase in the amount of state funding to meet the growing costs of special education.

b. Bilingual Education: MPS seeks an increase in the amount of state funding to meet the growing costs of bilingual education.

c. Teachers: MPS, through additional state funding, seeks to create more incentives to attract new and retain current teachers.

d. Equalization Aid: MPS seeks to correct the funding flaw in the Milwaukee Parental Choice Program (MPCP) and to return to the two-thirds funding commitment from the state.

~~e. Student locator system: MPS seeks the inclusion of MPCP students in the state's Student Locator System (SLS).~~

f. "Tax Freeze" and Taxpayer's Bill of Rights (TABOR): MPS opposes legislative action that diminishes local control over school funding, as well as legislation that places arbitrary caps on the ability of school boards to properly fund programs and run schools.

g. Community Learning Centers: MPS seeks to establish a balanced and diversified funding base to sustain a maximum of 43 Community Learning Centers (CLCs).

h. FTE Funding for All-day K4 Programming: MPS seeks to allow school districts with significant W2-eligible populations to count each child participating in all-day K4 programming as a full 1.0 FTE for funding purposes.

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j. Preschool to Grade 5 (P-5) Program: MPS supports the Department of Public Instruction's (DPI) budget request to increase funding for P-5 schools by $367,700 in both the 2005-06 and 2006-07 fiscal years. MPS also supports expanding the program for the possible inclusion of current SAGE schools.

k. Community and Governmental Partnerships: MPS seeks to establish and maintain partnerships with advocacy groups and governmental agencies that address the needs of MPS students.

l. Neighborhood Schools Initiative: MPS seeks to continue support of the Neighborhood Schools Initiative.

m. Student Health Initiative: MPS seeks to increase the scope of healthcare coverage for students.

Director Spence moved to adopt the Committee's recommendation.

Director Hardin moved a substitute motion, one, to approve the Committee's recommendation and two, to direct the lobbyists to report back to the Board in January on the impact of Item e for all state students, along with any analysis and clarification required.

Director Spence left at 9:20 PM.

The substitute was adopted, the vote being as follows:

Ayes—Directors Balisteri, Dannecker, Hardin, Horton, Johnson, Morales and President Blewett—7.

Noes—None.

Temporarily absent—Director O'Neil—1.

* * * * *

RESOLUTIONS

Resolution 0405R-035

by Director Dannecker

WHEREAS, The Milwaukee Board of School Directors ("Board") has a substantial interest in providing a sound, nonpartisan basic education in civics to students attending the Milwaukee Public Schools; and

WHEREAS, The Board has a strong interest in preventing any exploitation, or the appearance of exploitation, of children who are participating in educational activities as part of the curriculum provided to them by the Milwaukee Public Schools; and

WHEREAS, During the recent elections, news reports suggested that children attending Milwaukee Public Schools were used or exploited to further partisan political interests by canvassing door to door on behalf of partisan political interests in a manner inconsistent with the mission or appropriate range of activities conducted by the Milwaukee Public Schools; and

WHEREAS, The Board needs to evaluate whether inappropriate conduct has occurred or whether a substantial risk of such exploitation or inappropriate conduct arises out of the curriculum or ancillary activities conducted by Milwaukee Public Schools and to determine whether policy changes are necessary or appropriate or whether other action should be taken to protect proper interests of the Board which may be damaged by such activities; now, therefore, be it

RESOLVED, That the Administration be directed to fully investigate the instances in which students have been used to conduct door-to-door canvassing that might be construed as political in nature; and be it

FURTHER RESOLVED, That the Administration consult with the City Attorney and any other appropriate expert regarding the legality of such activities; and be it

FURTHER RESOLVED, That the Administration prepare a report of its findings, including a full description of the nature and .extent of the alleged activities, the identity of all persons known to have directed or initiated such activities, the relation of such activities to the curriculum, the legality and propriety of such· activities, any recommendations as to possible policy changes, and such other relevant matters that the Administration deems appropriate; and be it

FURTHER RESOLVED, that the Administration present its report to the Board as soon as possible, but no later than January 2005.

Referred to the Committee on Innovation/School Reform.

Resolution 0405R-036

by Director Johnson

WHEREAS, The timing of the submission of an item for consideration by the Board or its committees is often dictated by the time it takes for staff to do a thorough analysis and to develop an appropriate recommendation for action; and

WHEREAS, The preparation for submission of an item for Board or committee consideration often involves a great expenditure of time and resources of staff; and

WHEREAS, Paragraph (1)(a) of Board Rule 1.08, Committee Agendas and Reports, states that "Committee agendas shall be determined by the president and the respective committee chairs, in consultation with the superintendent and the director of the Office of Board Governance"; and

WHEREAS, Such authority to reject an item for inclusion on an agenda can give a committee chair or Board president an opportunity to delay or even prevent the consideration of an item which he or she does not support; now, therefore, be it

RESOLVED, That paragraph (1)(a) be stricken from Board Rule 1.08, Committee Agendas and Reports; and be it

FURTHER RESOLVED, That all items developed for consideration by the Board or its committees be placed on their respective agendas as they are finalized and submitted for consideration.

Referred to the Committee on Legislation, Rules and Policies.

Resolution 0405R-037

by Director Johnson

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.

Referred to the Committee on Legislation, Rules and Policies.

Resolution 0405R-038

by Director Johnson

WHEREAS, Paragraph (1) of Board Rule 1.13, Parliamentary Procedures, states, "The parliamentary procedures as set forth in the latest revised edition of *Robert's Rules of Order* shall govern the proceedings of the Board, unless in conflict with the state statutes or the Board's rules"; and

WHEREAS, The Milwaukee Board of School Directors, as a public and governmental entity, has many necessary egocentricities, engendered by long years of practice and evolution, that *Robert's Rules of Orders* does not address; and

WHEREAS, Under these circumstances, strict adherence to *Robert's Rules of Orders*, even in the absence of state statutes or formal Board rules, can become more of a hindrance than a help to the efficient and equitable execution of the Board's functions; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors consider *Robert's Rules of Order* to be a *guide* for the conduct of meetings in the absence of direction from state statutes, Board rules, and *Board practice*; and be it

FURTHER RESOLVED, That final resolution of disputes over parliamentary procedure that arise during the course of Board and committee meetings reside in the authority of the chair, regardless of *Robert's Rules of Order*; and be it

FURTHER RESOLVED, That paragraph (1) of Board Rule 1.13, Parliamentary Procedures, be amended as follows:

The parliamentary procedures as set forth in the latest revised edition of *Robert's Rules of Order* shall govern the proceedings of the Board, unless in conflict with the state statutes, ~~or~~ the Board's rules, established Board practice, or as determined by the chair of the meeting in which a procedural dispute arises.

Referred to the Committee on Legislation, Rules and Policies.

Resolution 0405R-039

by Director Johnson

WHEREAS, Paragraph (1) of Board Rule 1.02, Regular Board Meetings, states, "Regular meetings of the Board, except the April meeting, shall be on the last Thursday of each month. When any regular meeting day falls on a legal holiday, the meeting shall be held on the next business day"; and

WHEREAS, As the last Thursday of a month could very likely be one of the last business days of that month, postponing the regular monthly Board meeting to the next business day under Board Rule 1.02 could cause one month's regular meeting actually to be held in the next month; and

WHEREAS, Such a delay to the next month could have a negative impact on items of business that have legal deadlines which have to be met before the end of the current month; and

WHEREAS, There is no reason that, when a regular meeting date falls on a legal holiday, the date of the meeting cannot be moved forward, rather than be postponed; and

WHEREAS, It is neither good policy nor good customer service to delay unnecessarily actions which have an impact on the district, its staff, or the children and families which it serves; now, therefore, be it

RESOLVED, That paragraph (1) of Board Rule 1.02, Regular Board Meetings, be amended as follows:

Regular meetings of the Board, except the April meeting, shall be on the last Thursday of each month. When any regular meeting day falls on a legal holiday, the meeting shall be held on the ~~next business day~~ Monday previous to the last Thursday of the month.

Referred to the Committee on Legislation, Rules and Policies.

Resolution 0405R-040

by Director Blewett

WHEREAS, Mark Belling, a talk-radio host for WISN-AM, recently made the following comment on air regarding the recent elections: "You watch the voter turnout on the near south side, heavily Hispanic, and compare it to the voter turnout in any other election and you're going to see every wetback and every other non-citizen out there voting"; and

WHEREAS, The term "wetback" is defined by the *American Heritage Dictionary of the English Language* as "a disparaging term for a Mexican, especially a laborer who crosses the U.S. border illegally"; and

WHEREAS, Mr. Belling offered a sarcastic apology for his self-admitted "derogatory" comment, but suggested that he "should have used a different mean term"; and

WHEREAS, Milwaukee embraces cultural and ethnic differences, and residents celebrate racial and ethnic diversity every year through a variety of festivals at various locations around Milwaukee County; and

WHEREAS, Racial and ethnic slurs made by members of the media on public airwaves have a far-reaching impact on communities in and outside of Milwaukee and help foster racism; and

WHEREAS, Individuals employed as radio personalities also act as language role models and should, therefore, refrain from stereotyping and the use of any derogatory language; and

WHEREAS, While the broadcast media possess the same right to free speech as anyone else, along with the right to express various political viewpoints, they also have the responsibility to monitor the content of statements made over public airwaves; and

WHEREAS, Milwaukee Public Schools also has the right to suspend advertising dollars paid to radio stations that tolerate racial slurs regarding residents of our community; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors hereby rebukes the racial slur against Hispanics made by Mark Belling of WISN-AM (1130) radio and requests that he sincerely and publicly apologize for his inappropriate comment and make whatever restorative action that is necessary to make amends with the Hispanic community; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors be prepared to take further action to suspend radio advertising expenditures with Clear Channel Communications unless Mr. Belling or Clear Channel Communications takes immediate and sincere action to make amends for the racial slur made by Mr. Belling; and be it

FURTHER RESOLVED, That the Board Clerk be authorized and directed to send a copy of this resolution to Mr. Mark Belling at WISN-AM (1130) radio and to Clear Channel Communications.

Referred to the Committee on Finance/Personnel.

Resolution 0405R-041

by Director Blewett

WHEREAS, Special education programs serving students with disabilities provide essential services to children and their families; and

WHEREAS, Federal law mandates that state and local educational agencies to provide a free appropriate public education for children with disabilities; and

WHEREAS, Enactment of by Congress of Public Law 94-142, the Education for All Handicapped Children Act — known since 1990 as the Individuals with Disabilities Education Act, or IDEA — transferred decisions about the ways in which special education services would be provided from state capitals to Washington, D.C.; and

WHEREAS, Although, in an effort to mitigate the intrusion of the federal government in special education, an area traditionally reserved to the states, IDEA authorized appropriation of a sum equal to 40% of the average per-pupil expenditure for general education pupils, federal appropriations have never come near the authorization level; and

WHEREAS, Covering the substantial, and continually rising costs, of providing educational services to students with special needs requires a strong partnership among local, state, and federal governments; and

WHEREAS, The federal government has never fulfilled its commitment under IDEA to contribute 40% of the excess costs of providing a free and appropriate public education, contributing only 14-16% of these costs; and

WHEREAS, Under-funding of special education programs affects the quality of services provided to children with disabilities and results in local school districts' having to redirect resources that could otherwise be used for all children; and

WHEREAS, IDEA requires that every local education agency must arrange for parentally placed private-school children with disabilities to participate in special education services and that, annually, each district spend a certain minimum amount of funds on special education services for private-school children; and

WHEREAS, The Milwaukee Public Schools, as the local education agency (LEA) for the City of Milwaukee, must provide special educational services not only to students enrolled in the district's public schools, but also to children enrolled in private schools; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors direct the MPS Administration to try to develop an active partnership with Milwaukee's private schools to lobby the Wisconsin Legislature to strenuously work to persuade the United States Congress and President George W. Bush to increase funding for special education to meet the statutory goal of providing up to 40% of the national average per-pupil expenditure required to serve children and youth with disabilities; and be it

FURTHER RESOLVED, That the Board direct the Board Clerk to send copies of this resolution to President George W. Bush, the members of the Wisconsin Congressional Delegation, and the State Superintendent of Schools.

Referred to the Committee on Special Education and the Committee on Legislation, Rules and Policies.

Resolution 0405R-042

by Director Balistreri

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 written report laying out, in full detail, 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)?

Referred to the Committee on Innovation/School Reform.

Directors Hardin and O'Neil left at 9:30 PM.

The Board adjourned at 9:35 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
DECEMBER 7, 2004

Special meeting of the Board of School Directors called to order by Vice President Hardin at 7:15 PM.

Present—Directors Balistreri, Dannecker, Hardin, Horton, Johnson, Morales, O'Neil, Spence, and President Blewett (7:20 PM)—9.

Absent—None.

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

December 3, 2004

To the Members of the Board of School Directors:

At the request of President Peter Blewett, a special meeting of the Board of School Directors will be held at 7:00 p.m. on Tuesday, December 7, 2004, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of:

1. considering employment, compensation, and performance evaluation data relative to the terms of an employment agreement for the Superintendent of Milwaukee Public Schools; and

2. considering collective bargaining negotiations strategy with respect to contract negotiations with the following bargaining units: the Milwaukee Teachers Education Association (Teachers, Substitute Teachers, Educational Assistants, School Accountants/Bookkeepers), PAMPS, Local 150 (Food Service Helpers and Building Service Helpers), Local 950, Local 1053, and Local 1616.

With respect to item 1, the Board, pursuant to Statutes, Section 19.85(1)(c), may retire to 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." With respect 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 may reconvene in open session to take action on matters discussed in executive session.

LYNNE A. SOBCZAK
Board Clerk

Vice President Hardin in the Chair.

By unanimous consent, the Board took up item 2 first.

Director Morales 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 Dannecker, Horton, Johnson, Morales, O'Neil, Spence and Vice President Hardin—7.

Noes—President Blewett—1.

Voting "present"—Diector Balistreri—1.

The Board retired to executive session at 7:25 PM.

The Board recessed from 9:27 to 9:35 PM.

The Board reconvened in open session at 11:25 PM, President Blewett in the Chair.

Director Spence moved that the Board retire to executive session, pursuant to Wisconsin Statutes, Section 19.85(1)(c), for the purpose of considering employment, promotion, compensation or performance evaluation data regarding the Superintendent of Schools.

The motion prevailed, the vote being as follows:

Ayes—Directors Balistreri, Dannecker, Horton, Johnson, O'Neil, Spence and President Blewett—7.

Noes—Director Hardin—1.

Temporarily absent—Director Morales—1.

The Board retired to executive session at 11:27 PM.

The Board reconvened in open session at 11:55 PM.

Director Spence moved to amend the Superintendent's employment agreement to provide that in no event shall the Board terminate this agreement without cause before August 23, 2005; and notwithstanding anything to the contrary herein, in no event shall the Superintendent terminate this agreement prior to August 23rd, 2005 without obtaining mutual consent of the Board expressed by the majority vote of the full Board.

The motion prevailed, the vote being as follows:

Ayes—Directors Balistreri, Dannecker, Horton, Johnson, Morales, O'Neil, Spence and President Blewett—8.

Noes—None.

Voting "present"—Director Hardin—1.

The Board adjourned at 11:59 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
DECEMBER 20, 2004

Regular meeting of the Board of School Directors called to order by President Blewett at 6:47 PM.

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

Absent—None.

AWARDS AND COMMENDATIONS

Excellence In Education Awards

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

This month, the Milwaukee Board of School Directors is pleased to present two Excellence in Education Awards. The first is being presented posthumously in honor of:

Ruth E. Thomas
English/Speech Teacher

Ms. Ruth E. Thomas dedicated 21 years to teaching in Milwaukee Public Schools. She retired in 1985 from Washington High School, where she taught English and speech, and served as Senior Class Advisor. A graduate of Lincoln High School and the University of Wisconsin-Milwaukee, Ms. Thomas possessed a passion for teaching and community service and was effective in providing her students with the necessary writing and oral communication skills to be successful.

Her accomplishments at Washington High School include the development of a Black History Program that brought hundreds of positive role models into the school to share experiences with the students. She also developed the annual Senior Blood Drive, which contributed over 100 pints to area blood banks each spring. Under her leadership, the senior prom was moved out of the school cafeteria into more elegant surroundings. She also worked on expanding school career programs.

Because she accomplished so much during her career as a teacher, it is surprising to note that it was her second career. Her first career, as an entrepreneur, involved working with her husband in a series of family business ventures while raising her children, Carole and Lowell. She and her husband, Joseph (T. Joe), owned a tailor shop, a restaurant, and a Laundromat at 718 West Walnut. This experience added further richness to her work as an educator.

Ms. Thomas was very active in professional and community organizations, including the National Council of English Teachers; the Milwaukee Urban League Guild; the NAACP; and St. Benedict Alumni Association. She served on many boards, including the Milwaukee Urban League and the Inner City Arts Council. She was a trustee of the UW-Milwaukee Alumni Association. In addition, she was a House of Peace counselor for students from Messmer, St. Joan Antida, and Pius XI High Schools.

After retiring from the Milwaukee Public Schools, Ms. Thomas returned to school and started a third career, as a writer. Her first book of poetry, *In Medias Res*, was published in 1988. The first section of the book is based on her observations of residents in the Alzheimer's unit of a nursing home where her husband, T. Joe, spent the last two years of his life. The second section includes brief reflections on such topics as family life, beautiful friendships, and relationships.

Ms. Thomas received numerous awards during her lifetime, including the Black Women's Network 8th Annual Women of Color Recognition in 1988 and the UW-Milwaukee School of Education's Annual Gala Tribute to Teachers in 1996.

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

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The second Excellence in Education Award is being presented to:

Dr. Suzanne M. Lundin
Retired Administrator

Dr. Suzanne M. Lundin, who retired in July 2002 after dedicating 34 years to the Milwaukee Public Schools, served in a variety of capacities, including teacher, counselor, assistant principal, principal, Assistant Secretary-Business Manager, Secretary-Business Manager, and Director of the Office of Board Governance. Her varied responsibilities included serving as Board Clerk, district lobbyist, and the Board's liaison for legal matters. During her tenure with the Milwaukee Public Schools, Dr. Lundin worked at 13 schools: Bell, Burroughs, Clement Avenue, Fritsche, Hayes, Hi Mount, Humboldt Park, Manitoba, 35th Street, Morse, Rufus King, and Wilbur Wright. Dr. Lundin thoroughly enjoyed each position within the district and was always successful in ensuring that her work supported the staff and students of the Milwaukee Public Schools. She credits much of her success to the wonderfully competent colleagues and Board members that she had the opportunity to work with during her years in the Milwaukee Public Schools.

Her primary language being French, Dr. Lundin became proficient in English during high school. She was taught the value of an education by her parents, who stressed hard work and education as the keys to success. Her teaching aspirations were influenced by a business education teacher who had the ability to establish connection with students, in whom she had an unwavering confidence. This important role model, along with the writings of author James Baldwin, led Dr. Lundin to the realization that she wanted to work in an urban district with students affected by poverty.

Just like her high school business education teacher, Dr. Lundin was known for the connections she was able to build with her students. Possessed with genuine care and concern for each of them, she regularly provided opportunities outside the classroom for them to discuss and develop answers to the challenges they were facing. Dr. Lundin reaped many rewards during her career as a teacher, but one of the greatest is reflected in the words of a former student, who likened coming to her class to coming home.

In addition to creating an inviting and safe learning environment for her students, Dr. Lundin made each lesson both fun and academically challenging. Much to her students' delight, she went to great lengths in her lesson planning to ensure that each lesson started with a motivator that would engage them in the learning process. The effectiveness of her teaching style was evidenced in the high levels of academic achievement which her students attained.

Dr. Lundin's leadership abilities emerged early on in her career. As a teacher, she served as a field representative for the Milwaukee Teachers' Education Association, and she assisted teachers in 16 schools. As a counselor, she wrote curriculum for a new elementary guidance program. When she became an assistant principal, she was one of only three females in the middle schools. Named to a principalship in less than two years, she became one of four female secondary-school principals. Dr. Lundin was a principal at Fritsche, Wright, and Audubon, where she worked with staff and parents to develop a specialty program in the area of communications. Dr. Lundin was also instrumental in the establishment of the "Best Friends" program, and she continues to mentor her own "Best Friend."

Dr. Lundin engaged in professional development throughout her career. She earned her Bachelor of Science in Education at Worcester State Teachers' College in Worcester, Massachusetts. She earned several advanced degrees from Marquette University, including two master's degrees, the first in guidance and counseling. The second master's degree, which was in educational administration, led to her doctorate in the same area. In addition, Dr. Lundin taught school finance at UW-Milwaukee, and School Community Relations at Marquette University.

In 1992, the Milwaukee Board of School Directors appointed Dr. Lundin as the district's Secretary-Business Manager, succeeding John Peterburs, under whom she had served as Assistant Secretary-Business Manager. Dr. Lundin left that position in 1993 and returned to the schools as a principal. The position of Secretary-Business Manager was subsequently eliminated, later to be replaced by the position of Board Clerk/Director, Office of Board Governance, to which the Board appointed Dr. Lundin in April of 1998. Dr. Lundin retired from that position in July of 2002.

One of Dr. Lundin's accomplishments that continues to have a positive impact in many areas throughout the district and community is her effective encouragement of parental involvement. Having served as the principal liaison to the Milwaukee PTSA council, she was presented with a lifetime membership to the National PTSA by the Milwaukee Council. Dr. Lundin maintained a good relationship with parents, believing that parents needed a way to obtain assistance within the challenges of the MPS bureaucracy. It was after she made the suggestion to the Superintendent's cabinet that the idea of a parent center was developed. As she worked on the development of the Neighborhood Schools Program, Dr. Lundin made sure that parental involvement, at unprecedented levels, was an integral component to the development of the plan. Her success in engaging parents throughout her career is attributable to the fact that she listened to them, treated them with respect so as not to isolate them, and conducted a variety of activities to involve them.

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

* * * * *

Special Recognition — Coca Cola Bottling Company of Wisconsin

The Milwaukee Board of School Directors is recognizing the Coca Cola Bottling Company of Wisconsin for its continuing support of Milwaukee's students through scholarships and other education-related activities. One of the most significant contributions of the Coca Cola Bottling Company of Wisconsin is the establishment of the Black History Month Essay Contest in collaboration with the Thurgood Marshall Scholarship Fund and Milwaukee Public Schools. This essay contest has generated important awareness of Black History Month by communicating and reinforcing thought-provoking themes and highlighting the accomplishments of African Americans. Each year, scholarships are awarded to essay winners who are graduating seniors and have been accepted as full-time students in the freshman class of a Thurgood Marshall member college or university.

* * * * *

Special Commendation — Indoor Air Quality Tools for Schools Excellence Award

The 5th Annual Indoor Air Quality Tools for Schools National Symposium took place on December 2-4, 2004, in Washington, DC. This year's symposium was especially significant for Milwaukee Public Schools as the district was one of 12 schools from throughout the nation to receive the prestigious *Indoor Air Quality Tools for Schools Excellence Award* for improving indoor air quality within MPS school buildings. Milwaukee Public Schools is the first school district in Wisconsin to receive this honor. The award was achieved by a collaboration of MPS departments, outside agencies, and other units of government. School Board Director Jeff Spence accompanied Tom Chojnacki, Manager of Environmental Services, and Joe Roca, Manager of Buildings, Grounds and Fleet, to receive the award during a ceremony that took place on December 2, 2004, at the symposium. Alderman Joe Davis and Superintendent William G. Andrekopoulos were also present at the ceremony.

In 1995, the U.S. Environmental Protection Agency developed the voluntary Indoor Air Quality Tools for Schools (IAQ TFS) program in response to complaints of poor indoor air quality in schools and the growing number of cases of asthma, particularly noticeable among school-age and preschool-age children. The program offers resources and guidance to help schools identify indoor air quality problems using a practical, cost-effective, step-by-step approach. Currently, thousands of schools and school districts across the country are implementing the program.

The Milwaukee Public Schools, which established an air quality committee in 1996, was an early adopter (1998) of the IAQ TFS Program, using it to augment existing air-quality activities. The committee, which meets monthly, is composed of Pat O'Donnell, Certified Industrial Hygienist (chair), Joseph Gorecki, Mechanical Engineer for Planning and Design Group, Randy Erickson, Sheet Metal Foreman, Gordon Harris, Environmental Health Inspector, and Mike Gutierrez, Building Operations Project Manager. Establishing the air quality committee was a logical extension of the attempts by many trades and others to get their collective hands around environmental issues in buildings. Its success lies in its multi-disciplinary approach to facility environmental issues.

Expanding the IAQ TFS program into the educational part has included inservices for principals, administrators, and teachers to acquaint them with the benefits of participation. During the past two years, district Administration has used IAQ TFS EPA Region 5 grant monies to facilitate health fairs and teacher training on IAQ issues. Pat Kirby, MPS Best Friends Coordinator, and Sheryl Gotts, retired Curriculum Specialist for Health and Physical Education, teamed up to inservice teachers on the IAQ checklist. Teachers in ten schools have been participating in a classroom survey pilot program in conjunction with Fight Asthma Milwaukee, with an impressive 80 percent response rate. As part of this pilot, Ann Riojas, MPS Nurse Supervisor, and Sue Miller, School Nurse Associate, worked at the school level to update the emergency contact screen to indicate the specific health needs of those students with asthma. The result of this pilot has been a sense of empowerment by the teachers and staff to take charge of their own indoor environments to reduce air quality incidences, promote good will, and, in turn, reduce absenteeism.

MPS's recognition by the U.S. Environmental Protection Agency as a 2004 Excellence Award recipient helps send a message to the school community that MPS is providing a healthy and nurturing environment for its students and staff.

Alderman Joe Davis, as a former County Supervisor, procured funds from the National Organization of Black County Officials (NOBCO) to encourage the district to hold school health fairs to promote IAQ TFS within the school communities. Milwaukee Board of School Directors Charlene Hardin and Jeff Spence endorsed and promoted school health fairs in their districts, introducing the IAQ TFS Program to the staff and community at LaFollette and Congress schools. In 2001, NOBCO and EPA Region 5 worked with the MPS Health Education Curriculum Specialist and MPS Environmental Services to present a program to parents at LaFollette Elementary School to heighten awareness of IAQ and to provide asthma education. In 2002, Congress Elementary School did a health fair and program with NOBCO and EPA Region 5 for parents and their children on IAQ and asthma education, including asthma screening.

Under the leadership of Erin Lee, Fight Asthma Milwaukee provided many of the sessions. The American Lung Association has also been an important partner relative to the IAQ TFS Program. From these beginnings, district personnel initiated a proposal to broaden the involvement of educators and to increase the number of schools involved in programs.

Receiving the 2004 Excellence Award is the result of an important collaboration for Milwaukee Public Schools, one that includes both internal collaboration among departments, as well as external collaboration among the district and outside agencies and other units of government. The City of Milwaukee Common Council and the Office of the Mayor supported the IAQ TFS Program by providing the necessary funding over the last ten years to address deferred building maintenance issues. Internally, two departments — Facilities and Maintenance Services and Teaching and Learning — have contributed greatly to the collaborative effort to make the schools healthier and safer. Facilities and Maintenance Services is under the direction of Rick Moore, who recommended participation in the IAQ TFS Program. Teaching and Learning is under the direction of Kathy Swope. With Ms. Swope's support and encouragement, Mary

Staten, Science Curriculum Specialist, Kim Abler, Art Curriculum Specialist, and Ray Yankus, Career and Technical Education Curriculum Specialist, worked on eliminating old and unused chemicals in the high schools under the Chemical Hygiene Program, and Bob Helminiak, Curriculum Specialist for Health and Physical Education, continued the efforts of Sheryl Gotts with the IAQ TFS Program. In addition, Chris Toth and Cheryl Kaminski of the Division of Benefits and Insurance obtained funding for the Chemical Inventory Program started in 2003. The support and commitment of building engineers throughout MPS was a key factor in the district's achieving healthy learning environments for students and staff.

It is important to note that the collaborative work of district personnel and community leaders resulted in identifying and implementing corrective measures at the local school level to address the following local statistics as noted on the Children's Health Education Center's website:

- More than 20,000 children with asthma live in Milwaukee County.
- 70% of the children hospitalized for asthma live in 11 city neighborhoods.
- 84% of these children are African-American or Latino, and two-thirds are covered by Medicaid or Badger Care, or are uninsured.

* * * * *

Other awards and Commendations

Schools

Kosciuszko Middle School received a $10,000 grant from the Helen Bader Foundation, which will fund a trip to Seacamp this year for 12 students. Seacamp is a marine biology institute located in the Florida Keys with activities that include sea kayaking, swimming with sharks, collecting marine life for microscopic evaluation, and classroom instruction.

Staff

Brian Hoffer, Assistant Recreation Supervisor for the Milwaukee Public Schools, was the recipient of a Gold Finalist Award in the 2004 MarCom Creative Awards competition, an international competition that recognizes outstanding achievement by marketing practitioners. Mr. Hoffer's innovative idea to have a "snow day in July" generated national publicity for Milwaukee's summer playground program. Through collaboration with the Pettit National Ice Center and the MPS Facilities and Maintenance Services Division, the Recreation Division dropped a truckload of shaved ice on Columbia Playground on July 15, 2004. The "snow" provided the playground participants with a fun-filled afternoon of relief from the summer heat. Media coverage of the event included a full-color photograph on the front page of the July 16 *Milwaukee Journal Sentinel*, six total minutes of local television news coverage, and news reports on The Weather Channel. In addition, six other U.S. television network affiliates aired footage of the event, which they downloaded from a satellite feed.

• • • • •

Gail Milbrath, Physical Education Teacher at Greenfield Bilingual Elementary School, has been named a State Team Member and "Healthy School Hero" for 2004. Ms. Milbrath was commended for her commitment to improving children's health and, consequently, their learning readiness. The commendation comes from Action for Healthy Kids, a national coalition of health advocates, specialists, and educators which promotes better nutrition education and physical activity in schools and names individuals to state teams. Heroes are noted for their efforts in promoting healthful lifestyles, nutrition, and physical activity.

• • • • •

On December 18, 2004, Ann Terrell, MPS Community and Childcare Partnership Coordinator, was recognized for her work in the area of advocacy for children at the Community Brainstorming Conference. Ms. Terrell received the "Ordinary People Doing Extra Ordinary Things" award in recognition of her volunteer and community service work, a few examples of which are the Children's Defense Fund, the National Black Child Development Institute, and the Milwaukee Area Technical College's Early Childhood Advisory Committee.

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APPROVAL OF MINUTES

The minutes of the regular and special Board meetings of October 14th, 25th and 28th, 2004, were approved as printed.

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COMMUNICATIONS FROM THE SUPERINTENDENT

(Item A) Notice of Intent to Request a Waiver of Administrative Policy 5.01(8)(b), Facilities: Facilities Retirement, As It Relates to the December 31 Deadline for Board Approval of the Closing of Garfield Avenue and Palmer Elementary Schools

Office of the
Superintendent of Schools

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS

The Administration and the principals from Garfield Avenue and Henry L. Palmer elementary schools have been exploring the idea of a merged campus, where Garfield Elementary School would merge to the Palmer Elementary School site. The reason for this exploration is decreasing student enrollment at both schools that resulted in reduced resources to the schools. The projected enrollment of 600 students at the proposed merged school would allow additional resources.

The Administration presented the proposed school merger to representatives from Garfield and Palmer Governance Councils, their staff, parents and community members at a community meeting on Thursday, December 9, 2004, held at the American Black Holocaust Museum. Over 80 individuals were in attendance at this meeting. The overall reaction from the group regarding the merger was positive; however, the general consensus was to have more time to fully engage in a dialog between the two school communities. The school governance councils will meet individually and then jointly in early to mid-January. For these reasons, it is the Administration's intent at the January 2005 Board meeting to request:

1. a waiver from Administrative Policy 5.01(8)(b) as it relates to the December 31 deadline for possible school closures for the following year, specifically Garfield Elementary Schools;
2. approval to close Garfield Elementary School; and
3. approval to merge Garfield with Palmer Elementary School.

Please contact Dr. Aquine Jackson or me if you have any concerns regarding these issues.

Respectfully submitted,

William G. Andrekopoulos
Superintendent of Schools

C: Aquine Jackson, Ph.D.

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REGULAR ITEMS OF BUSINESS

Director Spence moved that the Board accept public testimony on the regular items of business.

The motion prevailed, the vote being as follows:

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

Noes—None.

(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

This item initiated by the Superintendent

Award of Contracts

Roof Replacement

Parkview School

Prime Contractor
TRS Metal & Roofing, LLC
909 Blackstone Avenue, Suite 204
Waukesha, WI 53186

Low Bidder, Base Bid of $466,798.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% MBE	45	0	1	Corporation	1

Funds are allocated for the Parkview project from FY05 account code FAR-0-0-980-PV-ECNCROF5 (W.O. 2-626747). Project is to begin on April 4, 2005, and is scheduled for completion on July 1, 2005.

Marshall High School

Prime Contractor
Langer Roofing & Sheet Metal Inc.
345 South Curtis Road
Milwaukee, WI 53214

Low bidder, base Bid of $1,661,700.00

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

Funds are allocated for the Marshall project from FY05 account code FAR-0-0-980-MR-ECNCROF5 (W.O. 2-626744). Project is to begin on April 4, 2005, and is scheduled for completion on August 5, 2005.

Door Hardware Materials Purchase

Green Bay Avenue School

Firm Name
LaForce, Inc.
N58 W16780 Ridgewood Drive
Menomonee Falls, WI 53051

For a total Material Purchase of cylinders, locksets, exit devices & miscellaneous door hardware of.....$50,204.47

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	0%	0% MBE	331	5	98	Corporation	N/A

Funds are budgeted in FY05 account FAR-0-0-MM2-GB-ECNCWND5 (W.O. 2-637497)). Equipment is to be purchased on December 20, 2004, and is scheduled for delivery on or before March 15, 2005.

Wheatley School

Firm Name
LaForce, Inc.
N58 W16780 Ridgewood Drive
Menomonee Falls, WI 53051

For a total Material Purchase of cylinders, locksets, exit devices, and miscellaneous door hardware of.....$50,484.19

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	0%	0% MBE	331	5	98	Corporation	N/A

Funds are budget in FY05 account FAR-0-0-MM2-WL-ECNCWND5 (W.O. 2-637498). Equipment is to be purchased on December 20, 2004, and is scheduled for delivery on or before March 15, 2005.

Construction Contracts

Total construction contract dollars awarded.....$2,229,186.66
Total dollars HUB participation $296,679.00
% of MBE participation.....13.31
% of WBE participation 0
% Minority employees within company.....0.9
% Women employees within company 3.26

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 Programming Services

The Administration is requesting authorization to enter into a contract with Interactive Business Systems, Inc., to provide programming services in the Division of Assessment and Accountability. This contract would continue ongoing programming support required by Assessment and Accountability. The district does not have in-house expertise in this area. Interactive Business Systems meets the requirements for receiving sole-source consideration and has been approved by the Administration as a sole-source vendor.

The contract, which would extend through June 30, 2005, will not exceed $70,000. The budget code to be charged is SYS00ASMRH-ECNS (Assessment and Accountability — Educational Research.

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 Upgrade the District's Portal License to the Enterprise Edition

The Administration is requesting authorization to purchase an enterprise-wide Portal license from Plumtree. The enterprise edition is required to allow all students and staff access to data through the district's Portal. The district currently has a 6,000-user license; The enterprise edition allows an unlimited number of users to attach to the Portal.

The cost of the upgraded license is $309,750 and will be charged to budget codes SDV00TL5SQ-ESWR (Staff Development — Software) and GEN00TL5SQ-ESWR (Undifferentiated Curriculum — Software) equally.

Authorization to Enter into a Supplemental Services Contract

In September 2004, the Board approved contracts for supplemental services with 62 state-approved service providers. The length of each contract is one year, ending June 2005. The amount of each contract is dependent upon the number of parents selecting a vendor to provide tutoring services to MPS children. Vendors are not guaranteed a minimum level of service.

One of the state-approved providers, "Help One Another Club," was inadvertently left off the list approved by the Board in September. The Administration is requesting authorization to enter into the same type of contract noted above with the Help One Another Club. As with the other contracts, the cost of this contract will be charged to budget code GEN0I1S5DW-ECNS (Title 1 Supplemental Services — Consulting).

Purchasing Request Summary — December 2004

Total contract dollars to be awarded.....$379,750
Total dollars eligible for HUB participation.....$379,750
Total HUB dollars $0
% of MBE participation.....0
% of WBE participation 0
Total HUB Participation.....0

Statement of Revenues and Expenditures

TO THE MILWAUKEE BOARD OF SCHOOL DIRECTORS:

Below is a summary of revenues as of October 31, 2004, 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	$873,364,296	$58,215,750	$931,580,046	$1,475,701	$86,847,435	$844,732,611	9%
Categorically Aided	178,654,593	5,474,865	184,129,458	14,461,293	17,155,936	166,973,522	9%
School Nutrition	29,852,872	1,048,024	30,900,896	498,356	514,378	30,386,518	2%
Construction	26,296,054	44,294,936	70,590,990	78,486	158,857	70,432,133	0%
Extension	11,366,461	377,452	11,743,913	150,427	748,204	10,995,709	6%
Total All Funds	$1,119,534,276	$109,411,027	$1,228,945,303	$16,664,263	$105,424,810	$1,123,520,493	9%

Below is a summary of expenditures as of October 31, 2004, 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	$873,364,296	$58,215,750	$931,580,046	$64,715,973	$320,511,191	$611,068,855	34%
Categorically Aided	178,654,593	5,474,865	184,129,458	13,036,451	45,745,693	138,383,765	25%
School Nutrition	29,852,872	1,048,024	30,900,896	3,106,032	7,594,030	23,306,866	25%
Construction	26,296,054	44,294,936	70,590,990	2,707,707	66,857,787	3,733,203	95%
Extension	11,366,461	377,452	11,743,913	615,545	3,566,579	8,177,334	30%
Total All Funds	$1,119,534,276	$109,411,027	$1,228,945,303	$84,181,708	$444,275,280	$784,670,023	36%

[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 Expenditure Control Report

The monthly expenditure control 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 Board Policy 4.04 has been submitted to the Board. This is an informational report, and no action is required.

Acceptance of Donations

School	Donor	Amount	Gift or Purpose
Allen-Field	Grace Obukowicz	$100	Thanksgiving Food Baskets
Clarke and Cooper	Ms. Virgilyn Driscoll	$25	Patrick Driscoll Memorial Fund
Clarke and Cooper	Ms. Virgilyn Driscoll	$2,000	Patrick Driscoll Memorial Fund

School	Donor	Amount	Gift or Purpose
Clarke and Cooper	Mr. and Mrs. David Nelson	$15	Patrick Driscoll Memorial Fund
Congress	A.J. Starr	$50	Incentives (Care Bear Video Set and School Supplies)
Congress	Betty Brinn Children's Museum	$20	Incentives (Family Gift Certificate)
Congress	World Bear Quarters	$15	Incentives (Build-a-Bear)
Congress	Wal-Mart	$150	Incentives (Games)
Congress	Scholastic Books	$26	Incentives (Blues Clues Video)
Congress	WE Energies	$200	Incentives (Book Bags)
Congress	M & I Bank	$100	Incentives (Coffee Mugs, Pullover, Glass Sets)
Congress	D.A.V.	$25	School Supplies
Congress	Amalgamated Transit Union	$62	Track Club
Congress	Cloria Wheeler	$230	Track Club
Congress	Jacqueline Patterson	$230	Track Club
Hopkins	Mothers Food Inc.	$150	Thanksgiving Meal Distribution
Humboldt Park	ASD.com	$449	Participation in "School Mall Program"
Kosciuszko	Payless Shoe Source Foundation	$1,000	Student Incentives
Longfellow	WI Citizen Action Fund, Inc.	$250	Service Learning Project (Election Project)
Longfellow	Tri-Corp. Housing	$150	Mitchell Street Store Front Halloween Painting
Meir	Dr. Marta Flores	$1,000	Tap shoes for students
Meir	Dr. Marta Flores	$1,868	Digital Piano with accessories (various music activities in school and community)
Meir	Gwat-Yong Le	$100	To help wherever needed in Memory of Mr. Robert Kalweski
Milwaukee French Immersion	Francisco Enriques and Gabriela Dieguez	$300	Fundraiser Account
Milwaukee German Immersion	Mr. and Mrs. Joseph Henderson	$100	Music Enrichment In Memory of Ilse Meier
Milwaukee Public Schools (Walker, Roosevelt, Muir, Fritsche, Malcolm X, Metropolitan, Entrepreneurship, Professional Learning Institute, Rufus King, Madison, Milwaukee High School of the Arts)	IQee	$849	XY multiply chart and periodic table of atoms chart (Educational Enhancements)
Milwaukee Public Schools (WYMS Radio Station)	School of Advanced Military Studies, Ft. Leavensworth, KS	$100	In Memory of Taylor G. Benson
Milwaukee Public Schools (WYMS Radio Station)	Paul Vrakas	$40	Donation to Milwaukee Public Schools Radio Station (WYMS)

School	Donor	Amount	Gift or Purpose
Mitchell	American Legion Ladies Auxiliary, Unit 18	$700	Replace books, paper, and educational materials in Room 106. Replace materials in Room 06, the Art Room due to water damage
Morgandale	Miriam Santos-Amados	$180	Field Trip
Riley	J.A. Loppnow	$30	PomPon Donation (flowers)

Recommendation

The Administration 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.

Director Johnson moved to approve the Administration's recommendations.

The motion prevailed, the vote being as follows:

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

Noes—None.

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(Item 2) Action on Monthly Personnel Matters: Approval of Classified Personnel Transactions; Approval of Teacher Appointments; Reappointment of Probationary Personnel; Approval of Leaves of Absence; Report on Resignations; and Affirmative Action Reports

This item initiated by the Superintendent

Approval of Classified Personnel Transactions

Name and Assignment	Position and Salary	Date
	APPOINTMENTS	
Gisele Clark Malcolm X Academy	School Secretary I $19,442.44/yr.	11-29-04
James Gedemer Malcolm X Academy	Boiler Attendant Trainee $27,387.62/yr.	11-29-04
Janet Larry Bradley Tech.	School Secretary I $19,442.44/yr.	11-18-04
Karen Morales Allen-Field	School Secretary I $19,442.44/yr.	11-29-04
	PROMOTIONS	
Stephen Strzelecki Building Operations	School Engineer I $37,795.68/yr.	11-22-04
Ruth Zadel Madison	School Secretary III $32,218.16/yr.	01-03-05

CHANGES IN STATUS

Jeanetta DeLeon Student Services	Telephone Operator $30,396.23/yr.	12-02-04
Dovie Ingram Pulaski	Handicapped Children's Assistant $14,609.70/yr.	11-01-04
Patricia Lara Cass	School Secretary I $32,503.12/yr.	01-03-05
Timothy Laesch Building Operations	Boiler Attendant $35,892.74/yr.	11-22-04
Sandra Scott Marshall	Handicapped Children's Assistant $14,609.70/yr.	11-12-04
Kimberly Spears Milwaukee School of Languages	Handicapped Children's Assistant $14,609.70/yr.	11-01-04
Mary Stevenson Cass	School Secretary I $26,169.11/yr.	11-29-04

Approval of Certificated Appointments — Teachers

Code	Teachers	Yrs. Exp. Division	Salary	Credit	Start Date
r	Kimberly Johnson-Ragland English	C	$44,631.00	8	11/15/2004
r	Sara Sacco Grade 3	B	$29,224.00	0	11/15/2004
nr	Erica M. Schmidt Cross-Categorical	BB	$34,272.00	3	11/17/2004
r	Suder Sirin Aysun ESL K-12	B	$29,224.00	0	11/16/2004

CODES:

(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)

Abney, Rachel	Aschoff, Laurel	Bayley, Monica
Ackley, Darren	Ashby, Susan	Bearss, Daniel
Adogamhe, Freda	Ashenbrenner, Brecken	Beauvais, Claudette
Ahler, Marta	Auberger, Jill	Beger, Katharine
Alms, Darryl	Babbitts, Brian	Begolke, Shelly
Amundson, Janet	Balistreri, Colleen	Behm, Kristen
Anderson, Vanessa	Bane, Meghan	Bell, Jada
Anzivino, Ralph	Baran, Courtney	Bensman, Laura
Aranzamendi, Herman	Baka, Jessica	Bentilla, Amber
Arnold, Anne	Baker, Carrie	Benzaquen, Eitan
Arteaga Soto, Jorge	Barreto, Jazmin	Berger, Derek

Berndt, Sarah
Berry McDowell, Diana
Blaedow, Erin
Bolander, Jodi
Bongert, Amy
Bonnie, Michael
Borree, Melissa
Botka, Angela
Braggs, Judy
Braun, Elizabeth
Bremer, Mark
Broman, Elizabeth
Brookshire Cain, Dalyn
Brown, Dorothy
Brown, Lynn
Burnett, Sharon
Burns, Robert
Bussey, Travor
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, 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
Gonva, Elaine
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
Hessling, Patrick
Hilbert, Michele
Hines, Marquis
Hinkle, Ann
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
Kelly, Susan
Kendall Madrigal, Andrea
Kendricks, Kelly
Kizior, Bryan
Kleven, Kady
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
Lloyd, Nicole
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
Nommensen, Bradley
Oliver Stone, Cynthia
O'Meara Rowen, Maureen
Orozco, Jason
Paige, Patricia
Penn, Marybeth
Pentek, David
Peters, Jennifer
Petito, John
Pinter, Travis
Pugh, Janice
Rajchel, Nicole
Rasmussen, Sara
Ratzburg, Allison

Raut, Sanjay
Reimer, Dawn
Reineck, Jennifer
Reinke, Jennifer
Reyes, Julio
Reynolds, Jacob
Ribbeck, Bradley
Rich, Angela
Richard, Patricia
Riley, Tyrassa
Rincon, Victor
Robinson, Lettie
Rodriquez, Robert
Rospenda, Jennifer
Ross, Melissa
Roozeboom, Tom
Rubinstein, James
Rutkowski, Shelley
Sagna, Heidi
Salas Barreto, Adalberto
Saldana, Mary
Santos, Kerri
Sawotka, Kristin
Scallon, Ryan
Scharfenberger, Monica
Schell, Valerie
Scherer, Maryanne
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
Strnad, Lara
Stoll, Jenna
Sturtevant, Amy
Sullivan, Ottilie
Sullivan Konyn, David
Surdyk, Robert
Susedik, Kristin
Swoyer, Cobey
Tatum, Baboonie
Thiel, Derek
Thomas, Nicole
Ticer, Tracey
Timm, Sara
Trate, Kimberly
Umana Sens, Flora
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
Wilson, Ryan
Wirth, Thomas
Wisner, Jessica
Wolf, Shanna
Wood, Dorothy
Wright, Joshua
Xiong, Bao
Young, Brad

TEACHERS AND TEACHER LIBRARIANS
(Completing Two Semester)

Abraham, Stacy M.
Bell, Preston C.
Berg, Eric R.
Birtha, Alisha
Boettcher, Brooke
Boglitsch, Amy A.
Bott, Nichole K.
Bremer, Douglas E.
Calvin, Delphine M.
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.
Pickett, Aaliyah A.
Ploeger, Tiffanie M.
Potash, Robin L.
Priaulx, Cassandra M.
Prophet, Renee
Rach, David G.
Schweinert, Caroline E.
Scott, Damon L.
Snyder Chase, Kelly J.
Stewart, Kristina M.
VanLanen, Linda M.
Wehr, James P.
Zajichek, Paul T.

TEACHERS AND TEACHER LIBRARIANS
(Completing Three 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.
Benavides, David
Benner, Brenda J.
Berry, Marina
Bestor, Brad P.
Biddle, Shirron L.
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.
Briggs, John K.
Brokmeier, Kyle J.
Brown, Danielle M.
Bruck, Paul J.
Brukman, Emily E.
Brzinski, Christopher
Buck, Gregory O.
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.
Collenburg, Lori A.
Collins, Jean M.
Cornejo, Amarilis
Cotton, Shamar
Cotton, Vanessa
Cruz, Saulo
Custer, Billee.
Davis, Kristin C
Davis, Laura A.
Davis, Ritchie A.
Diouf, Mamadou M.
Dittman, Jamie L.
Dolski, Jeffrey M.
Duea, Tiffany A.
Duffek, Kim H.
Duncan, Andrew A.
Dunn, Jeanine D.
Edwards, Bonnie J.
Ehlers, Marcy A.
Elliott, Jennifer L.
Emanuel-London, Nadine R.
Erich, David J.
Esqueda, Brian R.
Ewig, Marta L.
Exum, Dorothy A.
Fehrman, Darwyn L.
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.
Gattuso, Tina M.
Gauger, Carrie J.
Gauger, Christy A.
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.
Hannes, Sarah E.
Hansen, Sarah E.
Hanson, Julia D.
Harding, Thomas E.
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.
Koch, Rebecca
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
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.
McLaurin, Melissa L.
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.
Nash, Ericka S.
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.
Olaniyan, Karry J.
Ollmann, Laura L.
Olson, Joshua J.
Omo, Michael D.
Ours, Michael J.
Pakroo, Zara H.
Palmer, Jason
Parkinson, Kimberly L.
Paske, Stephen M.
Patterson, DeElla
Perkins, Chad J.
Phillips, Vernita V.
Piatek, Marcel M.
Pieper, David W.
Pietenpol, John B.
Pinel, Lettice M.
Pugh, Vonzie
Purifoy, Crystal M.
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.
Schmidt, Stacy S.
Schopf, Cynthia L.
Schwall, Rebecca R.
Shaw, William A.
Shaw-Meitz, Darcus E.
Shropshire, Jeoffrey
Shuck, Barry W.
Simonson, Janice M.
Skinner, Matthew G.
Smith, Donna R.
Smith, Kortney E.
Smith, Ryan D.
Smith, Tonya M.
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
Turner, Lisa M.
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
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 Four 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.
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.
Holze, Lisa M.
Ibarra, Veronica E.
Junge, Noelle A.
Kaisler, Gina M.
Knight, Jefton A.
Koehn, Patricia A.
Koscielak, Patti A.
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.
Robinson, Charlbert R.
Ryan, Carole P.
Salas, Glorie A.
Scherer, Joseph S.
Schroeder, Jonathan W.
Shokatz, Jospeh M.
Tomich, Jane K.
VanDenPlas, Sara L.
Vitrano, Andrew J.
Wachowiak, Elise A.
Waldheim, David C.
Wiazowski, Jaroslaw
Wolf, Steven L.

TEACHERS AND TEACHER LIBRARIANS
(Completing Five Semesters)

Adkins, Angela M.
Agwoeme, Anayochukwu E.
Ahner, Lisa M.
Ainsworth, Laura E.
Akinsanya, Sherrie
Aleem, Jacquelyn D.
Alexander, Linetta D.
Amini, Shelly L.
Anderson, Rebecca A.
Annaromao, Nancy J.
Arndt, Eric H.
Arndt, Kristin L.
Askew, Gloria W.
Awe, Juliana
Baez, Juan A.
Bailey, Emmain E.
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.
Behling, Sarah L.
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
Blunt, Antoinette
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.
Buchmann, Jocelyn M.
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.
Daines, Angela K.
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
Gemske, Alissa A.
Gendelman, Lisa A.
Gentz, Sarah M.
Gerrits, Dennis G.
Gervais, Jeffrey C.
Giggar, James H.
Gilliam, Leah E.
Gizelbach, Carrie E.
Glodoski, Sarah B.
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, Kelly M.
Hake, Nancy A.
Halala, Aruna M.
Hall, Monica E.
Hall, ReShunda L.
Hanneman, Jacquelyn M.
Hannemann, Rebecca M.
Hansen, Karin R.
Hansen, Lisa M.
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.
Herrick, Sara E.
Herro, Theresa M.
Higbie, Carlynn N.
Hikade, James A.
Hildebrandt, Mindy L.
Hitz, Nancy R.
Hoagland, Steve J.
Hodge, Melissa J.
Hoeser, Karen J.
Holden, Rachele F.
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.
Hughes, Heidi M.
Hurse, Kyleta D.
Hyde, Lynnette L.
Ikanih, Joy N.
Irwin, Michael R.
Isberner, Kimberly R.
Jackson-Burnett, Loreve A.
Jackson, Koren, J.
Jackson, Paula V.
Jacobson, Ryan V.
Jacoby, Mathhew R.
Janaszek, Jennifer A.
Jansen, Jacqueline M.
Jeffries, Keyana L.
Jensen, Laura C.
Jevtic, Bozica
Johnson, Melvin
Johnson-Williams, Tanya M.
Jones, Joseph
Jordan, Angela N.
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.
Klovas, Jenell M.
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.
Laster, Melinda A.
Laudon, Angela L.
Leigh, Cynthia M.
Lerand, Carol A.
Lewis, Lynn
Levy, Tamira S.
Linder, 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.
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.
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.
McNulty, Erin A.
Meaux, Rachel M.
Meeks, Tracy A.
Meier, Jennifer L.
Melendez, Fabiola
Melton, Pamela K.
Mess, Kerry L.
Messmer, Susan E.
Metz, James J.
Michaels, Cheryl V.
Moll, Barbara L.
Monahan, Annie E.
Monato, Elizabeth H.
Moreau, Leah M.
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.
Odua, Glenda A.
Oelerich, James E.
Oldenburg, Jacqueline A.
Oldham, Donna L.
O'Neil, Heather A.
Osterman, Michelle
Overall, Rosalind Y.
Overholser, Nina K.
Page, Jill M.
Palmer, Zerda Q.
Palzewicz, Kenneth W.
Papp, Mary J.
Paris, Elise N.
Parrales, Ernestina
Paske, Anna C.
Peck, Titus O.
Peer, Zene
Pelischek, Christina R.
Pena, Rositta M.
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, Jessica A.
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.
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.
Roder, Caroline D.
Rodriguez, Bertha A.
Rodriguez, Marta
Rodriguez, Yadira
Rodriguez-Thomas, Carmen L.
Rojas, Patricia A.
Roland, Alpha M.
Ruiz, Rudy
Ryan, Julie A.
Salas, Lisa M.
Saler, Gail M.
Sanders, Jacinta
Santiago, Ana B.
Santos, Bernardo
Santos, Maria
Schaff, Annemarie L.
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.
Sperling, Elizabeth 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
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.
Tomkalski, Jennifer 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.
Westphal, Diane C.
Whalen, Kari A.
White, Audrey J.
Whitehurst, Ada
White-Harper, Sadiqua K.
Wiggins, Phyllis M.
Williams, Deborah D.
Williams, Joandy
Williams, Leif C.
Williams, Thalia M.
Willingham, Keushum R.
Willis, Staci J.
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.

TEACHERS AND TEACHER LIBRARIANS
(Completing Six Semesters)

Aldape, Evadelia
Alexander, Leslie H.
Arrington, Marcus L.
Badger, Kathleen K.
Beck, Linda J.
Blair, Gretchian R.
Boehm, William E.
Bonin, Craig J.
Braatz, Dawn N.
Brady, Kacy Jo
Brlecic, Catherine A.
Carini-Asciutto, Giovanna A.
Carter, Teresa L.
Christiansen, Michael S.
Coleman, Gregory M.
Conner, Erik R.
Daniels, Lynell V.
Dendor, Patricia S.
Denson, Cynthia D.
DeSilva, Quiana K.
Dieringer, Ryan R.
Dietzman, Diana R.
Donovan, Colleen S.
Douglas, Marilyn
Dunbeck, Jeremy A.
Dvoracheck, Kimberly A.
Dwyer, Jennifer M.
Elrick, Lynn L
Fabisiak, Kristin
Fecteau, Tracy J.
Ferger, Megan
Finner, Ramon T.
Floryance, Laura L.
Gajewski, Christie L.
Gleesing, Jeffrey R.
Gonzalez, Maria A.
Graycarek, Richard A.
Green, Barbara A.
Gustafson, Pamela J.
Harper, Shunda S.
Hotelling, Clayton R.
Janzen, Nicole L.
Kazmierski, Michael W.
Kelly, James T.
Kennedy, Kathleen E.
Kersten, Paul R.
Kowalewsky, Jessica L.
Kranick, Aimee R.
Lahr, Danielle M.
Lindee, Matthew J.
Logan, Kristi A.
Lorch, Cynthia L.
Lutz, Angela M.
Lyon, Julie J.
Maciona, Scott A.
MacKenzie, Katherine J.
Mahnke, Melissa L.
Miller, Victoria A.
Minash, Dedee B.
Mulvey, Michael D.
Munir, Shahina
Neely, Carrie M.
Newton, Candace L.
Ogunkunle, Olubanke O.
Olaniyan, Ajamu A.
Olson, Tricia L.
Opgenorth, Angela S.
Owsianny, Sharon C.
Pifher, Jean M.
Pluer, Emily A.
Pollen, Susanne M.
Prather, Franklin H.
Randolph, Kevin I.
Richardson, Sarah J.
Robinson, Catherine A.
Rosales, Hector R.
Saidler, Tracy
Schneider, Margaret M.
Schwenn, Joanne K.
Sholta, Mark T.
Stone, William C.
Stout, Joshua
Suttle, Kelly A.
Thao-Xiong, Judy
Vang, May
VanPelt, Michael R.
Wakeman, Camilla
Waldron, Pamela J.
Wellinghoff, Sarah M.
Willett, Janet I.
Willingham, Rashelia M.
Ziech, Angela L.

PRINCIPALS
(Completing One Semester)

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 Two Semesters)

Winifred A. Tidmore

PRINCIPALS
(Completing Three Semesters)

Clark E. Addison
Lisa J. Bickham
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 Four Semesters)

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

PRINCIPALS
(Completing Five Semesters)

Virginia R. McFadden
Andrew W. Meuler
Jacquelyn J. Scudder

PRINCIPALS
(Completing Six Semesters)

Linda A. Altmayer
Barbara M. Goss
Cynthia A. Grant
Timothy D. Kavanagh
Carletta M. Noland
Maria Sanchez

ASSISTANT PRINCIPALS
(Completing One Semester)

Sherlyn Brown
Kathleen E. Horn
Janet B. Miller

ASSISTANT PRINCIPALS
(Completing Two Semesters)

Gilberto Brown
Francyne T. Dykes
Indyria R. Graham
Rex Green
Ronald M. Ranieri
Jennifer L. Smith

ASSISTANT PRINCIPALS
(Completing Three Semesters)

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

ASSISTANT PRINCIPALS
(Completing Four Semesters)

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

ASSISTANT PRINCIPALS
(Completing Five Semesters)

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

ASSISTANT PRINCIPALS (Completing Six Semesters)		
Rosa M. Cerda	Janice K. Love	Brenda K. Sheppard-Nelson
Jeanne M. DeMint	Eugene Pitchford III	

SUPPORT STAFF (Completing One Semester)		
Olivia Buenrostro Soto	Nicole Crass	Mary C. Martin

SUPPORT STAFF (Completing Two Semesters)
Kymm Mutch

SUPPORT STAFF (Completing Four Semesters)	
Lauren Baker	Brian Litzsey

SUPPORT STAFF (Completing Five Semesters)	
Cedric Banks	Ann M. Terrell

SUPPORT STAFF (Completing Six Semesters)	
Brian M. Hoffer	Jodie M. Theis

Approval of Leaves of Absence

	Present Assignment	Effective From
Illness Leave to June 17, 2004:		
Mary Savage	Milw. Education Center	September 18, 2004
Illness Leave to January 28, 2005:		
Wanda Bivens	Milwaukee Sign Language	November 4, 2004
James Blackburn	Juneau	November 22, 2004
Debra Jacob	Special Services	October 15, 2004
Stephanie Loehr	Victory	November 22, 2004
Frances Royster	Cass	November 12, 2004
Illness Leave June 17, 2005:		
Mary Lou Campbell	Custer	November 22, 2004
Gerece Morris	Holmes	November 22, 2004
Janice Sinur	Hamilton	November 22, 2004
Maternity Leave to January 28, 2005:		
Cexochitl De La Torre	Audubon	November 22, 2004
Amy Schultz	Curtin	November 22, 2004
Christiane Wood	Milw. French Immersion	November 22, 2004
Maternity Leave to June 17, 2005:		
Carolyn Di Lallo	Riley	November 22, 2004

Personal Leave to June 17, 2005:

Steve Grimm	Walker	November 22, 2004

Extension of Adoption Leave, to June 17, 2005:

Cynthia Wilder	Leave	January 31, 2005

Extension of Personal Leave, to June 17, 2005:

Alba Dimas	Leave	August 30, 2004
Leslie Kuper	Leave	January 31, 2005

Report on Resignations

Name	Position	Effective Date
Candace L. Apple	Teacher	10/15/04
Alysia J. Beck	Teacher	06/17/04
Gary A. Blomgren	Teacher	11/19/04
Jacob A. Coehoorn	Teacher	08/29/04
Thomas W. Enslin	Teacher	11/04/04
Monique Holloway	Teacher	11/26/04
Sandra Holt	Soc. Wrkr	08/31/04
Paul L. Jelenchick	Teacher	06/17/05
Willie D. Killins Jr.	Asst Princ.	01/03/05
Richard L. Klimek	Teacher	12/12/04
Amanda Knudtson	Teacher	11/25/04
Carrie M. Kutz	Teacher	11/02/04
Dorothy J. Luckett	Teacher	06/17/05
Tracy L. Matthews	Teacher	05/28/04
James A. Miller	Supervisor	12/03/04
Kan Pai	Teacher	06/15/04
Leigh M. Ragonese	Teacher	08/30/04
Frederick E. Schroedl	Asst Princ.	12/29/04
Lisa Sheehan	Teacher	11/09/04
Mark F. Whalen	Teacher	11/01/04
Dianne M. Williams	Teacher	12/17/04
Christine D. Winter	Teacher	09/29/04
Russell R. Wszalek	Teacher	06/17/05

Correction to Report on Resignations for October 2004

Gladys Holifield	Teacher	10/08/04

Affirmative Action Report

The Affirmative Action monthly personnel transaction report for November 2004 has been forwarded to the Board. This is an informational report, and no action is required.

Administration's Recommendations

The Administration recommends that the Board approve the classified personnel transactions, certificated appointments, reappointment of probationary personnel (contingent upon proper Wisconsin certification), and leaves of absence as listed above.

Director Hardin moved to approve the Administration's recommendations.

The motion prevailed, the vote being as follows:

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

Noes—None.

* * * * *

(Item 3) Action on Recommended Administrative Appointments and Promotions

This item initiated by the Superintendent

Superintendent's Recommendation

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

2(r)	Hattie Knox	Principal Auer Avenue School	Schedule III, Range 13Z $82,633.00
2(r)	Thresessa Childs	Principal Green Bay Avenue School	Schedule III, Range 13Z $69,636.30
2(r)	Brenda Sheppard Nelson	Principal LaFollette School	Schedule III, Range13Z $86,046.31
4(r)	Janine Graber	Principal Lincoln Avenue School	Schedule III, Range 13Z $82,633.00
4(nr)	Luis Garza	Director Division of Labor Relations	Schedule IIIE, Range 14A $91,000.00
2(r)	Terry Strong	Student Services Coordinator Division of Student Services	Schedule III, Range 9A $57,993.00
2(r)	Sharon Skinner	Supervisor of Application and Dev. Division of Technology	Schedule III, Range 8A $72,600.00

* Position created by Board action after budget approved.

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

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

Codes:

2 African American
4 Hispanic
r Resident who must remain resident
nr Non-resident who must become resident

Director Hardin moved to approve the Superintendent's recommendations.

The motion prevailed, the vote being as follows:

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

Noes—None.

* * * * *

(Item 4) Action on the Accelerated Phase-Out of Jackie Robinson Middle School

This item initiated by the Administration

Administration's Analysis

1. At its meeting on February 23, 2004, the Board approved the Administration's recommendation to close Jackie Robinson Middle School. The implementation plan called for the school to be phased-out over a two-year period to begin in the 2004-2005 school year. The plan also said that no new students would be enrolled in 2004-2005, and existing students would be allowed to remain if they so chose.

2. As a result of meetings between the Office of Neighborhood Schools staff and the Robinson principal, it has become evident that there will be a significant decline in enrollment at Robinson for the 2005-2006 school year. Based on data compiled as of November 1, 2004, the projected enrollment for the 2005-2006 school year is 91 students in grade eight, 23 of whom will have special education needs.

3. Because the quality of teaching and learning could not be maintained under the projected enrollment for the 2005-2006 school year, the Administration feels it would be in the best educational interests of the current seventh-grade students to close Robinson for the 2005-2006 school year. Bringing this recommendation forward at this time will allow the teachers currently assigned to Robinson to participate in the interview process for the 2005-2006 school year.

4. If approved, Jackie Robinson will no longer exist as a school after the close of the current school year. Current plans now call for the school, through funding from the Neighborhood Schools program, to be renovated and reopened as a new K-8 school for the 2005-2006 school year. The new K-8 school would begin with an initial enrollment limited to students in grades K-3.

5. The principal has discussed with current Robinson parents the phase-out of all enrollments at Robinson for the 2005-2006 school year. The Administration has met and worked with the parents and guardians of the current seventh-grade students who are enrolled in Robinson for the 2004-2005 school year to identify placements for the 2005-2006 school year as grade-eight students.

Strategic Plan Compatibility Statement

6. This recommendation supports MPS Strategic Plan Goal 1, to improve student achievement; Goal 2, to improve student success in further education and employment; and Goal 3, to improve family satisfaction as measured by their choices in the education marketplace.

Statute, Administrative Policy, or Board Rule Statement

7. This recommendation is consistent with Administrative Policy 7.02, Instructional Priority Objectives, which supports quality teaching and learning through advancement of the district's academic framework.

Fiscal Impact Statement

8. This item does not authorize expenditures. The Board approved funding for the renovations to convert Robinson to a K-8 school in February 2004. The Administration will assume greater financial authority over the school's budget for the remainder of the year.

Implementation and Assessment Plan

9. Upon approval by the Board, the Administration will take the necessary steps to close Jackie Robinson Middle School at the end of the 2004-05 school year. The Division of Student Services will work with the parents and guardians of those students currently enrolled in Robinson to identify placements for the 2005-06 school year.

Administration's Recommendation

The Administration recommends that the Board authorize the Administration to close Jackie Robinson Middle School at the end of the 2004-05 school year. Prior Board action (January 29, 2004, and February 23, 2004) approved the closing of Robinson and the placing of a K-8 school in the building on a phase-in process.

Director Johnson moved to approve the Administration's recommendations.

The motion prevailed, the vote being as follows:

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

Noes—None.

* * * * *

(Item 5) Action on a Request to Close Andrew Douglas Community Academy

This item initiated by the Administration

Administration's Analysis

1. This item seeks authorization to close Andrew Douglas Community Academy at the end of the 2004-05 school year.

2. The capacity of Andrew Douglas's educational program is 720 students. Current enrollment data for Andrew Douglas Community Academy affirm that the enrollment at Andrew Douglas has declined from a recent high of 670 students in September 2002 to a September 2004 enrollment of 371. This represents a 45% reduction within a span of two years. This significant decline in enrollment is demonstrated by the data detailed below:

Year	Total Enrollment
1998	500
1999	563
2000	603
2001	642
2002	670
2003	575
2004	371

3. The enrollment of students, as of September 17, 2004, is 371, comprising 74 sixth-graders, 123 seventh-graders, and 174 eighth-graders. About 27%, or 100 students, at Andrew Douglas are special education students.

4. The current sixth-grade enrollment is 58% less than the current eighth-grade enrollment. There are 3,557 students in grades 6-8 living in the Andrew Douglas attendance area; however, out of the current enrollment of 371, only 200 students — 54% — reside in the attendance area. These data indicate that Andrew Douglas has not attracted the student enrollment necessary to remain a community middle school.

5. The Neighborhood Schools Plan, which was approved in 2000, has significantly increased the number of schools offering K-8 programs. The Board has also approved additional K-8 schools by separate action. The expansion of K-8 schools in the attendance area correlates with the decline in Andrew Douglas's enrollment. Within the Andrew Douglas attendance area, the following elementary schools are K-8 schools or are in the process of becoming K-8 schools: Auer, Clarke, Keefe, McNair, and Townsend Elementary Schools.

6. Andrew Douglas had an FY04 deficit of $234,526. Because of an FY05 enrollment drop of 99 students below the projection, the school's per-pupil allocation was reduced by $618,571. This puts the school at risk of another deficit in FY05.

7. The school's fiscal situation is likely to become worse in future years as enrollment continues to decline, which can be expected if the school is phased out.

8. On Monday, November 1, 2004, the Superintendent conducted a meeting with the administrator of Andrew Douglas and the staff to inform them of the Administration's recommendation for closing the school. The administrator of Andrew Douglas supports the recommendation.

9. The other programs housed at Andrew Douglas (Phoenix High School, Enlightened Day Care, Family Interactive Resource Center) will not be affected by the closing of Andrew Douglas.

10. Information on attendance-area changes will be provided for Board approval at a later date.

11. A parent information session was held on Monday, November 15, 2004, at Andrew Douglas Community Academy to inform parents of the impending school closing. Representatives of the Division of Student Services were on hand to assist parents and guardians with registration for the 2005-2006 school year.

Strategic Plan Compatibility Statement

12. The recommendation is consistent with the practice of fiscal responsibility and making informed decisions about the allocation of district resources.

Statute, Administrative Policy, or Board Rule Statement

13. The recommendation is compatible with Administrative Policy 5.01(8), Facilities Retirement, which states:

a. The question of school closings shall be considered in the development of long-range plans for building and site modernization and utilization.

b. The Board shall take action on school closing no later than December 31st on specific schools that will be closed the following school year.

c. Communities to be affected by a possible school closing or building changes shall be involved in the first steps of planning.

d. The following principles shall be used for retention of a facility in the school plant:

- Schools to be retained are to be limited to those that operate on an educationally and economically effective basis.
- Consideration of factors relating to programs, personnel, desegregation, community use, or cooperation to share facilities with suburban districts shall be given by the Board during the decision-making process.

e. Schools that are closed and previously vacated buildings owned by the Board shall be used for other purposes by the school system only if economically feasible and if they can accommodate specific approved programs.

Fiscal Impact Statement

14. This item does not authorize new expenditures.

15. Andrew Douglas had an FY04 deficit of $234,526. Because of a FY05 enrollment drop of 99 students below the projection, the school's per-pupil allocation was reduced by $618,571. This puts the school at risk of another deficit in FY05. The Administration will assume greater financial authority over the school's budget for the remainder of the year.

16. If the school is phased out, rather than closed all at once, the school's fiscal situation is likely to worsen, and the quality of teaching and learning cannot be maintained during its phase-out period. Past experience has shown that enrollment continues to decline during a phase-out period; therefore, a phase-out period will not be used with respect to the closing of Andrew Douglas Community Academy. The entire 2004-2005 student population at Andrew Douglas Community Academy will make an alternate school selection for the 2005-2006 school year.

Implementation and Assessment Plan

17. Upon Board approval, the Administration will begin preparing and implementing steps to close Andrew Douglas Community Academy at the end of the 2004-05 school year. There will not be any student enrollment for the 2005-2006 school year at Andrew Douglas Community Academy.

18. Information on attendance-area changes will be provided for Board approval at a later date.

19. The Administration will determine how the school deficit will be managed.

20. The Andrew Douglas site will continue to house other schools and programs.

Administration's Recommendation

The Administration recommends that the Board direct the Administration to begin preparing and implementing steps to close Andrew Douglas Community Academy by the end of the 2004-2005 school year.

Director Johnson moved to approve the Administration's recommendations.

The motion prevailed, the vote being as follows:

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

Noes—None.

Temporarily absent—Director O'Neil—1.

* * * * *

(Item 6) Approval of the W.E.B Du Bois High School Charter School Contract and the Location for the W.E.B. Du Bois High School

This item initiated by the Administration

Administration's Analysis

1. On November 25, 2003, the Milwaukee Board of School Directors held a public hearing to consider the charter school petition for W.E.B. (William Edward Bughardt) Du Bois High School. On December 16, 2003, the Board approved the concept of the W.E.B. High School charter school petition for possible implementation as an MPS instrumentality charter school during the 2005-2006 school year.

2. Students at W. E. B. High School will be taught in the tradition of William Edward Burghardt Du Bois, one of the most influential leaders of the first half of the 20th century. The first African American to receive a Ph.D from Harvard University, W.E. B. Du Bois became an author, editor, and civil rights leader who fought for justice and equality for all citizens. The education and training the W.E.B. Du Bois students will receive will prepare them to become active citizens in a multicultural and global world.

3. The school has a primary focus on communications, social justice, and leadership. Students will use a project-based learning curriculum. The communications theme will be applied in all areas, including internet use, television production (web and broadcasting), video and radio production, and desktop publishing. Radio and television partnerships and a partnership with the Marquette College of Communication will provide students with a unique opportunity to make community connections.

4. At the time when the Board had approved the concept, a site had not yet been identified. The school has now participated in the school facility identification process and has agreed to share space at Marshall High School, located at 4141 N. 61st Street, Milwaukee, Wisconsin 53216.

5. W.E.B. Du Bois High School accepts the model instrumentality charter school contract with the following modifications in terms:

a. Larry Miller, or his successor, will be the person in charge of the charter school;

b. the person in charge of the charter school shall hold the position of Teacher in Charge or Assistant Principal in Charge;

c. the contract term will be for five years, to begin with the 2005-2006 school year and to end on the last regularly scheduled school day of the 2009-2010 school year;

d. the school will share space at Marshall High School, located at 4141 N. 61st Street, Milwaukee, Wisconsin 53216;

e. the total cost of the contract shall be based on the charter school's full-time-equivalent (FTE) count for up to 125 pupils in grade 9 for the 2005-2006 school year, 215 pupils in grades 9-10 for the 2006-2007 school year, 305 pupils in grades 9-11 for the 2007-2008 school year, and the maximum of 400 pupils, which shall be maintained in grades 9-12 for the 2008-2009 and the 2009-2010 school years of the contract.

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 Administrative Policy 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 will be budgeted and considered for approval in the FY06 Board-adopted budget.

10. To allow for autonomy within the building, modification costs associated with establishing small high schools that share a building are provided in the Construction Fund.

11. In addition to the Board-approved budget allocation, W.E. B. Du Bois is a recipient of the Bill and Melinda Gates Grant and, upon Board authorization as a charter school, will be eligible to apply for the Wisconsin Department of Public Instruction's Charter School Implementation Grant.

Implementation and Assessment Plan

12. 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.

Administration's Recommendation

The Administration recommends that the Board approve the attached charter school contract with W.E.B. Du Bois High School as an instrumentality charter school, with the following modifications in terms:

a. Larry Miller, or his successor, will be the person in charge of the charter school;

b. the person in charge of the charter school shall hold the position of Teacher in Charge or Assistant Principal in Charge;

c. the contract term will be for five years, to begin with the 2005-2006 school year and to end on the last regularly scheduled school day of the 2009-2010 school year;

d. the school will share space at Marshall High School, located at 4141 N. 61st Street, Milwaukee, Wisconsin 53216; and

e. the total cost of the contract shall be based on the charter school's full-time-equivalent (FTE) count for up to 125 pupils in grade 9 for the 2005-2006 school year, 215 pupils in grades 9-10 for the 2006-2007 school year, 305 pupils in grades 9-11 for the 2007-2008 school year, and the maximum of 400 pupils, which shall be maintained in grades 9-12 for the 2008-2009 and the 2009-2010 school years of the contract.

Director Morales moved to approve the Administration's recommendations.

The motion prevailed, the vote being as follows:

Ayes—Directors Balistreri, Dannecker, Horton, Morales, O'Neil, Spence and President Blewett—7.

Noes—None.

Temporarily absent—Directors Hardin and Johnson—2.

* * * * *

(Item 7) Action on the Head Start Policy and Procedure for the Composition of the Policy Council

This item initiated by the Head Start Council

Administration's Analysis

1. The Head Start Performance Standards, 1304.509b)(1)-(b)(7), stipulate the following composition and formation of the Policy group:

> Each grantee and delegate agency governing body operating an Early Head Start or Head Start program must (except where such authority is ceded to the Policy Council or Policy Committee) propose, within the framework of these regulations, the total size of their respective policy groups (based on the number of centers, classrooms, or other program option units, and the number of children served by their Early Head Start or Head Start program), the procedures for the election of parent members, and the procedure for the selection of community representatives, These proposals must be approved by the Policy Council or Policy Committee.

2. The May 10-14, 2003, Head Start Federal Review found that, because the Board of School Directors had not approved the composition of the Policy Council, the MPS Head Start Program was out of compliance in the area of program governance.

3. On Monday, July 12, 2004, Milwaukee Public Schools (MPS) received the Head Start Review Report and a letter of findings from the Region V Office of Family and Child Development that included detailed information on specific areas of program performance that were noted as deficient during an onsite review conducted in March 2003. Although some areas of deficiency had been corrected, new deficiencies were noted. As a result, MPS was obligated to develop a Quality Improvement Plan (QIP) within thirty (30) calendar days of receipt. The QIP was developed and submitted to the Region V ACF Office on August 13, 2003.

4. The Policy Council approved the composition of the group during its meeting on August 23, 2004. The Milwaukee Board of School Directors approved the Policy Council's by-laws (attached) at its November 23, 2004, meeting.

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.

Statute, Administrative Policy, or Board Rules Implication Statement

6. The Milwaukee Public Schools Head Start Policy Council approved the Policy Group's composition and formation on Monday, August 23, 2004, to comply with the regulations regarding the ensuring of proper involvement of the governing board, policy group, and management staff.

7. The recommendation is consistent with MPS policies and procedures, U.S. Department of Health and Human Services Head Start Performance Standards, and federal statutes.

Fiscal Impact Statement

8. This item does not authorize expenditures.

Policy Council's Recommendation

The MPS Head Start Policy Council recommends that the Board approve the following procedures for the composition and formation of the MPS Policy Council:

Regulation	Goal	Procedure	Board Approved
1304.50(b)(1)-(b)(7) Policy group composition and formation		The composition of the Policy Council: 51% parents and 49010 community representatives. Each school or off site will elect officers for their parent committee (Parent Center Meeting). The chairperson or the alternate of the Parent Center Meetings will represent the school or off- site on the Policy Council (policy group for the Grantee). The chairperson or alternate will make Policy Council reports at each school or site meeting.	September
	Written procedures on the policy group composition and formation	The representative and alternative win attend meetings to discuss program plans and budgets.	

Regulation	Goal	Procedure	Board Approved
		— *Both members agree to attend the Policy Council planning and budget meetings in order to provide information to parents in the meetings assigned to each school building (Parent Center Meetings); only one of the members will vote when both attend the Policy Council Meetings.*	
		The body is composed of one representative per site, one alternate, community representatives, and a board representative.	
		— *Schools are notified of the first scheduled meeting in September and the election procedures by Head Start staff, e.g.. Ed. Managers and the Family Partnership Associates.*	
		— ***One representative per site:*** *A parent of a child currently enrolled is qualified to be elected from the Parent Center Meeting in September/October.* — *The chairperson is the representative to the Policy Council.* — ***One alternate:*** *Parents can volunteer to be the alternate or can be elected by the parent members.* — ***Board Representative.:*** *The Board President or his/her designee is the delegate to the Policy Council.*	

Regulation	Goal	Procedure	Board Approved
(3) Community representatives must be drawn from the local community: businesses, public or private community, civic, and professional organizations; and others who are familiar with resources and services for low-income children and families, including, for example, the parents of formerly enrolled children.		— ***Community representative:*** *Parents and staff submit the names of candidates to the program coordinator; am application is mailed to the candidate; the* ad hoc *committee will review the applications and present the names to the council; the applicants will make an oral presentation to the council in October. A letter of acceptance is mailed to the candidates. The community representatives will attend the November Meeting.* — All community representatives must be elected annually.	
45CFR 1304.51(d)(1) Management Systems and Procedures	Enhance communication between the Board of School Directors and the Head Start Policy Council	The council will elect two representatives to attend the monthly board meetings: the chairperson and a volunteer member.	

Director Hardin moved to approve the Head Start Policy Council By-Laws and the Head Start Policy Council's policy and procedure for the composition of the Policy Council.

The motion prevailed, the vote being as follows:

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

Noes—None.

Temporarily absent—Director O'Neil—1.

* * * * *

(Item 8) Transmittal of the Annual District Report Card

This item initiated by the Administration

Administration's Report

1. In accordance with the MPS Administrative Policy 2.16, District Accountability System, the Administration presents the Board and the community with its annual Report Card for the 2003-2004 school year. School-by-school reports are presented along with a district overview (under separate cover).

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, while another indicator — attendance — must be reported for elementary and middle schools. Additionally, each school's performance is to be compared with the state's adequate yearly progress target, and professional qualifications of teachers must be reported.

3. Like last year's report card, the 2003-2004 Report Card meets most of the requirements of ESEA. 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. Results are reported in terms of all students enrolled and for all schools serving MPS students. As per past practice, principals have submitted brief text profiles of their schools as part of the first page of information for each school.

4. ESEA requires that Report Cards contain information regarding the percent of classes taught by "highly qualified" teachers. Given the complexities in reporting data on teacher quality, the district will continue to rely on Department of Public Instruction's annual reports to provide this information to the community.

5. 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 among schools serving diverse populations of students and help to improve our understanding of schools' achievement gains over time.

6. Information in the 2003-2004 Report Card will be used throughout the district to inform instructional planning and program evaluation and to define future research and policy needs.

* * * * *

REPORTS OF SPECIAL COMMITTEES

The Director, Office of Board Governance/Board Clerk, presented 31 expulsion orders from the Independent Hearing Panel of the Milwaukee Board of School Directors.

Director Johnson moved to accept the reports of the Independent Hearing Panel of November 22, 23, 29, and 30, 2004, and of December 1, 2, 3, 6, 7, 8, 9, 10, 13, 14, 15, 16, and 17, 2004.

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

Ayes— Directors Balistreri, Hardin, Johnson, Spence, and President Blewett—5.

Noes—None.

Temporarily absent—Directors Dannecker, Horton, Morales and O'Neil—4.

* * * * *

The Board recessed from 8:55 to 9:10 PM.

Director O’Neil left at 9:10 PM.

Director Dannecker left at 9:40 PM.

The Board adjourned at 10:11 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
JANUARY 27, 2005

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

Present—Directors Dannecker, Hardin, Horton, Johnson, O'Neil, Spence, and President Blewett (7:15 PM)—7.

Absent and excused—Directors Balistreri and Morales—2.

AWARDS AND COMMENDATIONS

Excellence in Education Award

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

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

First Stage Children's Theater
&
Milwaukee Youth Children's Orchestra

First Stage Children's Theater enhances the lives of young people through theater, whether they want to be on stage, behind the scenes, or in the audience. Founded in 1987, First Stage Children's Theater has grown into one of the nation's leading professional children's theater companies. Among Milwaukee-area theaters, it ranks second in ticket sales only to the Milwaukee Rep. First Stage is one of the leading arts-in-education organizations in the state. It also boasts the second largest professional theater academy for young people in the country.

Success has come from staying the course and never losing sight of its purpose, according to First Stage founder and managing director, Rob Goodman. "Our primary goal has always been to create a vibrant future for young people in our community by educating and nurturing them through the arts."

Following that star has also led First Stage to its new home — the Milwaukee Youth Arts Center (MYAC). The new facility provides the opportunity to reach more young people through greater service — both in quantity and quality. MYAC provides First Stage with an inspirational training and rehearsal space, as well as a new home for its administrative offices. MYAC has the facilities and capacity to allow First Stage to add a design wing, which offers classes for students in 5th grade and up in set and costume design. It also creates more opportunities for on-camera work. With the expanded classes, First Stage has also expanded its scholarship programs, adding increased opportunities for theater training to youth throughout the metro-Milwaukee community.

First Stage has long realized its goal of introducing children to high-quality, professional theater through its six-play season. Thousands of children each year have their first theater experiences at First Stage, seeing classics and popular favorites, as well as more challenging plays that push the artistic edge, all produced by a nationally acclaimed company. First Stage draws annual audiences of more than 165,000 people to its school and family performances.

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Through its Arts-in-Education programs, First Stage spends more than 1,500 hours each school year in classrooms throughout southeastern Wisconsin, offering pre-performance and post-performance classroom workshops, Teaching through Theater programs, and after-school creative drama programs. Its Education Department also provides teachers with enrichment materials filled with ideas about how to tie a field trip to the theater into learning across the entire curriculum. Another exciting venture at First Stage is The Young Company, a program for experienced students seeking pre-professional classes.

Established in 1956 as Music For Youth, Milwaukee Youth Symphony Orchestra (MYSO) is by several measures the largest and one of the most respected youth orchestra programs in the country. Providing comprehensive training in the finest techniques of orchestral and ensemble musicianship to nearly 800 students annually, this internationally acclaimed program currently offers musical opportunities to young musicians of varying abilities, ages 8-18, in a wide variety of orchestral, ensemble, and other enrichment programs. MYSO's six large ensembles include the flagship Senior Symphony, which rivals and even surpasses many college and community orchestras; a smaller, top-flight chamber orchestra comprisingf Senior Symphony students; Philharmonia, a second outstanding full symphony orchestra; Sinfonia, a string orchestra comprised primarily of middle-school students and supplemented by wind players in the second half of the season; a string training orchestra which rehearses in three smaller, regional groups; and a middle-school wind ensemble.

MYSO also offers its students experiences in flute choirs, a variety of chamber ensembles, theory and composition instruction, and concert performances ranging from community outreach concerts to more formal appearances in Uihlein Hall at the Marcus Center for the Performing Arts, as well as national and international touring. Recent efforts which have focused on involving more students and offering different genres of music have resulted in the new MYSO Jazz Studies initiative, plus MYSO's "Progressions" program, a partnership with Milwaukee Public Schools directed toward 3rd- and 4th-graders, as well as an exciting new joint venture with Milwaukee's Boys & Girls Clubs.

The partnership with Milwaukee Public Schools started with the 2003-2004 school year. MPS and MYSO understood the importance of providing more MPS students with the opportunity and resources to be successful in a program such as MYSO. Hence, the Progressions Program was created. The district's contribution to this equal partnership has been in providing instruments, partial registration for students, and, up to this point, a facility.

The "MYSO Experience" of intensive rehearsal, performance, and enrichment opportunities is supplemented by collaborative performance opportunities with such organizations as the Milwaukee Symphony Orchestra, First Stage Children's Theater, the Milwaukee Children's Choir, Present Music, and the Wisconsin Conservatory of Music. MYSO, whose donors represent a wide range of foundation, corporate, and individual support, has maintained its financial strength and stability as it has grown and has created a number of endowed scholarship funds that enable it to keep its promise of providing financial assistance to all qualified students who demonstrate financial need.

MYSO students hone their instrumental skills while studying and learning a broad range of repertoire, but also reap the many ancillary benefits of music study, developing skills which will serve them well throughout life — focus, discipline, time management, character, self-esteem, teamwork, leadership, and more. Many MYSO students have gone on to careers in performance and music education. Far more have pursued careers in businesses and professions, while still giving back to the arts as audiences, donors, volunteers, and parents of other budding musicians. With a tradition of top-quality training that spans nearly one-half century, MYSO looks forward to the move into the Milwaukee Youth Arts Center as an opportunity to reaffirm its reputation and to reach new heights of excellence and service to the community.

The Milwaukee Board of School Directors and the entire school community recognize First Stage Children's Theater and Milwaukee Youth Symphony Orchestra for dedication, outstanding leadership, and commitment to excellence on behalf of the students of the Milwaukee Public Schools.

Special Performance by MPS Students in the Progressions Program

The Progressions Program is a Partnership between the Milwaukee Public Schools and the Milwaukee Youth Symphony Orchestra. The students performing at this evening's Board meeting are in their second year of the Progressions Program. Their conductor is Ms. Ruth Bermudez.

Recognition of Dr. Martin Luther King, Jr., Speech Contest

On Saturday, December 11, 2004, the finals of this school year's Dr. Martin Luther King, Jr., Speech Contest took place at the WE Energies Building. The co-directors of the MPS semi-finals were Al Brown (retired MPS English teacher), Bob Helminiak (MPS Curriculum Specialist, Health and Physical Education), and Darrel Jacobs (retired MPS principal). This year, 27 MPS schools and eight private schools participated in the speech contest. The Milwaukee Board of School Directors would like to formally recognize those MPS students who placed first, second, or third in the competition:

2004-2005 Dr. Martin Luther King, Jr., Speech Contest Winners

Category	Place	Name	School
K-2	2nd	Briana Roberson	Wisconsin Avenue
	3rd	Lydia Defatte	Elm Creative Arts
Grade 3-5	1st	Brianna Hoskins	Elm Creative Arts
	3rd	Allison Kuhlmann	Neeskara
Grade 6-8	1st	Emily Daly	Golda Meir
	2nd	Jessica Holden	Westside Academy II
Grade 9-10	1st	Mirical Conner	Project Stay
	2nd	Aprel Handy	Custer High School
Grade 11-12	3rd	Talisa Smith	Rufus King High

In addition, those MPS students who placed first in the competition will present their speeches to the Board this evening.

Special Recognition of Teachers Receiving Certification from the National Board for Professional Teaching and Standards

More MPS teachers are attempting, and receiving, certification by the National Board for Professional Teaching Standards (NBPTS). The number of Milwaukee teachers certified recently increased from 7 to 11, with an additional 20 candidates currently in the process. MPS is working collaboratively with the NBPTS and the MTEA to increase the number of urban teachers seeking certification. The NBPTS is providing funds to help recruit candidates, to offset the $2,300 application fee, and to 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 which they teach, provide evidence that they know how to teach effectively, and demonstrate their ability to manage and measure student learning. Teachers create and submit portfolios that include videotapes, samples of student work, and written documentation describing, analyzing, and reflecting on their practices. In addition to the portfolios, 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 abilities.

Teachers earning national certification can become licensed as Master Educators under Wisconsin's new certification rules under PI-34. They are considered highly qualified under NCLB.

MPS staff newly certified by the National Board and their schools:

Amy Hagenow, Honey Creek
Brenda Martinez, ALBA
Beth Strong, Allen Field
Mike Wall, Grant

Proclamation in Honor of the National PTA Founder's Day

By Board President Blewett, on behalf of the Board, in honor of the 108th Annual National PTA Founder's Day, to be celebrated by the Milwaukee City Council PTA/PTSAs, Inc., on Monday, February 7, 2005:

Proclamation in Honor of
National PTA Founders Day

WHEREAS, Parent Teacher Association, PTA, is an association promoting children's health, welfare, and education in our community and around the country; and

WHEREAS, National PTA, which was founded in 1897, is celebrating its 108th anniversary in February 2005; and

WHEREAS, through the tireless volunteer efforts of PTA members in Milwaukee, in Wisconsin, and throughout the country, important, innovative efforts such as child labor laws, juvenile justice codes, Kindergarten, school hot lunch programs, school immunization against childhood diseases, drug awareness programs, television ratings, and many other worthwhile endeavors contributing to our schools and society have been undertaken ; and

WHEREAS, PTA members in our community have been an integral part of the successful awareness and adoption of important activities for our local schools; and

WHEREAS, The Milwaukee City Council PTA/PTSAs, Inc., is celebrating National PTA Founder's Day on Monday, February 7, 2005; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors does hereby proclaim February 7, 2005, to be NATIONAL PTA FOUNDERS DAY in the Milwaukee Public Schools; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors encourages all citizens of Milwaukee to join with PTA members as they celebrate this day, and to salute them for their advocacy and educational efforts to improve the lives of all children; and be it

FURTHER RESOLVED, That this Resolution be spread upon the permanent Record of this Board, and that the Board's President present, on behalf of the Milwaukee Board of School Directors, a suitably engrossed copy to the Milwaukee City Council PTA/PTSAs, Inc., at its celebration to be held on Monday, February 7, 2005, in the Auditorium of the Milwaukee Public Schools Central Services Building.

Adopted by concensus.

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Other awards and Commendations

Schools

Healics, Inc., recently donated $8,000 to Intrinsic Learning, a business partner with Henry L. Palmer School, to support an innovative program called Math Wizards. Intrinsic Learning sought these funds from Healics, Inc., to prepare enrichment materials in the area of math problem solving and skill attainment. The students and staff at Henry Palmer School are very fortunate to receive support from community businesses such as Healics and Intrinsic Learning.

Staff

For the 2004-2005 school year, The College Board has awarded the Milwaukee Public Schools $5,000 to support the districts' efforts to "target non-white and low-income students for inclusion in pre-AP and AP coursework that will ensure their achieving success on the culminating AP exams." The money is provided to support AP materials and professional development for teachers at the middle- and high-school levels.

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APPROVAL OF MINUTES

The minutes of the regular and special Board meetings of November 11, 18, 20 and 23, 2004, and December 7 and 20, 2004, were approved as printed.

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REPORTS OF SPECIAL COMMITTEES

By consensus, the Board next took up the reports of Special Committees, President Blewett in the chair.

The Director, Office of Board Governance/Board Clerk, presented 31 expulsion orders from the Independent Hearing Panel of the Milwaukee Board of School Directors.

Director Johnson moved to accept the reports of the Independent Hearing Panel of January 3, 4, 6, 10, 11, 12, 13, 18, 19, 20, 21, 25, and 26, 2005.

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

Ayes—Directors Dannecker, Hardin, Horton, Johnson, O'Neil, Spence and President Blewett—7.

Noes—None.

COMMUNICATIONS FROM THE SUPERINTENDENT

(Item A) Action on a Recommendation to Ratify a Negotiated Labor Agreement with Local 1616 (Technical Employees)

Office of the
Superintendent of Schools

TO THE BOARD OF SCHOOL DIRECTORS:

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

Local 1616 (Technical Employees) —
Two (2)-year contract (July 1, 2004, through June 30, 2006)

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

Sincerely,

William G. Andrekopoulos
Superintendent of Schools

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HIGHLIGHTS OF CONTRACT RESOLUTION BETWEEN
THE MILWAUKEE BOARD OF SCHOOL DIRECTORS AND LOCAL 1616
JULY 1, 2004, THROUGH JUNE 30, 2006

1. Two (2)-year contract (July 1, 2004, through June 30, 2006)

2. Health Insurance:
   - Design changes in both plans
   - Employee premium share language (PPO only)

3. Salaries:
   - 7/01/04..... 2.5%
   - 1/01/05..... 0.5%
   - 7/01/05..... 2.0%
   - 1/01/06..... 1.0%

4. Commitment to establishing a health and productivity management (H&P) program.

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

Director Hardin moved to approve and adopt the contract.

The motion prevailed, the vote being as follows:

Ayes—Directors Dannecker, Hardin, Horton, O'Neil, Spence and President Blewett—6.

Noes—None.

Temporarily absent—Director Johnson—1.

* * * * *

REPORTS OF STANDING COMMITTEES

Separate consideration was requested of the following items:

Innovation/School Reform Committee, Item 4, action on the MPS Head Start Program's compliance as it relates to program deficiencies and areas of non-compliance;

Innovation/School Reform Committee, Item 5, a resolution regarding student canvassing; and

Finance/Personnel Committee, Item 5, a report on staffing for the 2004-05 school year.

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

Ayes—Directors Dannecker, Hardin, Horton, Johnson, O'Neil, Spence and President Blewett—7.

Noes—None.

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COMMITTEE ON INNOVATION/SCHOOL REFORM

Director O'Neil 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 New Concept's School of Creative and Performing Arts

Background

On May 28, 2004, the New Concept's School of Creative and Performing Arts submitted a proposal to become an MPS non-instrumentality charter school for the 2005-2006 school year. The MPS Charter School Review Panel, which consists of members of the Board, the public and the Administration, is recommending the concept of the New Concept's School of Creative and Performing Arts as a non-instrumentality charter school high school that will serve a maximum of 100 students.

Since the Panel's approval of the proposed school's concept, the Administration has determined that 8% of the district's projected enrollment for the 2005-2006 school year would allow the district to contract for 7,454 seats under the Memorandum of Understanding with the MTEA; therefore, given the number of contracted seats already committed, the total number of seats available for contracting is 305.

Analysis

1. On July 23, 2004, 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 charter school proposal of New Concept's School of Creative and Performing Arts. Following the demonstration, the Panel decided to recommend the concept of the proposal from the New Concept's School of Creative and Performing Arts to become a MPS non-instrumentality charter school. The Panel believes that the proposal has the components necessary to establish a successful charter school. Some of the factors contributing to the endorsement are that the New Concept's School of Creative and Performing Arts High School:

   a. has a dedicated team willing to take ownership of the concept of the New Concept's School of Creative and Performing Arts High School;

   b. offers a program that incorporates social services to reduce factors that normally hinder students from meeting their educational goals;

   c. plans to use the team approach to providing individualized learning plans for each student;

   d. has developed valuable partnerships with business and area institutions of higher learning to establish internships and job-placement opportunities for students;

   e. proposes a school of the performing arts as a method to engage students while they work towards their educational goals; and

   f. proposes a program that would fill a gap in MPS, in that it provides small class size with highly individualized instruction and targets students who are not likely to succeed in large high schools.

2. The MPS Charter School Review Panel recommends that the concept of the proposal be approved at this time.

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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 Rule Statement

4. The recommendation is consistent with Wisconsin Statute 118.40, Charter Schools, and Administrative Policy 9.12, Charter Schools.

Fiscal Impact Statement

5. Upon approval, the FY 2006 budget will allocate funds to the New Concept's School of Creative and Performing Arts High School in the same manner as it does other MPS non-instrumentality charters schools.

Committee's Recommendation

Your Committee recommends that the Board:

1. approve the concept of the New Concept's School of Creative and Performing Arts 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 New Concept School of Creative and Performing Arts in anticipation of the establishment of an MPS non-instrumentality charter school for the 2005-2006 school year.

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

* * * * *

(Item 2) Approval of a Charter School Contract with and Location for the Milwaukee Academy of Aviation, Science and Technology

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 Milwaukee Academy of Aviation, Science and Technology High School (MAAST). On June 24, 2004, the Board approved the concept of MAAST's charter school petition for possible implementation as an MPS instrumentality charter school during the 2005-2006 school year.

2. Through an interdisciplinary aviation and aerospace program that integrates technology throughout the curriculum, MAAST will empower students to:

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 work place; and

c. achieve the level of computer literacy that will allow them to meet the challenges of a rapidly changing, technologically rich society.

3. At the time of the concept's approval, a site had not yet been identified. The school has now participated in the school facility identification process and has agreed to share space at Andrew Douglas Community Academy, located at 3620 N. 18th Street, Milwaukee, Wisconsin, 53206.

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4. MAAST accepts the model instrumentality charter school contract with the following modifications in terms:

a. The person in charge of the charter school shall hold the position of Assistant Principal in Charge or Principal.

b. Dura Hale, or his successor, will be the person 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 school will share space at Andrew Douglas Community Academy, located at 3620 N. 18th Street, Milwaukee, Wisconsin 53206.

e. The total cost of the contract shall be based on the charter school's full-time-equivalent (FTE) count for up to 150 pupils in grade 9 for the 2005-2006 school year, 200 pupils in grades 9-10 for the 2006-2007 school year, 300 pupils in grades 9-11 for the 2007-2008 school year, and the maximum of 400 pupils in grades 9-12, to be maintained during the 2008-2009 and the 2009-2010 school years of the contract.

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 Administrative Policy 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 will be budgeted and considered for approval in the FY06 Board-adopted budget.

9. In addition to the Board-approved budget allocation, MAAST is a recipient of the Bill and Melinda Gates Grant and, upon Board authorization as a charter school, will be eligible to apply for the Wisconsin Department of Public Instruction's Charter School Implementation Grant.

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 attached charter school contract with the Milwaukee Academy of Aviation, Science and Technology High School as an instrumentality charter school, with the following modifications in terms:

1. The person in charge of the charter school shall hold the position of Assistant Principal in Charge or Principal;

2. Dura Hale, or his successor, will be the person 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 school will share space at Andrew Douglas Community Academy, located at 3620 N. 18th Street, Milwaukee, Wisconsin 53206;

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5. The total cost of the contract shall be based on the charter school's full-time-equivalent (FTE) count for up to 150 pupils in grade 9 for the 2005-2006 school year, 200 pupils in grades 9-10 for the 2006-2007 school year, 300 pupils in grades 9-11 for the 2007-2008 school year, and the maximum of 400 pupils in grades 9-12, to be maintained during 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) Approval of a Charter School Contract with the Honey Creek Continuous Progress 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 Honey Creek Continuous Progress School. On June 24, 2004, the Board approved the concept of the Honey Creek charter school petition for possible implementation as an MPS instrumentality charter school during the 2005-2006 school year.

2. The Honey Creek community supports charter status in order to:

a. advance Honey Creek's vision and mission of high standards and excellence in all areas of student achievement: Continuous progress is the primary model in place as the guiding structure for Honey Creek. Features include the basic premise that every child is unique and has an individual pattern and timing for growth. The Direct Instruction methodology supports the philosophy that each child can learn if motivated and taught thoroughly;

b. work diligently to meet the diverse needs of children with special education needs as outlined in their Individual Educational Plans (IEPs);

c. improve communication between home and school and attract families who are looking for academic excellence for their children in a Milwaukee Public School: Honey Creek will annually seek the necessary memoranda of understanding with the bargaining units through the Department of Labor Relations to implement one additional parent/teacher conference day per semester, bringing the total to four annually.

3. Honey Creek accepts the model instrumentality charter school contract with the following modifications in terms:

a. Santa Consiglio, 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; and

c. the total cost of the contract shall be based on the charter school's full-time-equivalent (FTE) count for up to 360 pupils in grades K3 through Continuous Progress grade 5 for each year during the contract term.

Strategic Plan Compatibility Statement

4. This program supports the MPS Strategic Plan Goal 1, student achievement; Goal 2, student success in further education and employment; and Goal 3, family satisfaction, as measured by their choices in the education marketplace.

Statute, Administrative Policy, or Board Rules Statement

5. This contract is being presented to the Board pursuant to Administrative Policy 9.12, Charter Schools.

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

Fiscal Impact Statement

7. This item 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.

8. Upon Board approval as a charter school, Honey Creek will be eligible to apply for the Wisconsin Department of Public Instruction's Charter School Implementation Grant.

Implementation and Assessment Plan

9. 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 attached charter school contract with Honey Creek Continuous Progress School as an instrumentality charter school, with the following modifications in terms:

1. Santa Consiglio, 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; and

3. the total cost of the contract shall be based on the charter school's full-time-equivalent (FTE) count for up to 360 pupils in grades K3 through Continuous Progress grade 5 for each year during the contract term.

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

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(Item 4) Action on the MPS Head Start Program's Compliance As It Relates to Program Deficiencies and Areas of Non-Compliance

Administration's Analysis

1. On Monday, July 12, 2004, Milwaukee Public Schools (MPS) received the Head Start Review Report and a letter of findings from the Region V Office of Family and Child Development, which included detailed information on specific areas of program performance that were noted as deficient during an on-site review conducted in March 2003. While the review found that some areas of deficiency had been corrected, new deficiencies were noted.

2. As a result, on August 13, 2004, MPS submitted a Quality Improvement Plan (QIP) that proposed actions and steps that the district would take in order to meet compliance.

3. On September 29, 2004, MPS submitted revisions to the QIP, as well as a Non-Compliance Action Plan, which outlined the district's plans related to compliance.

4. On January 8, 2005, the Policy Council met and approved the following items, which documented action steps and procedures taken by the district to remedy areas of deficiency and non-compliance:

a. Communication Between the Head Start Policy Council and the MPS Board of School Directors — Deficiencies: Head Start Performance Standard 1304.50 (d)(1)(ii)(iii) and (iv) and 45 CFR Part 1305.3 (Attachment A);

b. Policy on the role and responsibilities of the Milwaukee Board of School Directors, which addressed Head Start Performance Standard 1304.50(g)(1) (Attachment B);

c. MPS Head Start Personnel Policies and Procedures, addressing program deficiencies in Head Start Performance Standards 45 CFR 1301.31 (a)(4), and 45 CFR 1304.52(k) (Attachment C);

d. Informational item on a plan developed and actions taken by the MPS Head Start Staff and Administration as a result of a motion approved by the MPS Head Policy Council on December 11, 2004 (Attachment D); and,

e. MPS Head Start Volunteer Policies and Procedures, addressing program deficiencies in Head Start Performance Standards 45 CFR 1301.31 (a)(4), and 45 CFR 1304.52(k) (Attachment E).

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.

Statute, Administrative Policy, or Board Rules Implication Statement

6. The recommendation is consistent with MPS policies and procedures, U.S. Department of Health and Human Services Head Start Performance Standards, and federal statutes.

Fiscal Impact Statement

7. This item does not authorize expenditures.

Committee's Recommendation

Your Committee recommends that the Board approve the documented action steps and procedures taken by the district to remedy areas of deficiency or non-compliance.

Director Dannecker moved that the Board approve the documented action steps and procedures taken by the district to remedy areas of deficiency of non-compliance, including specifically:

1. The procedures regarding shared decision making, program planning, and program philosophy, goals and objectives, as stated in the communication between the Head Start Policy Council and the MPS Board of School Directors as outlined in Attachment A;

2. The Roles and Responsibilities of the Milwaukee Board of School Directors in the MPS Head Start Program as outlined in Attachment B;

3. The Personnel Policies for the Head Start Program as identified in Attachment C;

4. Approving implementation of the plan developed as a response to the motion approved by the Head Start Policy Council at a meeting on December 11, 2004, as identified in Attachment D; and

5. The MPS Head Start Volunteer Policy and Procedures as outlined in Attachment E.

The motion prevailed, the vote being as follows:

Ayes—Directors Dannecker, Hardin, Horton, Johnson, O'Neil, Spence and President Blewett—7.

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Noes—None.

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(Item 5) Action on Resolution 0405R-035 By Director Dannecker Regarding Student Canvassing

Background

At its meeting on November 23, 2004, the Board referred Resolution 0405R-035 by Director Dannecker to the Committee on Innovation/School Reform:

WHEREAS, The Milwaukee Board of School Directors ("Board") has a substantial interest in providing a sound, nonpartisan basic education in civics to students attending the Milwaukee Public Schools; and

WHEREAS, The Board has a strong interest in preventing any exploitation, or the appearance of exploitation, of children who are participating in educational activities as part of the curriculum provided to them by the Milwaukee Public Schools; and

WHEREAS, During the recent elections, news reports suggested that children attending Milwaukee Public Schools were used or exploited to further partisan political interests by canvassing door to door on behalf of partisan political interests in a manner inconsistent with the mission or appropriate range of activities conducted by the Milwaukee Public Schools; and

WHEREAS, The Board needs to evaluate whether inappropriate conduct has occurred or whether a substantial risk of such exploitation or inappropriate conduct arises out of the curriculum or ancillary activities conducted by Milwaukee Public Schools and to determine whether policy changes are necessary or appropriate or whether other action should be taken to protect proper interests of the Board which may be damaged by such activities; now, therefore, be it

RESOLVED, That the Administration be directed to fully investigate the instances in which students have been used to conduct door-to-door canvassing that might be construed as political in nature; and be it

FURTHER RESOLVED, That the Administration consult with the City Attorney and any other appropriate expert regarding the legality of such activities; and be it

FURTHER RESOLVED, That the Administration prepare a report of its findings, including a full description of the nature and. extent of the alleged activities, the identity of all persons known to have directed or initiated such activities, the relation of such activities to the curriculum, the legality and propriety of such· activities, any recommendations as to possible policy changes, and such other relevant matters that the Administration deems appropriate; and be it

FURTHER RESOLVED, that the Administration present its report to the Board as soon as possible, but no later than January 2005.

Administration's Report

1. The following is a brief summary of the 2004 election-year activities of the Wisconsin Citizen Action Fund (WCAF) which involved some MPS sites or associated programs. Information in this report is a result of a review of curriculum materials provided by WCAF and its Executive Director; a review of documents provided by the schools and programs involved: checks and receipts, field-trip forms, scripts for door-to-door "Get Out the Vote" (GOTV) efforts, and phone-bank calls; and conversations with principals and staff of the MPS sites involved in these activities. Various support documents have been provided under separate cover.

2. First mention of WCAF's GOTV activities came in a spring issue of the *Sharpener*, the newsletter of the Milwaukee Teachers Education Association (MTEA). Articles promoted participation in a Service Learning Workshop that was held on March 23, 2004. A second promotion in the *Sharpener* of the

learning project came in early September, regarding a meeting on the learning project that was set for September 9, 2004. The article stated that schools would receive $500 for each ward in which they worked.

3. The GOTV activities began in October 2004. MPS Administration became aware of some schools' participation when a few principals responded to an email from the Division of Communications & Public Affairs asking schools to share some of their election-year activities in response to a media request. The Administration operated under the assumption that all materials had been reviewed carefully at the school level and had met approval for use.

4. On October 26, 2004, the *Milwaukee Journal Sentinel* ran an article that included the following list of participating MPS sites or associated programs:

A.G. Bell MS
Audubon
Community School
Congress
Craig Montessori
Diamond Girls
Andrew S. Douglas Academy
Fritsche
Greenfield Montessori
Humboldt Park K-8
La Causa Charter
La Causa/ALAS HS
Longfellow
Madison University HS
Milwaukee Education Center MS
Metro HS
Milwaukee School of Entrepreneurship
Milwaukee Sign Language
Milwaukee Village MS
New School for Community Service
North Division HS Transition Program
Professional Learning Institute
Project Stay Senior Institute
Pulaski HS
Sarah Scott MS
Shalom
Spotted Eagle HS
Trowbridge
Walker Int'l MS
Washington HS
WI Conservatory of Lifelong Learning
Westside Academy II
Wings Academy

5. The Administration acquired the GOTV materials that had been used in the student activities. These materials, including flyers used in canvassing efforts, were reviewed by Administration and shared with the City Attorney. The City Attorney's concerns included the fact that the WCAF's activities were first brought to the attention of teachers through the MTEA, which had previously endorsed a presidential candidate. Questions were raised regarding student safety while being transported to activities or while conducting them. An additional concern was that the canvassing was not done randomly throughout the district, but in wards selected by WCAF. Discussions with the City Attorney also centered on whether some of the materials were truly non-partisan, and the view that WCAF's own target issues aligned that organization with the stance of the Democratic Party. While there were verbal accounts from the schools of how WCAF had arranged buses used to transport students to GOTV and phone-bank activities, it was unclear who had funded those buses.

The City Attorney's office advised that there were a number of difficult variables during an already contentious election year, and that even if only the question of impropriety exists, the activities should be stopped. Examples of WCAF's materials have been provided under separate cover.

6. On October 27, 2004, after consulting with the City Attorney's Office and reviewing MPS Administrative Policy 9.08 regarding political advocacy in the schools and Wisconsin State Statute 119.32, which states the Superintendent is in charge of schools and their curriculum, the Superintendent informed the Board that he had exercised his ability to suspend community canvassing by students and the distribution of election literature. He explained that there were too many variables for the district to manage and that the MPS Administration felt it necessary to take the action to avoid the appearance of impropriety. School administrators were informed of the action in a memo to them dated October 28, 2004. WCAF's activities in the schools were suspended.

7. Shortly after the election, on November 8, 2004, an open records request was filed by *Milwaukee Journal Sentinel* reporters for records showing the amount of money paid to MPS, its teachers, and its schools by WCAF, and for access to the agreements between WCAF and the MPS schools and

teachers. The requested information was gathered through the collaborative efforts of the Office of Board Governance, the Department of Administrative Accountability, and the Division of Communications & Public Affairs.

8. The records as described in the reporters' request are held in the individual schools and sites and not at a central location, causing this records search to be very time-consuming. WCAF has declined to share its records regarding its activities in MPS schools and sites, despite the Administration's request that it do so.

9. All school administrators were notified of the need for their records in an email from the Superintendent dated November 17, 2004, which also explained how WCAF's efforts were in violation of Administrative Policy 3.09, Purchasing and Bidding Requirements, and Administrative Policy 6.04, Employee Code of Ethics. Additional reminder emails and follow-up calls were made to school administrators by specialists in the Department of Administrative Accountability and the Division of Diversified Community Schools.

10. Of the 34 schools/programs that responded to our request, 21 provided copies of agreements with WCAF. Of the agreements provided, one was blank. The remainder had been signed by teachers. No principals' signatures were seen. This is in violation of Administrative Policy 3.09, which provides that "Only department heads, their designees, and school principals may enter into agreements on behalf of Milwaukee Public Schools."

11. Sixteen agreements provided by schools/programs were not signed by a representative of WCAF.

12. Seventeen of the responding schools/programs showed evidence of completed/signed field trip applications to cover door-to-door or phone-bank activities; signed parental permission slips; or copies of blank permission slip forms.

13. One teacher provided records that she had canceled her school's participation as early as October 7, 2004, because of dissatisfaction with the "training, support and supervision of volunteers" on the part of WCAF.

14. Of the schools/programs that have responded, 22 reported having received money from WCAF. Most showed evidence of having returned the money as requested by MPS Administration, or were in the process of doing so. All have been informed of the need to return funds to WCAF. The payments reported by the 22 schools/programs total $10,500. One school alone, the Milwaukee Education Center Accelerated Middle School, provided records showing it received $2,750 from WCAF because it used students to do activities in 11 voting wards, at $250 per ward.

15. While at least one school reported it conducted its GOTV activities outside of school time, the majority reportedly conducted their activities during school hours. The MPS Code of Ethics, Sections 2(a) and 3(a), dictates that employees of MPS cannot accept financial incentives for services performed for other institutions during an MPS workday.

16. On December 15, 2004, the Superintendent, the Director of Administrative Accountability, and the Director of Communications & Public Affairs met with representatives of WCAF, including its Executive Director. Information which we had at the time regarding our schools' activities was shared. WCAF's representatives stated that, as participation in their activities grew, the process got out of hand. It was agreed that:

a. there was inconsistency in the way the activities were conducted in MPS facilities;

b. principals should have signed the agreements, and field-trip forms should have been properly filled out and signed by principals as well. There should be evidence of parental permission having been obtained in all cases without exception; and

c. future involvement of MPS in such activities can be possible with appropriate early review at the Superintendent's level and subsequent review and approval by the Office of the City Attorney of all intended materials and activities, along with stringent adherence to MPS's administrative policies and Code of Ethics.

Committee's Recommendation

Your Committee recommends that, as the information requested in the resolves of Resolution 0405R-035 has been provided, this resolution be placed on file.

Director Dannecker moved to adopt the Committee's recommendation to postpone indefinitely.

The motion prevailed, the vote being as follows:

Ayes—Directors Dannecker, Hardin, Horton, Johnson, O'Neil, Spence and President Blewett—7.

Noes—None.

* * * * *

(Item 6) Action on Resolution 0405R-023 by Directors Blewett, Balistreri, and Morales Regarding the High School Redesign Initiative

Background

At its meeting on August 26, 2004, the Board referred Resolution 0405R-023 by Directors Blewett, Balistreri, and Morales to the Committee on Innovation and School Reform:

WHEREAS, The Metropolitan Milwaukee Association of Commerce Community Support Foundation, Inc., (MCSF) has received a $17,250,000 grant from the Bill and Melinda Gates Foundation for "A New Vision of Secondary Education: Small School Development in Milwaukee," a project to "support the redesign of Milwaukee's large comprehensive public high schools and the development of small autonomous high schools throughout Milwaukee"; and

WHEREAS, The proposal which the MMAC Community Support Foundation, Inc., submitted to the Gates Foundation specified that the Milwaukee Public Schools (MPS), as a key stakeholder in this redesign, would have among its responsibilities the authorization of expenditures of $9,500,000 of those funds "allocated to affect MPS enrolled students" and the approval of "planning and implementation sub-grants for multiplexes and new or improving small schools", and

WHEREAS, A Memorandum of Understanding (MOU) entered into by MPS, MCSF, the TransCenter for Youth's Technical and Leadership Center (TALC), the Milwaukee Partnership Academy (MPA), and the Alliance for Choices in Education (ACE) on March 21, 2003, also specifies that MPS will have among its responsibilities the authorization of "expenditures of Bill and Melinda Gates Foundation funds allocated to affect MPS enrolled students" and the approval of "planning and implementation sub-grants for multiplexes and new or improving small schools," and

WHEREAS, The same proposal and MOU specify that TALC, with $5,750,000 of the grant funds, will

- provide technical assistance to the MPS High School Redesign Team
- convene leadership groups applying for planning and implementation grants for orientation sessions
- provide technical assistance to small school and multiplex leadership teams
- research costs, including data strategy associated with the transition and operation of multiplex and small school creation efforts

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- document, evaluate, and communicate TALC efforts and outcomes to maximize the national impact of small school strategies for improving education; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors direct the Administration to bring back to the Board, no later than the October 2004 Board cycle, an outline for a process by which MPS will review and authorize for the planning and improvement of small schools and multiplexes, as well as an outline of a process by which MPS will authorize expenditures of its portion of the Bill and Melinda Gates Foundation's grant funds; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors direct the Administration to bring back to the Board a detailed explanation of the responsibilities of TALC as they relate to its partnership with MPS in "A New Vision of Secondary Education: Small School Development in Milwaukee," including TALC's role in the provision of technical assistance to small school and multiplex leadership teams and to the MPS High School Redesign Team.

Administration's Analysis

1. This resolution directs the Administration to:

   a. bring to the Board an outline for a process by which MPS will review and authorize planning and improvement of small schools and the funds associated with these schools as identified in the MPS portion of the funding from the Bill & Melinda Gates Foundation, and

   b. provide a detailed explanation of the responsibilities of Technical Assistance and Leadership Center (TALC), including its role in providing technical assistance to schools.

2. Since the inception of the MPS High School Redesign Initiative, the Administration has been working closely with district personnel, school implementers, and TALC to develop processes to support the implementation of the initiative. Initially, these processes were developed and implemented as informal agreements. More recent efforts have aimed to move away from these informal agreements to formal, written descriptions of the processes by which MPS authorizes use of funds for high school redesign, resolves questions regarding the use of these funds, and defines the roles and responsibilities of the technical assistance provider identified in the grant funding.

3. Prior to the formal processes, the Metropolitan Milwaukee Association of Commerce Community Support Foundation (MCSF), the grant recipient, had an agreement with TALC to provide administration and grant fiscal oversight. TALC, in conjunction with the MPS Superintendent, then signed agreements with school planning and implementation teams that articulated the expectations regarding use of awarded funds. The development of the formal written descriptions of the processes included the collection of feedback from current small-school planners, implementers, district personnel, and representatives of the Milwaukee Teachers Education Association (MTEA). The High School Redesign Initiative is committed to learning from implementers and district experts as the initiative evolves.

4. The major change from the earlier agreements is that school planning and implementation teams now have a written agreement regarding the use of grant funds signed only by the MPS Superintendent. Small-high-school planning and implementation teams are accountable to the MPS Superintendent and to the MPS Director of High School Redesign for grant funds. The most recent draft of the document detailing this agreement is referred to as "Memorandum of Agreement" (MOA) for either planning funds or for implementation funds. The planning MOA is included as Attachment 1 to this item, and the implementation MOA is included as Attachment 2 (provided under separate cover). The anticipated completion date of the MOA documents is January 31, 2005.

5. A second important change from the previous agreements is that the district now has a written agreement with TALC detailing the roles and responsibilities of each party in the High School Redesign Initiative. This agreement clarifies that the authorization of the MPS portion of the grant funds is the responsibility of the MPS Superintendent or identified MPS staff and that questions regarding the use of these funds will be forwarded to the MPS Director of High School Redesign for resolution. The most recent draft MOA between MPS and TALC is included as attachment 3 (provided under separate cover). The anticipated completion date of the MOA document is January 31, 2005.

6. Included with the MOAs for planning and implementation teams, as well as in the MOA between MPS and TALC, is ongoing work with the MTEA to ensure that the agreements are aligned with contact provisions or, where necessary, are aligned with modifications to the contract through a memorandum of understanding (MOU).

7. The authorization of the MPS portion of grant funds for the High School Redesign Initiative includes steps related to the approval of proposals and the authorization of funds. These steps, which are embedded in the referenced MOAs, are detailed in the "Process Guidelines" used by planning and implementation teams.

8. The resolution under consideration directs the Administration to bring to the Board an outline for a process by which MPS will review and authorize planning and improvement of small schools and the funds associated with these schools as identified in the MPS portion of the funding from the Bill & Melinda Gates Foundation. The outline of the authorization of funds for MPS planning and implementation teams is as follows:

a. Planning grant funding, authorization and expenditures

(1) The Superintendent of the Milwaukee Public Schools is presented with recommendations for funding from a nine-person RFP review team. This team includes four members from Milwaukee Public Schools, one of which will be from MTEA; four members from TALC; and one member representing the Milwaukee Partnership Academy (MPA).

(2) The MPS High School Redesign Coordinating Committee — comprising the Superintendent, the Director of Strategic Planning and Community Outreach, the Director of High School Redesign, a current MPS high-school principal, and three members of TALC — receives recommendations from the evaluation team and conducts a collaborative review of those recommendations. The Superintendent grants final approval and authorizes release of funds.

(3) The Superintendent and TALC's Executive Director sign letters announcing planning grant awards, and TALC sets up accounts to process expenditure requests.

(4) The Director of High School Redesign and TALC staff schedule and facilitate required planning-grant orientation meetings for planning teams.

(5) The planning grant team develops and submits for approval a planning-grant budget detailing the use of planning-grant funds.

(6) The Director of High School Redesign and the planning team's TALC small-school coach review the planning-grant budget, contact the planning team leader to resolve questions, and approve the planning-grant budget.

(7) Planning grant teams meet with the Director of High School Redesign to execute an MOA which outlines the requirements of the planning grant.

(8) Planning team leaders and the Superintendent sign the MOA, which allows access to grant funds.

(9) Planning team leaders authorize use of funds by completing and signing payment requests for planning-team members' activities, vendor purchases, professional development activities, or travel, which they submit to TALC for processing. (Please note: stipend-payment requests for school team leaders are submitted to the MPS Director of High School Redesign for approval and forwarded to TALC.)

(10) TALC comptroller reviews requests for grant compliance based on the planning team's proposal and submitted budget and processes requests for payment.

(11) TALC comptroller contacts the Office of the Superintendent to address any planning-grant budget questions regarding grant compliance and appropriateness.

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(12) The Director of High School Redesign investigates and resolves questions. This resolution will include, if appropriate, collaboration with TALC.

(13) In cases where the question cannot be resolved or more information is needed, the Director of High School Redesign will bring the issue to the High School Redesign Coordinating Committee for discussion.

(14) Resolution of questions regarding use of planning-grant funds may include freezing access to funds and, in some cases, termination of the grant at the recommendation of the Superintendent.

b. Implementation grant funding, authorization, and expenditures

(1) School teams which successfully complete the planning process and are approved to open by the Milwaukee Board of School Directors are eligible to receive an implementation grant.

(2) The Director of High School Redesign and TALC staff schedule and facilitate required information sessions for planning teams approved to open schools. (Planning teams will now be referred to as "school teams.")

(3) School teams, working with the Director of High School Redesign and their TALC small-school coach, develop implementation grant proposals, which they submit to the Director of High School Redesign and TALC for review.

(4) The High School Redesign Coordinating Committee receives recommendations and conducts a collaborative review of implementation grant proposals. The Superintendent grants final approval and authorizes release of funds.

(5) The Superintendent and TALC's Executive Director sign letters announcing implementation grant awards, and TALC sets up accounts to process expenditure requests.

(6) School team leaders meet with the Director of High School Redesign to execute an MOA which outlines the requirements of the implementation grant.

(7) School team leaders and the Superintendent sign the MOA.

(8) School team leaders authorize use of funds by completing and signing payment requests for planning-team members' activities, vendor purchases, professional development activities, or travel, which they submit to TALC for processing. (Please note: stipend-payment requests for school team leaders are submitted to the Director of High School Redesign for approval and forwarded to TALC.)

(9) TALC comptroller reviews requests for implementation-grant compliance based on the school team's proposal and submitted implementation-grant budget.

(10) TALC comptroller contacts the Office of the Superintendent to address any questions regarding implementation-grant compliance and appropriateness.

(11) The Director of High School Redesign investigates and resolves questions. This resolution will include, if appropriate, collaboration with TALC.

(12) In cases where the question cannot be resolved or more information is needed, the Director of High School Redesign will bring the issue to the High School Redesign Coordinating Committee for discussion.

(13) Resolution of questions regarding the use of implementation-grant funds may include freezing access to funds and, in some cases, termination of the grant at the recommendation of the Superintendent.

9. This resolution also directs the Administration to provide a detailed explanation of the responsibilities of TALC, including its role in providing technical assistance to schools. The clarification of

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TALC's roles and responsibilities, which is embedded in the MOA between MPS and TALC, is detailed in the "Process Guidelines."

10. Roles and Responsibilities — Technical Assistance & Leadership Center

TALC provides Milwaukee Public Schools with the additional experience needed to develop and implement small high schools. TALC works collaboratively with MPS and provides MPS staff with training, with workshops, and with the human-resources infrastructure required to process grant expenditures, to offer school-based development support and coaching, and to report grant activities to the funder. TALC's roles and responsibilities related to the planning and implementation of new small high schools in Milwaukee Public Schools are outlined in the following:

a. District-wide support

(1) Signs an MOA with the Superintendent which defines the use of planning and implementation grant funds intended for MPS and MPS schools and which governs the relationship between MPS and TALC.

(2) Meets weekly with the Superintendent and the High School Redesign Coordinating Committee.

(3) Provides advocacy to support the High School Redesign Initiative across the community and with stakeholders at the local and state levels.

(4) Researches costs, including data strategy associated with the transition and operation of multiplex and small school creation efforts.

(5) Documents, evaluates, and communicates TALC's. efforts and outcomes (provided under separate cover) to maximize the national impact of small-school strategies for improving education.

(6) Develops and submits reports to the funder as required.

(7) Provides funding to support salary and benefits of the Director of High School Redesign.

(8) Provides funding to support salary and benefits of an MPS teacher-on-special-assignment to work directly with TALC to coordinate activities with MPS schools.

(9) Provides funding to support other district expenditures associated with the planning and implementation of the MPS initiative as agreed upon each year.

(10) Supports information and marketing efforts to promote the High School Redesign Initiative and small high schools in Milwaukee.

(11) Coordinates community-engagement activities related to the conversion of large high schools into shared facilities of small high schools.

b. Planning Support

(1) Convenes and conducts informational meetings with the Director of High School Redesign for teams and individuals interested in developing small high schools in Milwaukee.

(2) Coordinates evaluation of planning proposals with four members of TALC serving on the nine-member evaluation committee.

(3) Assists the Superintendent in announcing planning grant awards.

(4) Supports the Director of High School Redesign in the development of MOAs for MPS planning teams and prepares the MOAs for approval by the Superintendent.

(5) Receives and reviews planning-grant expenditure requests and processes requests for payment.

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(6) Provides a small-school facilitator (coach) to each school planning team to assist that team in the fulfillment of the school's mission and vision and in aligning that mission and vision to the attributes of successful schools and to the pursuit of high-quality adult-student relationships, curricular relevance, and academic rigor.

(7) Plans and provides workshops, institutes, and seminars in conjunction with the Director of High School Redesign on planned or requested topics for planning and implementation teams.

(8) Coordinates masters' degree option with local institutions of higher education for school planning and implementation team members who elect to pursue graduate studies as part of the seminars, workshop, and institutes.

(9) Contacts the Office of the Superintendent to request resolution of questions concerning appropriate use of grant funds or questions regarding grant expenditures for planning teams of MPS schools.

(10) Facilitates development of a building council in each multiplex facility and works with school teams scheduled to open in the facility.

(11) Works with the Director of High School Redesign to convene and facilitate community-engagement processes in each facility converting to a multiplex.

c. Implementation support

(1) Convenes and conducts informational meetings with the Director of High School Redesign for schools developing implementation proposals for small high schools in Milwaukee.

(2) Assists the Superintendent in announcing implementation grant awards.

(3) Supports the Director of High School Redesign in the development of MOAs for MPS implementation teams and prepares the MOAs for approval by the Superintendent.

(4) Provides a small-school facilitator (coach) to each school implementation team to assist that team in the fulfillment of the school's mission and vision and in aligning that mission and vision to the attributes of successful schools and to the pursuit of high-quality adult-student relationships, curricular relevance, and academic rigor.

(5) Receives and reviews implementation-grant expenditure requests and processes requests for payment.

(6) Contacts the Office of the Superintendent to request resolution of questions concerning appropriate use of grant funds or questions regarding grant expenditures for implementation teams of MPS schools.

Strategic Plan Compatibility Statement

11. This item 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 Rule Statement

12. This item is consistent with state statutes and administrative policy.

Fiscal Impact Statement

13. This item does not authorize expenditures. Grant funds are awarded to MPS schools following the authorization of the award by the MPS Superintendent. TALC manages accounts to process grant-fund expenditures.

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Committee's Recommendation

Your Committee recommends that the Board adopt the resolution related to the MPS High School Redesign Initiative with the following modifications:

1. accept the Administration's process of funding and authorizing planning-grant funds;
2. accept the Administration's process of funding and authorizing implementation-grant funds; and
3. accept the Administration's clarification of the role and responsibilities of the Technical Assistance & Leadership Center.

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

* * * * *

(Item 7) Action on Resolution 0405R-016 by Director Blewett Regarding Financial and Programmatic Support for the Schools within the High School Redesign Initiative

Background

At its meeting on June 24, 2004, the Board referred Resolution 0405R-016 by Director Blewett to the Committee on Innovation/School Reform:

WHEREAS, The Milwaukee Public Schools (MPS) has implemented a plan for smaller high schools; and

WHEREAS, The actual resources required to establish and support smaller high schools are unknown; and

WHEREAS, The district embarked upon this road with no estimations of startup and support costs for services that, in schools with large student populations, would normally be absorbed through per pupil allocations, such as personnel (guidance counselor, psychologist, social worker, equipment, librarian) or all other ongoing costs necessary to operate a school sufficiently; and

WHEREAS, To allow these schools the opportunity to be successful, there must be 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 these programs' continued growth; and

WHEREAS, The budget forecast for MPS indicates continued decreases in funding; and

WHEREAS, As the district establishes small high schools, we must provide them with the opportunity to succeed; and

WHEREAS, Before the endeavor of small high schools expands, there must be a plan for support of the schools, as well as a period in which the schools may document their successes and strengthen their areas of weakness; now, therefore, be it

RESOLVED, That Milwaukee Board of School Directors direct the Administration to develop a template/plan to provide financial and programmatic support for the schools within the High School Redesign Initiative; and be it

FURTHER RESOLVED, That the Board direct the Administration to develop an incubation program plan to house programs for one year, to evaluate and document successes and failures while charting a course for the program's continued success; and be it

FURTHER RESOLVED, That Board direct the Administration to hold all contracts for small high schools until the incubation program plan, including space in which to house it, is identified and approved by the Board.

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Administration's Analysis

1. This resolution directs the Administration to:

   a. develop a template or plan to provide financial and programmatic support to the schools within the High School Redesign Initiative,

   b. develop an incubation program to house small high schools for one year in which to evaluate the new schools, and

   c. hold all contracts for new, small high schools until an incubation program is approved by the Board and put into place.

Programmatic and Financial Support

2. The plan to develop and provide programmatic and financial support to new, small high schools is contained within the document "The Blueprint for Milwaukee's New Vision High Schools," which the Board approved in November 2003. In April 2004, the Administration provided the Board with the month-by-month content of the training, development, and support offered to new schools during the planning and implementation processes. A listing of the "Twenty Months to A New School" content, organized by topic, is included in pages 15 and 16 of Attachment 1, the most recent draft of "Milwaukee Public Schools High School Redesign Process Guidelines."

3. During the planning period, teams receive funding support of up to $50,000 each from the Bill & Melinda Gates Foundation funding. This funding is used for planning-team stipends for training that occurs on weekends, after school, and during the summer. When the Board approves planning-team concepts, schools electing to become charter schools are eligible to receive state charter school planning grants of up to $40,000.

4. Processes have been developed to support the planning and improvement of small schools and multiplexes in MPS. These processes were developed with feedback from the seven small high schools which started or developed new schools during the 2003-2004 school year, as well as from staff from MPS Central Services.

5. In addition to the current implementers and Central Services staff, a third-party evaluation of the district's supports to teacher-led schools is underway (December 2004-January 2005). Information from this evaluation will be used to strengthen the support to small high schools.

6. A third-party evaluation of the planning and implementation supports within the High School Redesign Initiative is an ongoing effort, with feedback, time for reflection, and refinement of services as part of the continued development of the initiative.

7. The planning and implementation supports currently available to schools in development and in implementation are summarized below. They include support from the Office of the Superintendent, the MPS Department of Administrative Accountability, the MPS Department of Leadership Support, the MPS Office of Diversified Community Schools, other MPS departments, the Milwaukee Partnership Academy, and the Technical Assistance and Leadership Center (TALC).

8. A summary of school planning and implementation support for MPS small high schools includes the following:

School Development Phase	Support	Service Provider(s)
Planning/development (20 months to a new high school)	School operations, policy and procedures, best practices Mission, vision, culture, attributes of successful schools	Milwaukee Public Schools staff — through special training opportunities; Director of High School Redesign TALC

School Development Phase	Support	Service Provider(s)
Implementation Year 1	Administrative and leadership	Administrative specialist and principal coach; Director of High School Redesign
	School operations, policy and procedures, best practices	Milwaukee Public Schools staff — through scheduled training opportunities; administrative specialist and principal coach; Office of Diversified Community Schools; Director of High School Redesign; MPA
	Mission, vision, culture, attributes of successful schools	Technical Assistance and Leadership Center
	Strategy sharing and advocacy	Small-school consortium, convened and led by small-school implementers
	Embedded professional development focused around education plan	Learning teams through MPS and the Milwaukee Partnership Academy
	On-site support	Small-high-school facilitator provided through TALC New Vision
Year 2 and beyond	Administrative and leadership support	Administrative specialist and principal coach; Office of Diversified Community Schools; Director of High School Redesign; TALC

9. While the financial plan for small schools, as set forth in the "Blueprint," is that small high schools are funded and must be sustainable on the same per-pupil basis as are all other MPS schools, the Administration recognizes that start-up costs for a new school may be greater than ongoing costs. This initiative is made possible, in part, with the funding support of the Bill & Melinda Gates Foundation. During the next three years, new small high schools that participate in high-school-redesign activities will be eligible for implementation grants of up to $150,000 per school. In addition, charter schools are eligible for and receive charter implementation funds from the state. It is anticipated that grant resources are sufficient to fund typical start-up costs.

10. A summary of fiscal support to small high schools is as follows:

Item	Description	Funding source
Planning		
Planning and support	Each planning team is eligible to receive up to $50,000 to support professional development activities, conferences, and conventions.	Planning grant funds
Training and support	MPS department staff, MPS director of high school redesign, TALC New Vision	MPS administrative Gates grant; TALC New Vision Gates grant
Implementation		
Building modification	Board funds of $3,101,025 have been set aside to support building modifications.	Construction fund
Staffing and customary ongoing building and school costs	Customary staffing and school costs such as substitute teachers, supplies, educational maintenance	Board funds through per-pupil allocation
Textbooks (applies to schools opening in facilities other than current high-school facilities)	Central textbook adoption fund covers adopted textbooks for grade-level expansion. Because most schools will be opening in and succeeding facilities now operating as high schools, and will therefore have access to books, the portion of textbook adoption for expansion is not expected to be radically changed.	Board funds through textbook-expansion funds

Item	Description	Funding source
Specialty textbooks	Specialty textbooks under current policy are paid through school funds.	Board funds through per-pupil allocation; implementation grant; charter school grant
Technology infrastructure	Currently in place in all MPS facilities and will be available to new, small high schools that succeed existing schools in the facilities	Current district inventory
Equipment and supplies	One-time start-up equipment, initial classroom technology	Implementation grant funds; charter grant funds where applicable
Specific program implementation needs	Many small schools are organizing around unique specialties — for example, communications or arts. Unique programmatic needs are supported through local school budgets, as is the case in other MPS schools.	Board funds through per-pupil allocation

11. In order to continue support of small high schools, the district is currently pursuing, and will continue to pursue, additional grant funding for small schools. A collaborative effort involving the Office of the Superintendent, the MPS Grants Development Office, the Milwaukee Metropolitan Association of Commerce, the Milwaukee Partnership Academy, and TALC is pursuing ongoing support funds for small high schools opened within the Milwaukee Public Schools.

Incubation Program Plan

12. This resolution also directs the Administration to develop an incubation program plan to house small high schools for one year to evaluate the new schools. One of the steps in the planning and support process is the matching of small high schools with facility space that lends itself to the implementation of each school's educational mission and takes advantage of the facility resources available in the district. Consistent with current administrative policy, the high school redesign blueprint has anticipated that all new traditional and instrumentality charter schools will be housed within existing MPS buildings so that no new or additional building operating costs will be incurred.

13. The Administration has endeavored to place the new schools in MPS buildings based on their anticipated maximum growth. This maximizes the efficient use of space and reduces costs associated with remodeling temporary space and with moving and allows for any unique programmatic space needs to be addressed immediately. Knowing a building will be its permanent home allows a school to begin to forge collaboration, support, and cooperation with school neighbors both inside and outside the physical campus.

14. Economies of scale on expensive equipment, school infrastructure positions, and standard supplies can be realized if schools can collaborate on sharing resources. Additionally, incubation that includes placement in a permanent site avoids additional special education costs since special education can split positions and share services across all building tenants. Change to IEPs are required when students change building locations.

15. During the first year of planning and administration of the initiative, the district experienced unforeseen challenges in identifying for new, small high schools. A process to make site selection and allocation more equitable and transparent has been developed so that all schools in development feel fairly treated and the basis for a site decision is clearly understood. This process is now included on pages 24-26 of the most recent draft of the document titled "Milwaukee Public School High School Redesign Process Guidelines," which is included as Attachment 1

16. Immediately identifying the permanent location of new, small high schools will remain a priority in the initiative in order to minimize costs related to moving schools, to provide school staffs with opportunities to develop their school cultures from the onset, and to support schools in developing relationships with other schools to take advantage of sharing the costs of services. While costs of moving a school vary with the size of school staff and student enrollment, the cost of moving a small high school following one or two years of operation in an incubation site will likely fall within the range of $20,000 to $70,000.

17. Situations may arise, however, in which incubation of a small high school in a location other than its permanent location will be necessary. In these cases, space within existing middle schools with declining populations will be used as incubation sites. The Andrew Douglas site, 3620 N 18th Street, will be one of these incubation sites.

a. The recommendation to close the middle school within the Andrew Douglas facility was approved by the Board in December 2004. The facility currently houses a small high school, and a second small high school is likely to open in the facility in fall 2005.

b. The Andrew Douglas facility has the capacity to house an additional small high school in incubation. The leadership of the two small high schools already in the facility will be available to support and offer guidance to the school in incubation. All district planning and implementation supports identified above will also be available to the school in incubation.

18. Evaluation of the school in incubation will be conducted through current district policies and procedures. The Department of Assessment and Accountability will assume the responsibility for evaluation of non-charter schools, while the Office of Diversified Community Schools will be responsible for evaluating charter schools in agreement with the schools' contracts. All schools are also held accountable to the appropriate provision of the federal No Child Left Behind Act. Additionally, starting after a small high school's first year of operation, external evaluators contracted by the Bill & Melinda Gates Foundation will evaluate the school.

Hold All Contracts for New Small High Schools

19. This resolution also directs the Administration to hold all contracts for new small high schools until an incubation program plan is approved by the Board and put into place. The incubation site and planning and implementation supports are identified above. Following Board approval, the incubation site in the Andrew Douglas facility will open in the fall of 2005.

Strategic Plan Compatibility Statement

20. This item 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

21. This item is consistent with administrative policy.

Fiscal Impact Statement

22. This item does not authorize expenditures. Additional expenditures in the range of $20,000 to $70,000 may be required for any school that is located in an incubation site and later moved to a permanent location.

Committee's Recommendation

Your Committee recommends that the Board adopt the resolution, with the following modifications:

1. that the Board accept the Administration's plan to incubate — only when necessary — new small high schools without identified locations, within the Andrew Douglas site or other middle-school sites that are experiencing enrollment declines; and

2. that the Board continue to receive and consider proposals or contracts for small high schools.

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

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COMMITTEE ON STRATEGIC PLANNING AND BUDGET

Director Morales 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 FY06 Budget

Background

A budget calendar is to be annually adopted by the Board per Board Governance Policy 2.05, Annual Board Planning Cycle.

Administration's Analysis

1. A budget calendar for FY06 has not yet been formally adopted. The proposed calendar, which sets the adoption date for the budget in late May, is outlined in the recommendations section.

Statute, Administrative Policy, or Board Rules Statement

2. 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

3. This item does not authorize expenditures. There is no fiscal impact from the adoption of the budget calendar.

Implementation and Assessment Plan

4. The budget calendar outlines the plan of action for the development of the FY06 budget.

Committee's Recommendation

Your Committee recommends adoption of the FY06 Budget calendar as presented below:

Date(s)	Action	Responsibility
January 24, 2005	Committee on Strategic Planning and Budget meets on projected enrollment and revenues and on budget calendar.	SPB*
February 2, 2005	School allocations, chargeback/buyback catalog, budget forms, and instructions are provided to principals.	Finance
February 3, 2005	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 2005	Schools review and revise educational plans on new timeline and use them to inform budget development.	Schools
February-March 2005	Committee on Strategic Planning and Budget reviews budget issues as identified by the Board of School Directors and the Administration.	SPB, Administration
March 17, 2005 (by 4:30 PM)	Schools submit budget request documents.	Schools
March 18-March 30, 2005	Finance reviews school budgets and resolves problem areas. Finance will notify departments if buybacks are adjusted per this review.	Finance
March 18-April 25, 2005	Compilation of budget and analyses.	Finance
April 26, 2005	Proposed budget document released.	Finance
April 26-May 12, 2005	Committee on Strategic Planning and Budget reviews and amends proposed budget. There will be work sessions and public hearings during this time.	SPB

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Date(s)	Action	Responsibility
May 12, 2005	Proposed budget & public hearing notice is published in newspapers.	Finance Board Governance
May 2005	Committee on Strategic Planning and Budget recommends budget to Board.	SPB
May 2005	Public hearing on the budget.	Board
May 2005	Statutory public hearing on Committee of Strategic Planning and Budget's recommended budget.	Board
May 26,2005	Budget Adoption.	Board
August 2005	Board transmits tax levy to Common Council.	Board Governance
Sept-Oct 2005	Board finalizes FY06 Budget and transmits any changes in tax levy to Common Council.	Board

*Committee on Strategic Planning and Budget

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

* * * * *

(Item 2) Report on Revenue Forecast for FY06 and Parameters To Be Used in Preparing the Proposed FY06 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 changes in enrollment, this estimate of expected enrollment is indispensable to financial planning.

The State of Wisconsin's budget process is at an early stage for the FY06-FY07 biennium: The revenue-limit law or formula may change, the level of general and equalization aids for school districts may be altered, and special revenue sources for K-12 education might vary significantly from the past.

The Superintendent's proposed budget for FY06, due in late April, will use the district's best information on the State's decisions available at that time. For now, current law and funding formulae are used, except for the Student Achievement Guarantee in Education (SAGE) program. Because of the Governor's support of a proposal by the Department of Public Instruction (DPI), the district will assume a new funding level as noted below.

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.

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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' enrollment for patterns and proposed program changes for impact, analyzes three-choice student assignment results, and determines a set of figures that matches the overall projected enrollment number.

c. Projections for September 2005 (FY06) break down as follows:

Schools	FY2005 Actual Fall Enrollment	Enrollment For FY2006 Budget*	Projected Enrollment Change	Projected Percent Change
Elementary/K-8	52,226	51,964	-262	-0.5%
Middle	13,225	11,050	-2,175	-16.4%
High	23,850	23,275	-575	-2.4%
SUBTOTAL	89,301	86,289	-3,012	-3.4%
Alternative, Partnership & Contracted Sites	3,322	3,222	-100	-3.0%
Non Instrumentality Charters	2,977	3,660	683	22.9%
SUBTOTAL	6,299	6,882	583	9.3%
Chapter 220 (in suburbs)	3,423	3,223	-200	-5.8%
Open Enrollment (in suburbs)	3,286	3,786	500	15.2%
SUBTOTAL	6,709	7,009	300	4.5%
GRAND TOTAL	102,309	100,180	-2,129	-2.1%

**Figures for FY06 reflect enrollment changes projected to occur if the additional non-instrumentality charter schools whose concepts have been approved by the Board are awarded contracts.*

d. The enrollment figures shown in the chart above are converted by the Finance Department to an estimated pupil full-time equivalent allowable for state aid and revenue limit purposes. The detailed school-by-school figures are used, along with historical retention trends for each school, to calculate a January enrollment projection. Finance then averages the September and January numbers to calculate enrollment figures used in distribution of School Operations Fund revenues to traditional and instrumentality charter schools. This averaging methodology avoids the necessity for a further budget adjustment in January.

2. Revenue Limits

Assuming current law, revenue limits include an estimated inflationary adjustment of $248 per pupil in FY06, for a net increase of $19.8 million, from $817.6 million to $837.4 million. This means that property taxes and state general aids for the Construction and School Operations Funds may rise by $19.8 million. All revenue limit authority, except that represented by the Construction Fund tax levy, would be used in the School Operations Fund. 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 $0.5 million, from $88.8 million to $89.3 million.

b. No use of unrestricted reserves is included in the FY06 estimates. In FY05, $4.9 million in fund balance was carried forward from FY04 borrowing for Neighborhood School Initiative (NSI) activity.

c. No borrowing is planned for FY06, with NSI borrowing completed in FY04 and other needs being met through current revenue sources.

4. Construction Fund

Given the latest assessed valuation figures, the Construction levy, which is part of the revenue limit, would increase by $1.0 million, from $12.2 million to $13.2 million. This assumes that the district taxes at its legal limit of $0.60 per $1,000 assessed valuation. Estimated E-rate and QZAB funding available in FY06 are not yet available.

5. Extension Fund

The Extension Fund is expected to remain at $11.4 million for FY06.

6. Categorical Funds

Preliminary indications are that overall categorical grant funding is expected to be stable from the FY05 levels, except for an $8.2 million increase in SAGE funding. The SAGE increase from $30.0 million to $38.2 Million is based upon the DPI's recommended funding level and the Governor's support of $2,500 per eligible pupil.

7. Central Operations

School Operations funding for central budgets is based upon revenues from MPS schools, plus any amounts either identified as:

a. unrelated to MPS schools, but related to outside obligations (such as special education services to non-MPS pupils); or as

b. related to schools, but that must be managed at the district level to comply with policy or good administrative practice (such as litigation expenses). For FY06, Central Services budgets are being reduced to $83.0 million from $88.0 million in FY05. This reduced amount, combined with non-departmental costs such as pupil transportation services, utilities, unallotted labor agreement reserves, etc., will again reduce chargebacks and buybacks paid by schools.

8. School Allocations

The Administration is planning the following changes in the methodology for budgeting the numbers of pupils and related allocations per school.

a. School-Level Weights

(1) Schools use average teacher salary figures that are unique to each type of school: high, middle, K8, and elementary. The differences between these average salaries are a part of the formula for calculating the weights for the different school levels. (Other average salaries used are generally the same at all levels.) A review of updated average salaries shows that the differences between the average teacher salaries at the different levels have changed; this means that the true cost differences among the four school levels have also changed. A comparison of the teacher average salaries used in FY05 and those to be used in FY06 shows the following changes:

	Teacher Salaries	
School Level	FY05	FY06
High	$48,100	$50,800
Middle	$45,100	$48,700
K-8	$45,400	$47,800
Elementary	$46,800	$50,700

(2) The weights for each level also reflect the overall cost differences that existed at the time the current allocation method was devised. In FY05, the high-school weight was increased to reflect the cost of athletics.

(3) The Administration will modify the level weights in FY06 budget planning to reflect the change in average teacher salaries, taking into account that teacher

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compensation consumes about 55% of per-pupil allocations. The changes are as follows:

School Level	FY05 Weight	FY06 Weight
High	1.110	1.095
Middle	1.110	1.108
K-8	1.032	1.016
Elementary	1.000	1.000

(4) Had these average salaries and weights been applied in FY05, changes in the per-pupil allocations would have been as follows:

School Level	Actual	If Revised
High	$6,248	$6,163
Middle	$6,248	$6,236
K-8	$5,809	$5,719
Elementary	$5,629	$5,629

b. Consolidation Incentive

(1) As reflected in a separate item before the Board, the Administration is proposing a consolidation incentive. This will reward school communities which merge their operations into one facility, where the district previously incurred costs for two sites.

(2) The incentive will be based on comparing selected non-classroom positions in the schools (prior to the merger) to a staffing standard for the positions. The amount, which will be fixed at the level of position costs in the year prior to merger, will continue for the first three years of the new school's operation.

(3) The merger of Garfield and Palmer Elementary Schools in FY06 will result in the new school's receiving an incentive allocation of approximately $196,000.

c. Weights for Transition Schools

(1) In recent years, a five-year graduated weight was applied for schools transitioning from elementary to K-8 programs. The method was developed in conjunction with funds from NSI, which also assumed a portion of costs at these schools. Such funding is no longer available, and the difference between the elementary and K-8 allocation has decreased significantly.

(2) The weight for transitioning schools will be simplified in FY06. Schools expanding to sixth grade will receive approximately one-third of the weight, schools expanding to seventh grade will receive two thirds of the weight, and all schools which include K-8 programs will receive the full weight.

d. Partnership Schools

As an initial estimate, partnership school allocations will increase 1% per pupil, from $7,305 to $7,378. This amount is sufficient to cover the increased cost of the MPS teacher which is assigned to each partnership program.

9. Allocation of Operations Fund Revenue

Using the revenue guidelines described above, planning for FY06 is already under way. Base data have been established, and preliminary calculations have been made. The allocation process is outlined below.

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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.

FY05 SCHOOL OPERATIONS FUND		$ 900.3
Revenue Limit Inflationary Adjustment		18.8
Transportation Aid		(1.2)
Applied Surplus (NSI)		(3.2)
Other Net Revenue Changes		0.5
FY06 SCHOOL OPERATIONS FUND		$ 915.2
Less School Nutrition Revenue		*(30.4)*
School Operations Net of School Nutrition		$ 884.8
Non-school Funding:		
Contingent Fund	$ 1.0	
Intergovernmental Agreement with City	3.6	
Repay City for Overpaid Taxes	0.2	
Debt Service	16.6	
Litigation Expenses/Judgments	0.6	
Categorical Grant Indirect Aid Support	4.8	
Suburban/Private Pupil Transportation	12.2	
COIN, HUB, Student Participation	0.6	
Special Education for Non-MPS Pupils	2.9	
Less Non-school Funding		*(42.5)*
NET OF NON-SCHOOL FUNDING		$ 842.3
Central Funding for Schools:		
K-8 Transition Funding	0.2	
Driver Education	0.3	
Less Central Funding for Schools		*(0.5)*
SCHOOL ALLOCATION FORMULA BASE		$ 841.8

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 budgets (collected through the chargeback system) will decrease as a percentage of total school allocations.

13. School allocation formulas and mechanisms are expected to change to reflect updated information on average teacher salaries at the different school levels.

Implementation and Assessment Plan

14. The FY06 school budgets will be prepared on the basis of the current state law on revenue limits, using the district's full revenue authority.

OFFICIAL TEXT

15. The Superintendent will work with an established principal advisory group to prepare for a substantially reduced district budget. The group will consider specific scenarios which may develop in the State's budget. Alternatives will be identified to enhance the Board's deliberations in the May meetings and hearings on the FY06 budget.

16. The annual process of adopting an amended budget in October will occur, presumably with full knowledge of the State's biennial budget.

* * * * *

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; Quarterly 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

PARKING LOT RECONSTRUCTION

Riverside High School

Prime Contractor
Stark Asphalt a Division of Northwest
Asphalt Products, Inc.
11710 West Hampton Avenue
Milwaukee, WI 53225

Low Bidder, Base Bid of.....$77,648.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% MBE	34	1	2	Corporation	3

Funds are allocated for the Riverside project from FY03 account code FAR-0-0-980-RS-ECNC (W.O. 2-596464). Project is to begin on June 20, 2005, and is scheduled for completion on August 5, 2005.

Vincent High School

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

Low Bidder, Base Bid of.....$119,945.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% MBE	591	94	42	Corporation	3

Funds are allocated for the Vincent High School project from FY03 account code FAR-0-0-980-VN-ECNC (W.O. 2-596465). Project is to begin on June 20, 2005, and is scheduled for completion on August 5, 2005.

EXTERIOR RAMP REPLACEMENT

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Washington High School

Prime Contractor
Burkhart Construction Corp.
12800 West Silver Spring Drive
Butler, WI 53007

Low Bidder, Base Bid of.....$90,933.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	13% MBE	40	10	2	Corporation	3

Funds are allocated for the Washington High School project from FY03 account code FAR-0-0-OSA-WA-ECNC (W.O. 2-659475). Project is to begin on June 20, 2005, and is scheduled for completion on August 12, 2005.

CONSTRUCTION CONTRACTS

Total construction contract dollars awarded.....$288,526.00
Total dollars HUB participation $34,240.00
% of MBE participation.....9.91%
% of WBE participation 1.95%
% Minority employees within company.....15.27%
% Women employees within company 6.12%

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 Point-of-Sale System for the School Nutrition Program

The current school meal accountability and point-of-sale system is an MPS legacy system run on the district's mainframe computer, which, by June 2005, will no longer be supported by the district's technology staff. The long-term strategy of MPS is to move applications from the mainframe computer to a web-based environment. The Administration expects to achieve significant cost-savings as applications are transferred from the mainframe.

In March 2003, the Administration issued a Request for Proposal (RFP-394) to install a pilot point-of-sale system at Rufus King High School and Vincent High School. The successful vendor was Horizon Software International, LLC. The pilot installation has been successful, and the Administration requests expanding it to all MPS school sites.

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The contract with Horizon is for software, hardware, installation, maintenance, and training. The contract is projected to run from February 1, 2005, to August 30, 2005. The cost of the contract is not to exceed $742,000.00. The budget code to be charged is EQM-0-0-TEC-TC-EMTC (Technical Services — Maintenance Contracts).

Purchasing Request Summary — December 2004

Total contract dollars to be awarded	$742,000
Total dollars eligible for HUB participation	$742,000
Total HUB dollars	$0
% of MBE participation	0
% of WBE participation	0
Total HUB Participation	0

UNOFFICIAL TEXT

Report on Revenues and Expenses

January 27, 2005

TO THE MILWAUKEE BOARD OF SCHOOL DIRECTORS:

Below is a summary of revenues as of November 30, 2004 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	$ 6,521,341	93,368,775	$ 857,453,278	10%
Categorically Aided	178,654,593	7,647,253	186,301,846	13,076,051	30,231,987	156,069,859	16%
School Nutrition	29,852,872	1,511,895	31,364,767	2,951,475	3,465,854	27,898,913	11%
Construction	28,796,054	44,294,936	73,090,990	0	158,857	72,932,133	0%
Extension	11,366,461	377,452	11,743,913	56,215	804,419	10,939,494	7%
Total All Funds	$ 1,119,097,069	$ 134,226,500	$ 1,253,323,569	$ 22,605,082	$ 128,029,892	$ 1,125,293,677	10%

Below is a summary of expenditures as of November 30, 2004 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	71,211,672	380,709,244	$ 570,112,809	40%
Categorically Aided	178,654,593	7,647,253	186,301,846	12,385,338	61,198,379	125,103,467	33%
School Nutrition	29,852,872	1,511,895	31,364,767	2,706,748	9,656,847	21,707,920	31%
Construction	28,796,054	44,294,936	73,090,990	2,398,071	68,957,438	4,133,552	94%
Extension	11,366,461	377,452	11,743,913	426,846	3,991,114	7,752,799	34%
Total All Funds	$ 1,119,097,069	$ 134,226,500	$ 1,253,323,569	$ 89,128,675	$ 524,513,022	$ 728,810,547	42%

(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 Monthly Report on Expenditures has been attached to the minutes of your Committee's meeting.

Quarterly Report on Contracts Awarded between $25,000 and $50,000

MONTH	SCH/DEPT	PROJECT DESCRIPTION	CONTRACTOR/VENDOR	HUB %	AMT
Oct-04	53rd Street	Site Restoration	Bluemel's Maintenance Serv., Inc.	14% MBE	$34,700.00
Dec-04	Recreation	Winter Recreation Guide	Lake Country Printing	0%	36,151.00
	Longfellow	Software w/ Licenses	Compass Learning	0%	38,150.00
TOTAL					**$109,001.00**

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

This document, which is available with the minutes of your Committee's meeting, is an informational report and does not require action.

Acceptance of Donations

School	Donor	Amount	Gift or Purpose
Audubon	Boxtops for Education	$415	Special Education and Special Olympics Activities
Barton	Jackie Shanti	$1,100	iMac flat panel computer (Computer Lab)
Browning	William Tyroler and Barbara Ingram	$150	College Scholarship Fund
Clarke and Cooper	Virgilyn Driscoll (Sue Grady, Carol Stricker, and Dr. Mel Pontious)	$15	Patrick Driscoll Memorial Fund
Craig	Halbert and Alice Kadish Foundation, Inc.	$150,000	Construction of a greenhouse
Hawley	Mr. and Mrs. Tom Holme	$444	Refrigerator (Teacher's Lounge)
Hayes	Asociacion Medica Hispano America de Wisconsin	$250	Clothes, etc., for students at Hayes
Holmes	In Memory of Lynne M. Plantico from Will of Roger Plantico	$2,000	The use of the funds to benefit the kindergarten program at the school
Meir	Dr. Marta Flores	$700	Trip to Virginia, Room 12 – Scholarship to help with costs
Meir	Hatch Staffing Services	$300	Student Opportunities in Art
Neeskara	L. Birschbach and M. McManus	$150	Ellison Dies (4) (Creation of educational projects)
Riley	Lincoln State Bank	$250	Preschool needs
Riley	Milwaukee Southwest Suburban Kiwanis Foundation, Inc.	$200	School trips
Riley	Claudette Pinkowski	$50	Holiday party
Riley	Yaskawa Electric America, Inc.	$250	Materials, supplies
River Trail	P.T.O.	$2,536	Classroom field trips and duplicating supplies
Riverside	Men's Bible Study	$79	Riverside Baseball Program
Silver Spring	Ms. Gisela Terner	$450	Used books (Library)
Thirty-fifth	Milwaukee Bucks	$5,000	Bucks tickets (Incentives)
Webster	Rotary Club	$280	Four (4) MACC Bucks tickets (Student/Staff Incentives)

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.

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

* * * * *

(Item 2) Action on Monthly Personnel Matters: Approval of Classified Personnel Transactions; Approval of Teacher Appointments; Approval of Leaves of Absence; Report on Resignations; Report on Deletion of Names from the List of Appointed Teachers; and Affirmative Action Reports

Approval of Classified Personnel Transactions

Name and Assignment	Position and Salary	Date
	APPOINTMENTS	
Gail Davis Burdick	School Secretary I $19,442.44/yr.	01-10-05
Nancy Jandron Special Services	School Nurse Associate $20,370.71/yr.	01-03-05
Diane Oelerich Maple Tree	School Secretary I $19,442.44/yr.	12-15-04
	PROMOTIONS	
Sofia Ramirez Fuentes Student Services	Information Specialist $32,924.84/yr.	01-03-05
	CHANGES IN STATUS	
Ruthann Galarza Pupil Services	School Secretary I $17,004.00/yr.	01-10-05
Bruno Gawinek Building Operations	Boiler Attendant $35,892.74/yr.	12-20-04
Joseph Krenz Bay View	Handicapped Children's Assistant $14,609.70/yr.	01-03-05

Approval of Certificated Appointments —Teachers

Code	Teachers	Division	Salary	Yrs. Exp. Credit	Start Date
r	Paul L. Fix Technology Education	B	$29,224.00	0	11/29/2004
r	JoAnn Johnson Library Media	C	$35,254.00	2	12/13/2004
r	Jennifer D. Moss EC:EEN	BB	$30,643.00	0	11/22/2004
r,a	Melissa A. Ross Cross-Categorical	B	$29,224.00	0	08/30/2004
nr,a	Lyndon C. Singer Grades 1-6/American Indian Studies	B	$35,448.00	5	12/13/2004
nr,a	Shane A. Smith Mathematics	B	$29,224.00 0	0	11/29/2004

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

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Illness Leave, June 23, 2005:

Joann Cochran	Wisconsin Avenue	December 15, 2004

Sabbatical Leave, to June 17, 2005:

Heidi Stutzki	Milwaukee German Immersion	January 31, 2005

Extension of Personal Leave, to June 17, 2005:

Annette Jackson-Thomas	From Leave	January 31, 2005

Report on Resignations

Name	Position	Effective Date
Elizabeth Barrick	Teacher	08/30/04
James Blackburn	Teacher	12/29/04
Stephanie Carter	Teacher	01/24/05
Patricia Ellis	Director	01/03/05
Elaine Gonya	Teacher	01/03/05
Nicholas Heesakker	Teacher	08/30/04
Gary Lang	Teacher	06/17/05
Mark Lawrence	Teacher	12/01/04
Diane Mack	Teacher	01/04/05
James McMahon	Coordinator	06/17/05
Glenda Odua	Teacher	01/07/05
Geraldine Collins	Teacher	12/29/04
Jason Schmidt	Teacher	01/06/05
Stacy Sondag	Teacher	01/06/05

Report on Deletion of Names from the List of Appointed Teachers

On June 4, 2004, a letter was sent to the following teachers stating that they should respond by July 1, 2004, as to whether or not they would be returning for the 2004-2005 school year or their names would be deleted from the list of appointed teachers. As of this date, no response has been received nor have the following teachers informed the Administration of their status:

Tongenell Campbell
Kevin Czmowski
Maddalena Kass
Kathleen Kennon
Brenda King
Jane Lonning
Carol Pleas Carnie
Kimberly Rummel
Talene Schierl
Nancy Wong Woessner
Julie Zenner

On November 10, 2004, a 15-day conference letter was sent to the following teachers stating that they should respond within 15 days or their names would be deleted from the list of appointed teachers. As of this date, no response has been received, nor have the following teachers informed the Administration of their status:

Brandi Baker
Shirron Biddle
Annie Coleman
Saulo Cruz
Donald Green
Camie Kornely
Martha Moreno Silva

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Ruby Pate
Tara Patterson

Affirmative Action Report

The Affirmative Action Report for December 2004 is attached to the minutes of your Committee's meeting. This is an informational report, and no action is required.

Committee's Recommendation

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

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

* * * * *

(Item 3) Action on a Proposed Reorganization of the Office of Academic Excellence and on Related Revisions to Administrative Policy 2.04, Superintendent's Cabinet

Administration's Analysis

1. On October 29, 2002, the Board unanimously approved the Administration's proposed reorganization plan, with the understanding that subsequent adjustments to the organizational structure would occur in stages.

2. The intent of the original proposal was accomplished in that Central Services was reorganized into the following four major functional areas: Office of Pupil Services, Office of Academic Excellence, Office of Human Resources, and Office of Finance and Operations.

3. Upon review of the district's reorganization of Central Services, it has become necessary to make adjustments based on function and not on funding source. This will allow greater efficiency and effectiveness of operations and ultimately improve the quality of services to schools.

4. Leadership capabilities, adjustments based on function and not on funding, and organizational design should provide the foundation upon which decisions relative to the organizational design of a district are made. This is a research-based approach that allows good organizational designs to become great.

5. In order to achieve greater efficiency and effectiveness of operation, the Office of Academic Excellence will be expanded to include the Division of School Safety and the Neighborhood Schools Initiative (NSI), both of which are currently located in the Office of the Superintendent. (NSI will sunset on June 30, 2005 — The Neighborhood Schools transition plan is part of this report.)

6. The expanded Office of Academic Excellence will include the following:

   a. Division of Teaching and Learning

   b. Department of Recreation and Community Services

   c. Career and Technical Education Services

   d. Division of Educational Technology

   e. Division of School Safety

   f. Neighborhood Schools Initiative (to sunset on June 30, 2005).

7. In March 2004, Board action eliminated the position of Chief of Academic Excellence and in its stead reinstated the position of Director, Office of Academic Excellence, as the scope of duties associated with this position was reduced through the FY05 budget process. Due to the expanded duties which are being added to this position at this time, the Administration is proposing that the position of Chief of Academic Excellence be reinstated and that the position of Director, Office of Academic Excellence, be eliminated. These expanded duties include direct oversight of the Division of School Safety and the carrying out of all ongoing aspects of the NSI transition plan.

8. The goals of the expanded Office of Academic Excellence will be to strengthen academic support to schools under the direction of the Chief Academic Officer. This area will provide guidance, leadership, services, and support for instructional delivery. To ensure that no child in the Milwaukee Public Schools is left behind, the Office of Academic Excellence will assist all schools in developing and implementing effective educational plans based on continuous improvement, on alignment of curriculum to standards, and on identifying and facilitating implementations of best teaching practices in our classrooms.

9. The Division of School Safety will report to the Chief of Academic Excellence. Close coordination between Academic Excellence and School Safety will support increased student achievement, a narrowing of the achievement gap through greater alignment between the two areas relative to after-school programming and activities, and a reduction in the suspension rate. Additionally, a close working relationship between School Safety and Academic Excellence is important to maximize the supportive role of the Department of Recreation and Community Services in increasing student achievement through participation in recreational activities and athletics.

10. The addition of NSI to the Office of Academic Excellence (through June 30, 2005) will provide continuity of leadership and coordination of NSI closing activities. In addition, the inclusion of NSI within the Office of Academic Excellence will allow emphasis on the development of educational programs to enhance parental choice of neighborhood schools. The insertion and continued support of educational programs in the neighborhood schools strengthens NSI as being more than "brick and mortar" to the expanded facilities. The initiative also emphasizes quality educational programs developed for the community.

11. Transition Plan for the Neighborhood Schools Initiative. The details of the transition plan for NSI follows:

a. According to the Milwaukee Public Schools' RISE Report of March 29, 2001, the office was programmed to sunset after five years. "At this point, the NSI way of doing business must have become the MPS way of doing business, and the cultural shift must be affected as a byproduct of implementation." Several neighborhood school initiatives will be incorporated into the MPS policy and procedures.

b. As of July 1, 2005, it is proposed that the NSI be disbanded. Neighborhood Schools Initiative's functions will be relocated within existing MPS departments as highlighted below, with recommended funds to be incorporated into the fiscal year 2006 budget.

(1) The NSI staff oversees the construction of new schools, additions to existing schools, partnership agreements, leases, and contracts. It is recommended that, beginning on July 1, 2005, one manager position be funded for the Office of Finance and Operations within the FY06 budget.

(2) It is recommended that a clerical position be transferred to the Office of Finance and Operations to provide additional staff support.

(3) The NSI workforce development component consists of the Residence Preference Program (RPP), the Community in Need (COIN) program, the Historically Underutilized Business (HUB) program, and student participation. This component also involves contract and lease administration. It is recommended that the workforce development component and the contract and lease administration be transferred to the Department of Finance and Operations with funds from the FY06 budget to Career and Technical Education Services for student participation engagement.

(4) The funds from the community outreach component of NSI enabled principals to market their schools through the development of brochures, flyers, pole banners, newsletters, and magazine articles. It is recommended that, within the FY06 budget, funds be allocated to continue this activity. NSI also collaborated with the Division of Communication and Public Affairs to fund the district's student-enrollment campaigns by providing television commercials, billboards, and bus boards with an emphasis on neighborhood schools. Activities and functions

specific to parent outreach will be supported through transferring a Parent Information Specialist position from NSI to the Division of Communications and Public Affairs. As part of developing and increasing the effectiveness of media-based communication to parents, this position will also have translation duties attached. It is recommended that, within the FY06 budget, funds be allocated to continue these mass-media outreach activities to parents.

(5) The student mobility component of NSI is primarily an outreach activity involving several community and faith-based organizations that met quarterly to monitor and discuss issues of mobility and homelessness. Last year, the NSI Student Mobility/Homeless Task Force focused its activities on the MPS parents, elected officials, faith-based and community-based organizations, shelters, and residents. This year, it has focused on Milwaukee City and County departments and several social agencies that work hand-in-hand with the public. It is recommended that the duties of the NSI Student Mobility/Homeless Task Force be transferred to the Office of Pupil Services, where the homeless liaisons are currently located, with funds from the FY06 budget to carry out the public information/outreach activities.

(6) K-8 and program expansion is also a component of NSI. The expansion to K-8 of the NSI schools is well underway and should be completed within a few years. As non-NSI schools have expressed a desire to expand, NSI has worked with the principals, their staffs, and school governance councils through the process. It is recommended that this function be given to the Office of Academic Excellence, effective July 1, 2005, along with sufficient funds from the FY06 budget to support the program expansion until all NSI K-8 schools reach their top grades.

(7) Neighborhood safety was an issue when parents were asked, "What would it take for you to send your child to your neighborhood school?"

(a) NSI entered into a contract with Helping Hands, who in turn set up its program at several schools; however, its contract was not renewed last semester.

(b) The Milwaukee Police Department (MPD) has developed a program, entitled "Safe Routes," that has targeted one MPS school in every police district. MPD works directly with the principal of the school. MPS's contributions to the collaborative were $30,000. It is recommended that funds within the FY06 budget be allocated to the Department of Recreation and Community Services for implementation of the "Safe Routes" program.

Summary of Tasks

Task: Lease and contract administration/workforce development (HUB, COIN, student participation)
Dept/Office: Finance and Operations
FY06 Budget: Independent monitor ..... $ 187,000
Clerical 60,000
Manager position 150,000

Task: Student participation engagement & outreach
Dept/Office: Academic Excellence
- Career & Technical Education

FY06 Budget: Contracted services ..... $ 10,000

Task: Safe Routes
Dept/Office: Academic Excellence
- Recreation & Community Services

FY06 Budget: MPS/MPD collaborative ..... $ 30,000

Task: K-8 and other NSI program expansion
Dept/Office: Academic Excellence
FY06 Budget: Expansion-grade textbooks and materials ..... $ 160,000

Task:	Student enrollment campaign outreach		
	Dept/Office:	Office of Superintendent • Public Affairs	
	FY06 Budget:	Mass-media campaign banners, brochures	$ 50,000
		Parent Information Specialist	98,000
Task:	Student mobility & homelessness		
	Dept/Office:	Pupil Services	
	FY06 Budget:	Informational materials	$ 8,000
Total			$ 753,000

12. In order to achieve greater consistency and coordination, the Administration is bringing forth revisions to Administrative Policy 2.04, Superintendent's Cabinet, in conjunction with the proposed reorganization of the Office of Academic Excellence. 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 Pupil Services, Office of Human Resources and Office of Finance and Operations). This revision aligns policy to current practice, in accordance with the proposed reorganization of the Office of Academic Excellence.

Strategic Plan Compatibility Statement

13. The proposed Central Services organizational structure supports the MPS Strategic Plan, Goal 1, Student Achievement, Objective 1.5, to change the organization of Central Services to directly support schools and improve student achievement.

Statute, Administrative Policy, or Board Rules Statement

14. Administrative Policy 2.04, Superintendent's Cabinet, is being brought forth for revision in conjunction with this reorganization.

Fiscal Impact Statement

15. This item authorizes expenditures for the newly created positions in accordance with the adopted salary schedule. Some positions will require classification.

16. Transfer of the Division of School Safety and Security and the Neighborhood Schools Initiative to the Office of Academic Excellence will have no fiscal impact for the remainder of FY05. Sufficient funds exist within the above areas.

17. Implementation of the transition plan for the Neighborhood School Initiative will require that $753,000 be included in the FY06 budget.

18. The elimination of the positions of Director, Neighborhood Schools Initiative, and Director, Office of Academic Excellence, and the reinstatement of the position of Chief, Office of Academic Excellence will result in a reduction of approximately $144,000 (including benefits). This will be used to offset the deficit in the Office of Academic Excellence.

19. The current operating budget of the Neighborhood Schools Initiative is $1,523,717. The transition plan will reduce it to $753,000, for a total cost-savings of approximately $770,000.

Implementation and Assessment Plan

20. Upon approval by the Board, the Division of School Safety and the Neighborhood Schools Initiative will be added to the Office of Academic Excellence.

Committee's Recommendation

Your Committee recommends that the Board:

1. authorize the transfer of the Division of School Safety and Security and the Neighborhood Schools Initiative from the Office of the Superintendent to the Office of Academic Excellence;

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2. approve the Neighborhood Schools Initiative transition plan with the fiscal support of $753,000 to be included in the FY06 budget;

3. eliminate the positions of Director, Neighborhood Schools Initiative, and Director, Office of Academic Excellence, and reinstate the position of Chief, Office of Academic Excellence, as indicated below:

Title	Pay Grade	FTE Added	FTE Deleted	Estimated Salary (plus benefits)
Chief, Office of Academic Excellence	17	+1		$195,039
Director, Office of Academic Excellence	16		-1	($166,493)
Director, Office of Neighborhood Schools	15		-1	($172,474)

4. approve the following changes to Administrative Policy 2.04, Superintendent's Cabinet, to reflect the change in organization:

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
- ~~Director, Office of Academic Excellence~~
- 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 Special Services
- Director, Division of Student Services and Parent Information Center
- Director, Division of Bilingual/Multicultural Education

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- ~~Director, Neighborhood Schools Initiative~~
- 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.

* * * * *

(Item 4) 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)	Aquine Jackson	Chief Academic Officer†* Office of Academic Excellence	Schedule IIIE, Range 17A $121,142.03

† *Pending the Board's approval of the creation of this position (see Item 3 of this agenda).*

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 5) Report on Staffing for the 2004-05 School Year

Administration's Report

During the past few months, the Office of Certificated Staffing and the Office of Classified Staffing have worked collaboratively with schools regarding staffing for the 2004-2005 school year. Information relative to the status of specific staffing areas follows.

1. Certificated Staffing

   a. School Administrative Positions

      (1) Ten (10) vacant principal positions were filled in June 2004.

      (2) Four (4) vacant principal positions were filled in December 2004.

   b. T/AP Positions

      Since the start of the current school year, 24 teachers were selected and completed Teacher/Assistant Principal (T/AP) experiences.

   c. Teacher Staffing

      (1) There were 663 teacher vacancies as of May 7, 2004.

      (2) 227 fully certified teachers were hired as of August 30, 2004.

      (3) After the seniority staffing period concluded, 112 of the remaining vacancies were staffed with interns, and 92 were staffed with permit teachers.

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(4) On September 17, 2004, after Third-Friday adjustments, there were 57 teacher vacancies (special education, bilingual/ESL/Spanish; unusual certification combinations, etc.).

(5) Early issuance of contracts, coupled with the school-based interview process, enabled the vast majority of certified teachers hired to receive school assignments for the 2004-2005 school year between mid-May and July 1 (period dedicated to the school-based interview process).

d. Initiatives Used to Recruit and Employ Teachers

(1) A number of initiatives were used to recruit and employ teachers in the shortage areas for the 2004-2005 school year:

(a) Our recruitment events during the 2003-2004 school year consisted of 14 job fairs (at various colleges and universities), 2 mock interviews, 2 conferences, and 2 student teacher rallies (held on December 11, 2003, and March 15, 2004).

(b) The Office of Certificated Staffing currently has brochures, CD-ROMs, folders, and a display board for recruitment. The current CD-ROM containing information regarding alternative certification, which has been used as a recruitment tool throughout the year, directs potential candidates to the correct resources for applying to MPS or alternative-certification programs.

(c) The www.teachmps.org website, which was redesigned in 2003, has served as a vital resource to job seekers interested in teaching opportunities. The website mirrors the theme from our 2003 teacher recruitment advertising campaign, "The Power of ONE. TEACH. Milwaukee Public Schools."

(d) The recruitment specialists, who serve as the first line of contact with job seekers, handle requests and inquiries regarding job opportunities, the application and hiring processes, alternative-certification programs, applicant employment status and any other questions that people may have throughout the year.

(e) From July 1, 2003, through June 30, 2004, we received 2,196 applicants, of which 1,178 were online applications through the www.teachmps.org website. As a result, the Office of Certificated Staffing has hired 162 applicants from the website.

(2) The Transition to Teaching Grant was awarded to the Milwaukee Public Schools for the 2002-2007 school years.

(a) The project's goals are to:

i. increase the number of degreed individuals from diverse populations who enter and complete a teacher-certification program focusing on non-traditional groups of individuals within the community;

ii. increase the support provided for new teachers in their first few years in the classroom through the coordination of human as well as technological resources; and

iii. expand the collaboration among existing alternative-certification programs in a systematic way to ensure a collegial connection.

(b) In accordance with the U.S. Department of Education's program guidelines, each candidate receiving funds from the Transition to Teaching grant must sign a three-year service agreement with the Milwaukee Public Schools.

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e. Year 2 Accomplishments

(1) Tuition stipends of up to $1,000 per semester for Fall Semester 2003, Spring Semester 2004, and Summer Semester 2004 were awarded to 123 individuals enrolled in certification programs, leading to certification in special education or bilingual education, mathematics, or science. A total of $141,111.65 was awarded.

(2) An inservice was held August 11-12, 2004, at South Division High School for new special education interns. The primary objective was to prepare interns for the priority teaching routines that were likely to be in their schedules and to ensure that appropriate and sufficient instructional materials were in place for these routines at the start of the school year.

(a) As part of the inservice, each participant was awarded a $500 stipend to purchase materials for his or her classroom. A total of 58 interns participated in the inservice and received the stipend to purchase classroom materials.

(b) There were three seminars encompassed in the inservice:

i. One seminar, presented by Joy Ellen Schuster, focused on the Curriculum Design Assistant and MPS Professional Support Portal.

ii. A second seminar, presented by Barbara Kilp, focused on materials and curriculum for students with severe impairments.

iii. The third seminar, presented by Mary Ann Fritzgerald, focused on materials for language arts and mathematics.

(c) Mentors from the University of Wisconsin-Milwaukee (UWM) made a presentation on preparing their classrooms for the beginning of the school year and on establishing classroom structure during the first few weeks of school.

(d) All participants in the summer inservice and candidates who received tuition stipends have signed a three-year service agreement with MPS, in accordance with the U.S. Department of Education's guidelines for the Transition to Teaching grant, as stated above.

(3) To assist with recruitment efforts, an insert was included with the May 7, 2004, payroll checks sent to all MPS employees. The insert provided information regarding various alternative-certification programs in special education, bilingual education, and bilingual special education for employees with bachelor's degrees.

(4) An additional strategy used to recruit special education teachers for the 2004-2005 school year was to recruit from the pool of applicants to MPS who held certification in areas in which there were no openings. A letter was sent to all candidates who applied to MPS, but who were not interviewed due to a lack of openings in their areas of certification. The letter invited candidates to attend an informational meeting in the MPS Central Services Auditorium on July 7, 2004, to explore teaching opportunities in special education. Presentations were made by MTEC, UWM, and Cardinal Stritch University, promoting their certification programs in special education. Representatives were also on hand to answer questions regarding program curriculum and the certification process. Approximately 60 candidates attended the meeting.

(5) At the request of School Board Director Morales, the Office of Certificated Staffing, in collaboration with the Division of Special Services and the University of Wisconsin-Milwaukee, recruited bilingual special education teachers from Guanajuato, Mexico, in June 2004. Five (5) teachers were hired and are currently teaching at Forest Home, Pierce, Riley, Vieau, and Kosciuszko.

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Mexican Fiesta was instrumental in providing support through the solicitation of donations and assistance from the Milwaukee Mexican Community in helping the teachers in their transition from Guanajuato to Milwaukee. Also, Maria Ayala-Smith, a staffing specialist in the Office of Certificated Staffing, not only worked extremely closely with the new teachers to find appropriate teaching assignments for the teachers, but also spent her personal time and resources to help the teachers and their families adjust. The Office of Pupil Services, under the direction of Ada Rivera, placed the children of the teachers in schools which best met the families' needs.

We hope to continue this teacher-recruitment effort from Guanajuato, Mexico, for the 2005-2006 school year.

f. School-Based Interview Process

(1) Approximately 364 certified teachers accessed the school-based interview process from May through June 2004. Of these, approximately 323 were current MPS teachers.

(2) There were 41 newly hired teachers who were able to interview for positions consistent with their interests and certifications at schools of their choice.

(3) The Office of Certificated Staffing assigned in the traditional manner — i.e., based on seniority and consistent with their licenses — those contracted teachers who had not secured assignments through the interview process.

(4) The regular interview schedule for the schools participating in the expanded interview process commenced on October 11, 2004. The Office of Certificated Staffing also provided school-based interview process training for all schools at Vincent and Hamilton High Schools in March 2004.

2. Classified Staffing

The Office of Classified Staffing is responsible for all of the human-resource activities associated with the approximately 6,000 support positions within the school district, including such classifications as secretary, educational assistant, food service assistant, building service helper, school engineer, building trades (carpenter, electrician, sheet metal worker, etc.), handicapped children's assistant, accountant, truck driver, safety assistant, and others.

a. The human-resources activities administered by the Office of Classified Staffing include such things as:

- conducting all of the district's criminal background checks (including volunteers and partnership schools)
- processing pre-employment physical examinations
- re-staffing schools each school year
- staffing summer school
- processing requests for leaves of absence and transfers
- implementing changes in status such as promotions and changes in work year or hours
- processing grievances at the second step
- processing disciplinary actions, etc.

b. A sampling of some of the activities of the Office of Classified Staffing for the 12-month period from July 1, 2003, through June 30, 2004, is as follows:

Wisconsin Criminal Background Checks 5,009
Non-Wisconsin Criminal Background Checks 185

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New Hires 336
Leaves of Absences Processed.....625
Transfers/Promotions/Reassignments 961
Retirements/Resignations Processed.....171
Positive Drug Screens 6
Physical Examinations 586
Layoff 131

The report was approved by consensus.

* * * * *

(Item 6) Action on Resolution 0304R-036 by Director Blewett Regarding the Use of Only Certified Responsible Apparel Contractors and on Related Amendments to Section 12(c) of MPS Administrative Policy 3.09, Purchasing and Bidding Requirements

Background

At its meeting on February 23, 2004, the Board referred the following Resolution 0304R-036 by Director Blewett to the Committee on Finance/Personnel:

WHEREAS, The Milwaukee Public Schools does not want to support companies that compete by exploiting their workforce; and

WHEREAS, Sweatshop conditions in apparel and other industries threaten the jobs and working conditions of all workers; and

WHEREAS, According to MPS Administrative Policy 3.09, Purchasing and Bidding Requirements, Section 11c, Working Conditions — Garment and Apparel Industry, "The Vendor and its suppliers shall be in compliance with all U.S. and Wisconsin wage and hour laws and health and safety regulations pertaining to garment and apparel manufactures. The policy set forth herein shall apply to the manufacture and distribution of items of apparel, such as clothing, headwear, footwear, linen and fabrics, as well as any other industry designated by the Milwaukee Board of School Directors as vulnerable to sweatshop conditions"; and

WHEREAS, Pressure from institutional purchasers such as school districts is one of the most effective ways to combat sweatshop production; and

WHEREAS, The City of Milwaukee has adopted an ordinance requiring apparel to be obtained only from responsible vendors and manufacturers who provide safe, non-discriminatory work environments and who compensate their employees with non-poverty wages; and

WHEREAS, The City of Milwaukee ordinance requires contractors for items of apparel to submit affidavits verifying them as responsible manufacturers; and

WHEREAS, The Milwaukee Public Schools strives to implement all administrative policies in a fiscally responsible manner; now, therefore, be it

RESOLVED, That the Board direct the Administration to develop an administrative procedure which requires affidavits to certify apparel contractors who are both socially responsible and have responsible employment practices; and be it

FURTHER RESOLVED, That the Administration develop a plan, for implementation no later than the FY05 school year, which identifies and promotes the use of such certified domestic and international apparel vendors; and be it

FURTHER RESOLVED, The Board's Committee on Legislation, Rules and Policies work with the Wisconsin Association of School Boards to promote the purchase of apparel only from certified responsible contractors.

The Administration responded to Board Resolution 0304R-036 at the August 2004 meeting of the Committee on Finance/Personnel. At the meeting, the Committee directed the Administration to bring back to the Board within 3 months an administrative policy similar to that currently being recommended, but with the addition of the following requirements:

a. disclosure of factory names, locations, and wages;

b. certification that vendors uphold the rights of workers to organize in unions;

c. the application of the policy to all district clothing purchases;

d. implementation of an MPS account code for all clothing purchases throughout the district; and

e. the creation of a system for public complaints and challenges to the veracity of suppliers' assertions to be filed with the district for review by the Administration in consultation with the City Attorney.

Administration's Analysis

1. This item seeks approval of amendments to Administrative Policy 3.09 regulating MPS requirements for contracting with, and purchasing from, clothing and apparel manufacturers.

2. The Administration held a meeting attended by Milwaukee Board Director Balistreri; the Board Clerk; representatives of the Milwaukee Clean Clothes Campaign, the Wisconsin Fair Trade Campaign, the AFL/CIO, the MTEA, and UNITE Midwest; and the MPS Administration.

3. An agreement was reached to model the MPS sweatshop policy after the City of Milwaukee's ordinance addressing the same issue. The final draft, as shown in the Administration' recommendation, was accepted by the above parties and approved by the City Attorney.

Strategic Plan Compatibility Statement

4. This recommendation supports the MPS Strategic Plan by promoting fiscal responsibility and informed decision making concerning the allocation of District resources.

Statute, Administrative Policy, or Board Rules Statement

5. The Administration's recommendation is to replace section 12(c) of Administrative Policy 3.09, Purchasing and Bidding Requirements, with the policy shown in the below recommendation. The current section 12(c), which would be replaced, reads:

(c) Working Condition — Garment and Apparel Industry

The Vendor and its suppliers shall be in compliance with all U.S. and Wisconsin wage and hour laws and health and safety regulations pertaining to garment and apparel manufacturers. The policy set forth herein shall apply to the manufacture and distribution of items of apparel, such as clothing, headwear, footwear, linen and fabrics, as well as any other industry designated by the Milwaukee Board of School Directors as vulnerable to sweatshop conditions.

Fiscal Impact Statement

6. Action on this item does not authorize expenditures. The costs for maintaining a file of compliance statements would be absorbed by the Purchasing Division. Due-process hearings could result in additional costs associated with recruiting and retaining qualified hearing panel members and with attorneys' fees. It is not possible to quantify those costs at this time, as the parameters and rules for such hearings have not been developed.

Implementation and Assessment Plan

7. Upon approval by the Board, the Purchasing Division would:

a. replace section 12(c) in Administrative Policy 3.09 with the recommended proposed policy;

b. require vendors receiving awards to sign the Affidavit of Compliance Statement;

c. maintain a file of Compliance Statements; and

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d. include a notice in future MPS RFPs and bids, informing vendors of the requirement to sign an affidavit.

Committee's Recommendation

Your Committee recommends that the Board approve the amendment of section 12(c) in Administrative Policy 3.09, Purchasing and Bidding Requirements, as follows:

Administrative Policy 3.09
PURCHASING AND BIDDING REQUIREMENTS

(12) SUPPLEMENTAL CONTRACT CONDITIONS

~~*(c) Working Condition - Garment and Apparel Industry*~~

~~The Vendor and its suppliers shall be in compliance with all U.S. and Wisconsin wage and hour laws and health and safety regulations pertaining to garment and apparel manufacturers. The policy set forth herein shall apply to the manufacture and distribution of items of apparel, such as clothing, headwear, footwear, linen and fabrics, as well as any other industry designated by the Milwaukee Board of School Directors as vulnerable to sweatshop conditions.~~

(c) WORKING CONDITION — GARMENT AND APPAREL INDUSTRY

1. PURPOSE

The Milwaukee Board of School Directors wishes to purchase items of apparel from responsible manufacturers. Toward that end, the following definitions will apply to this section.

2. DEFINITIONS

a. "Apparel" means all items of clothing and cloth produced by weaving, knitting, and felting, and shall include uniforms, coveralls, footwear, linens, and entrance mats.

b. "Manufacture" means to process, fabricate, assemble, treat, or package.

c. "Non-poverty wage" means the following for:

(i) Domestic manufacturers. A base hourly wage adjusted annually to the amount required to produce, for 2,080 hours worked, an annual income equal to or greater than the U.S. Department of Health and Human Services' most recent poverty guideline for a family of three plus an additional twenty percent of the wage level paid either as hourly wages or health benefits.

(ii) Outside the United States. A nationwide wage and benefit level which is comparable to the non-poverty wage for domestic manufacturers as defined in sub. 1 after being adjusted to reflect the country's level of economic development by using a factor such as the relative national standard of living index in order to raise a family of three out of poverty. In addition, workers shall not be subject to disciplinary wage deductions.

d. "Responsible manufacturer" means an entity engaged in manufacturing that can demonstrate all of the following:

(i) compliance with all applicable local and international labor laws and workplace regulations regarding wages and benefits and workplace health and safety, as well as with the fundamental conventions of the international labor organization, including those regarding forced and child labor and freedom of association;

(ii) payment to its employees of non-poverty wages as defined in subparagraph 12(c)2c(i) for domestic manufacturers and subparagraph 12(c)2c(ii) for manufacturers located outside the United States;

(iii) termination of its employees only with just cause; and

(iv) establishment of a mechanism for the resolution of workplace disputes.

3. REQUIREMENTS

a. Application

(i) All MPS contracts involving the purchase of items of apparel totaling $5,000 or more shall be awarded by the MPS Purchasing Division.

(ii) All MPS contracts involving the purchase of items of apparel totaling $5,000 or more shall be awarded to the lowest responsible contractor.

b. Affidavits

(i) No contract for the purchase of items of apparel totaling $5,000 or more shall be awarded unless the lowest responsible contractor first submits to the MPS Procurement Manager a signed affidavit which includes the following information for the specified time period of the contract:

(1) the names and addresses of the companies and facilities in which the items of apparel have been or will be manufactured;

(2) the names and addresses of all owners of the facilities in which the items of apparel have been or will be manufactured;

(3) the base hourly wage and percentage of wage level paid as health benefits for persons working at the facilities in which the items of apparel have been or will be manufactured; and

(4) a statement by the contractor that the facilities identified pursuant to this paragraph are operated by a responsible manufacturer as defined in sub. 12(c)2d.

(ii) Contractor shall procure and submit affidavits from all subcontractors employed by the contractor during the period of the contract.

(iii) In the event that information provided by the contractor or subcontractor pursuant to this paragraph changes during the period of the contract, the contractor shall submit to the MPS Procurement Manager affidavits relating to the updated information.

(iv) The MPS Procurement Manager shall maintain and make available for public inspection any affidavit submitted pursuant to this paragraph.

4. CONTRACT BID SPECIFICATIONS

The MPS Procurement Division shall add a digest of the provisions of this section to all bid specifications involving apparel purchases.

5. SPECIFICATION FOR APPAREL CONTRACTS

No contract for the purchase of items of apparel covered under this section shall be entered into unless the contract contains a stipulation stating that the contractor agrees to provide only items of apparel manufactured by responsible manufacturers, and the contractor agrees to include an equivalent stipulation in all subcontracts.

6. MONITORING AND ENFORCEMENT

a. Responsibility

The MPS Procurement Division shall review the affidavits submitted by apparel contractors, receive and investigate complaints relating to compliance with this section, and impose appropriate sanctions upon any contractor who provides false information or fails to comply with the provisions of this section.

b. Notice

The MPS Procurement Division shall, in a timely manner, provide on its website a notice and related documentation regarding the following:

(i) the issuance of invitations to bid and the awarding of contracts relating to items of apparel covered by this section; and

(ii) the receipt of affidavits submitted pursuant to sub. 12(c)3b.

c. Sanctions

Any contractor or subcontractor engaged in an MPS apparel contract found by the Procurement Manager to have submitted false, misleading, or fraudulent information, or to have otherwise failed to comply with the provisions of this section, may be subject to any of the following sanctions:

(i) withholding of payments;

(ii) termination, suspension, or cancellation of the contract in whole or in part;

(iii) after a due-process hearing, denial of the right to bid on future MPS contracts by the contractor, subcontractor, partner, agent, or by any corporation of which contractor is a member, for a period of one year after the first violation is found, and for a period of 3 years after a second violation is found.

7. WAIVER

The requirements of this section may be waived in writing by the MPS Procurement Manager if any of the following are true:

a. all bidders to a contract are deemed ineligible under this section;

b. the contract is necessary in order to respond to an emergency which endangers the public health and safety; and no contractor who complies with the requirements of this section is immediately capable of responding to the emergency.

8. APPEALS

An apparel contractor who objects to any decision or action by the Procurement Manager relative to specifications and recommendations for purchasing items of apparel, may appeal the decision to the Committee on Finance/Personnel of the Milwaukee Board of School Directors.

MPS Affidavit of Compliance
Procurement of Items of Apparel from Responsible Manufacturers

BID/RFP NUMBER: _____ DATE: _____

This Affidavit of Compliance will be the contractor's sworn statement that facilities identified on this form are operated by responsible manufacturers as defined in the Milwaukee Public Schools (MPS) Administrative Policy 3.09, Section 12(c)2d. This policy also requires that:

> Contractors shall procure and submit affidavits from subcontractors employed by the contractor during the specified time period of the contract.
>
> In the event information provided by the contractor or subcontractor pursuant to this paragraph changes during the specified time period of the contract, the contractor shall submit to the MPS Procurement Manager affidavits relating to the updated information.

A. Below, provide the names and addresses of the companies and facilities in which the items of apparel have been or will be manufactured (attach additional sheet if necessary).

NAME OF MANUFACTURER/ CONTRACTOR/SUBCONTRACTOR	ADDRESS	CITY	STATE	ZIP

B. Below, provide the names and addresses of all owners of the facilities in which the items of apparel have been or will be manufactured (attach additional sheet if necessary)

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NAME OF MANUFACTURER/ CONTRACTOR/SUBCONTRACTOR	ADDRESS	CITY	STATE	ZIP

C. Below, provide the base hourly wage and the percentage of wage level paid as health benefits for persons working at the facilities in which the items of apparel have been or will be manufactured.

BASE HOURLY WAGE: $ PERCENTAGE OF WAGE PAID AS HEALTH BENEFIT

In accordance with the requirements of the Milwaukee Board of School Directors, I have completed this Affidavit of Compliance form in good faith, and have made no willingly false or misleading statements. Further, I have disclosed the names and locations of all facilities used in the manufacture of items of apparel I sell to MPS. I have also included Affidavits of Compliance from all subcontractors employed during the specified time period of the contract. I understand any false statement on the Affidavits of Compliance could result in any of the following:

1. Withholding of payments
2. Termination, suspension, or cancellation of the contract in whole or in part
3. After a due process hearing, denial of the right to bid on future MPS contracts by the contractor, subcontractor, partner, agent, or by any corporation of which contractor is a member, for a period of one year after the first violation is found, and for a period of three years after a second violation is found.

I hereby state I will comply with MPS Administrative Policy 3.09 Section 11(c).

AUTHORIZED SIGNATURE _____

TITLE _____

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

* * * * *

(Item 7) Action on a Recommendation for Authorization to Enter into Contracts Contingent Upon Approval of the E-Rate Program for Funding (July 1, 2005-June 30, 2006)

Administration's Analysis

1. The E-Rate program is a federal program administered through the FCC (Federal Communications Commission) to provide funding to schools and libraries to develop, implement, and maintain Internet connectivity. 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. The district has participated in this program from its inception in 1998.

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; therefore, language indicating that the contracts are valid only upon E-Rate approval of the applications and the approval of local funds will be included in each contract.

Strategic Plan Compatibility Statement

4. This recommendation supports the MPS Strategic Plan, Goal 1, student achievement.

UNOFFICIAL TEAR

Statute, Administrative Policy, or Board Rules Statement

5. This recommendation complies with Administrative Policy 3.09, Purchasing and Bidding Requirements.

Implementation and Assessment Plan

6. Upon Board approval, the district will sign standard MPS professional services contracts with the selected vendors for the specified services and dollar amounts 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 because of the unavailability of district funds.

RFP#	Vendor Name	Description	Total	E-Rate Share	MPS Share
499	Inacom	Cisco SmartNet Maintenance	$450,305	$405,274	$45,031
450	Dell	Novell SLA	$138,548	$124,693	$13,855
453	AE Business Sol.	Network OS Maintenance	$320,000	$288,000	$32,000
451	Mitel	PBX Maintenance	$271,270	$244,143	$27,127
454	Hitec	TTY Text Service	$58,500	$52,650	$5,850
452	Wiscnet	Internet (ISP)	$74,763	$62,800	$11,963
457	Inacom	Cisco Firewalls	$67,256	$60,530	$6,726
455	Inacom	Web E-Mail	$270,338	$243,304	$27,034
456	AE Business Sol.	E-Mail Storage System	$130,700	$117,630	$13,070

Fiscal Impact Statement

7. This item authorizes the expenditure of $1,781,680, contingent upon approval of the E-Rate Program. This authorization will be proportionately reduced based upon any partial approval by the E-Rate Program. The expenditures will be budgeted to account number EQM-0-0-TEC-TC-EMTC (Maintenance Contracts).

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration to enter into contracts with the specified vendors for $1,781,680, as detailed in the table below, contingent upon approval of the E-Rate Program.

RFP#	Vendor Name	Description	Total	E-Rate Share	MPS Share
499	Inacom	Cisco SmartNet Maintenance	$450,305	$405,274	$45,031
450	Dell	Novell SLA	$138,548	$124,693	$13,855
453	AE Business Sol.	Network OS Maintenance	$320,000	$288,000	$32,000
451	Mitel	PBX Maintenance	$271,270	$244,143	$27,127
454	Hitec	TTY Text Service	$58,500	$52,650	$5,850
452	Wiscnet	Internet (ISP)	$74,763	$62,800	$11,963
457	Inacom	Cisco Firewalls	$67,256	$60,530	$6,726
455	Inacom	Web E-Mail	$270,338	$243,304	$27,034
456	AE Business Sol.	E-Mail Storage System	$130,700	$117,630	$13,070

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

* * * * *

(Item 8) Action on Resolution 0405R-013 by Director Hardin Regarding the Principal Perceiver

Background

At its meeting on June 24, 2004, the Board referred the following Resolution 0405R-013 by Director Hardin to the Committee on Finance/Personnel:

WHEREAS, The motto of the Milwaukee Public Schools is "High Standards Start Here"; and

WHEREAS, If we are to expect our students to fulfill high standards, the leadership in our schools must set the example of those standards; and

WHEREAS, It is the obligation of the district to ensure that it has the best qualified and most skilled principals in its schools; and

WHEREAS, As part of the principal selection process, the district uses the instrument known as the Principal Perceiver; and

WHEREAS, The results of any process are only as good as the tools which that process employs; now, therefore, be it

RESOLVED, That Board direct the Administration to review its implementation of the Principal Perceiver to determine the instrument's usefulness and accuracy in identifying successful principals; and be it

FURTHER RESOLVED, That the Board direct the Administration to report back to the Board via its Committee on Finance/Personnel, no later than the January Board cycle, the findings of its review, along with any recommendations for improving or replacing the instrument as a tool in selecting new principals.

Administration's Analysis

1. Under Administrative Procedure 6.23(3), Filling Principal Vacancies, section (d), Screening of Applications, successful completion of the Principal Perceiver or Principal Insight or more than five (5) years of successful experience as a principal are identified as part of the initial screening process. It is important to note that the Principal Perceiver and Principal Insight represent only two pieces of information that are taken into consideration during the administrator selection process.

2. Both instruments — the Principal Perceiver and Principal Insight — are available to MPS through the Gallup Organization. The Principal Perceiver, an instrument administered by means of an interview, is being phased-out and replaced with the computer-based Principal Insight. The phase-out is due to the extensive improvements evident in the Principal Insight product, including the following:

a. Increased precision and reliability in measuring professional strengths

b. Greater accessibility and reduction of personal bias due to the online format

c. Fast, efficient, and effective assessment of professional strengths (results are available to the district almost immediately upon completion)

d. Reductions in work hours and paperwork.

3. The Principal Insight includes 131 computerized, timed assessment items that focus on areas such as mission and vision, work orientation, school climate, resiliency, gathering resources, etc.

4. To use the Principal Insight, a candidate goes to the Gallup Organization's web site, enters the district number and his/her social security number, and completes the Principal Insight. Results, which are sent to the Office of Human Resources, are kept confidential.

5. The justification for the district's continued use of the Gallup Organization's products is twofold:

a. because the Gallup Organization stands by its products, if the district is legally challenged relative to its use of the Principal Perceiver or Principal Insight in the initial screening process for principal selection, Gallup will represent the district in court; and

b. both products have proven effective not only in the initial screening process for principal and assistant principal selection, but in the areas of professional development and leadership development as well.

6. As of December 2004, 407 potential administrators have taken the Principal Perceiver. Of these, 373 have passed (two individuals retook the Principal Perceiver and met the standard), while 34 did not meet the standard. Of the 373 who passed the Principal Perceiver, there are presently 22 who became principals and nine who are APICs.

7. Additional leadership support for assistant principals and new principals includes the Principal Assessment Center and the Administrative Skill Card.

a. The Principal Assessment Center is open to assistant principals and new principals. This one-day assessment involves a series of exercises and activities, with responses recorded by a team of experienced and successful district administrators. A report to be used for professional development is generated and shared with each participant.

b. The Administrative Skill Card is used by assistant principals to conduct self-assessment and to determine the professional development necessary to assume the principalship.

8. The Department of Administrative Accountability has increased its efforts to ensure that the district continues to identify, select, and support the best candidates for principal and assistant principal positions. This is being accomplished through the Principal Assessment Center and the Administrative Skill Card. For those individuals who initially did not meet the standard of the Principal Perceiver or Principal Insight, they may retake it after one year. The Administrative Skill Card determines the specific areas necessary for professional development. Once this information is identified, the Department of Administrative Accountability will provide assistance relative to these areas.

Strategic Plan Compatibility Statement

9. 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

10. This item is consistent with Administrative Policy 6.23, Recruitment and Hiring: Staff, and Administrative Procedure 6.23(3), Filling Principal Vacancies.

Fiscal Impact Statement

11. This item does not authorize expenditures.

Committee's Recommendation

Your Committee recommends that the Board:

1. adopt Resolution 0405R-013 and the continuation of the administration of the Principal Insight in light of the following improvements that have already been implemented:

   • the Principal Insight, a new and improved version of the Principal Perceiver, using results to determine professional development;

   • providing the candidate with the opportunity to retake the Principal Insight;

   • the new principal selection process; and

2. direct the Administration to conduct a periodic (i.e., every two to three years) evaluation of the instrument with respect to its validity and reliability.

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

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(Item 9) Action on the Approval of the Merger of the Henry L. Palmer and Garfield Avenue Schools and of a Request for a Waiver from Administrative Policy 5.01(8)(b)

Administration's Analysis

1. Pursuant to Administrative Procedure 5.01(2), Facilities Retirement, Garfield and Palmer Schools meet the criteria for school closing and building consolidation. According to Administrative Policy 5.01(8)(b), however, Board action is required prior to December 31st .for such an undertaking; therefore, the Administration is requesting a waiver from the December 31st deadline in order to engage the community in this process.

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2. At its meeting of December 23, 2003 (Proc., pp. 614-616), the Board approved the expansion of the Henry L. Palmer School from K4-5 to K4-8. This action was in response to Resolution 0304R by Director Hardin regarding K-8 organization and extended transportation service for Palmer School, which supported a recommendation from the Palmer School community and governance council to expand to K-8 in order to maintain its viability as a neighborhood school. The school community and governance council had expressed concerns as to the future viability of the school due to decreases in enrollment and to the redevelopment occurring in the attendance area. The recommendation to expand to K-8 resulted from extensive discussions between the Administration and the Palmer School community.

3. During the same time period, the parents, staff and school governance council at Garfield Avenue School were also considering the feasibility of expending their grade levels to K4-8 with the assistance of the Office of Neighborhood Schools and the Division of Facilities and Maintenance Services. As a result of these discussions, it was determined that expansion was not possible without extensive modifications to the Garfield facility.

4. At its meeting of December 16, 2003, the Board received the report of the Committee on Strategic Planning and Budget, which had met on December 10, 2003. At that meeting, a number of possible actions was discussed which could be taken in order to reduce operating costs for the district. One such action was the closing of schools to reduce operating costs associated with the building.

5. One of the outgrowths of the discussions at Garfield is a proposed model which could be used in the future to close facilities while providing increased educational services for students — i.e., merging two schools to create one program. The new school would be a neighborhood specialty school. No change in the Palmer attendance area is required.

6. During the past six years, enrollments at both schools have decreased significantly as detailed in the following table:

Year	Garfield	Palmer
1999	468	512
2000	423	445
2001	389	398
2002	340	330
2003	346	225
2004	348	222

7. Combining the two schools would enable the Garfield facility to be closed while strengthening the program at both schools.

8. Because of their decreasing enrollments, both schools have had to reduce or eliminate programs and services. Merging the two schools would provide the resources for additional support staff and services. Additional K-8 opportunities would now be made available for more students. Finally, after-school programs would be available for additional students through the merger.

9. The proposed merger of Garfield and Palmer Schools will still provide a neighborhood school option for the student population in the current Garfield/Palmer community. The designation of the school as a neighborhood specialty school will provide the student population access to that school.

10. The current student demographic at Garfield and Palmer Schools is 93% and 95% African American, respectively. The combining of the two schools will not change the current student demographic; however, implementation of the new curriculum could be instrumental in encouraging more student diversity.

11. Merger of the two schools would enable more students to participate in a K-8 curriculum that emphasizing mathematics, science, and technology and would increase the long-term viability of Palmer as a neighborhood school.

12. The Administration discussed the proposed school merger with representatives from Garfield and Palmer Governance Councils, their staff, parents, and community members at a community meeting on Thursday, December 9, 2004. Approximately 80 to 90 residents attended the meeting. The overall reaction from the group regarding the merger was positive; however, the general consensus was to have a little more

time to fully engage in dialog between the two school communities. The school governance councils, which met individually and then jointly on January 10, 2005, support the merger.

13. Labor Relations advised affected bargaining units of the merger and invited them to attend the December 9, 2004, community meeting.

14. On January 7, 2005, the MTEA and the Administration engaged in a dialog regarding the rights of these bargaining units at Palmer and Garfield Elementary Schools. As a result of concerns generated by this dialogue, the Administration forwarded a letter to the MTEA requesting to initiate discussions regarding the proposed merger as it relates to MTEA-represented staff.

Strategic Plan Compatibility Statement

15. The recommendation supports the MPS Strategic Plan Goal 1, student achievement; Goal 2, student success in further education and employment; and Goal 3, family satisfaction, as measured by the choices in the educational marketplace.

Statute, Administrative Policy, or Board Rules Statement

16. Merger of the two schools will result in the closure of the current Garfield 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 . . . ." In order for the community to have additional time to discuss the proposals, it will not be possible to meet the December 31 deadline. As a result, the Administration is requesting a waiver from the December 31 deadline.

17. 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

18. Merger of the two schools will enable the district to close the existing Garfield facility, which will result in lower operating costs for the district by approximately $200,000 for FY06.

19. Merger of the two schools will require some modifications to the existing Palmer facility to house the new program. Known modifications include creation of a new cafeteria, expansion of the library, and creation of a science room. Funds for the modifications, together with funds to cover packing, unpacking, and moving of furniture, equipment and supplies to Palmer, will come from the Unallocated Moving Account and the Garfield Site Improvement Account. These costs are estimated at $500,000.

20. As an incentive for the two schools to merge, an allocation of approximately $196,000, based on savings in non-classroom staff, would be added to the new school's FY06 budget and would continue for two more years, contingent upon annual approval of the school allocation process. Similar incentives will be made available to other schools which create district savings in facility costs through merging.

Implementation and Assessment Plan

21. Upon Board approval, the Administration will create an implementation team to assist the two school communities with all of the activities required to open the new school and to close the Garfield facility. The existing Garfield facility will remain closed for FY06. A determination on any possible future use will be made during the FY06 school year.

22. The Division of Facilities and Maintenance Services will begin planning activities to identify all of the needed modifications to the Palmer facility in more detail.

23. After the merger has been approved, the community will have the option of expanding the current name or deciding on a new name for the merged school.

24. The Administration will work with affected bargaining units to ensure that the contractual rights of staff are adhered to.

Committee's Recommendation

Your Committee recommends that the Board:

1. grant a waiver from Administrative Policy 5.01(8)(b) as it relates to the December 31 deadline for possible school closures for the following year, specifically in regard to Garfield Elementary School;

2. close the current Garfield Avenue School effective June 15, 2005, with determination of any possible future use to be made during the FY05-06 school year;

3 approve the merger of the current Garfield Avenue and Henry L. Palmer Schools; and

4. place funds in the amount of $196,000 in the FY06 budget to reward the schools' efforts in merging and to ensure that special costs are at least partially offset.

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

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(Item 10) Action on Resolution 0405R-030 by Director Hardin Regarding the Provision of Handheld Stop Signs to School Crossing Guards

Background

At its meeting on September 30, 2004, the Board referred the following Resolution 0404R-030 by Director Hardin to the Committee on Finance/Personnel:

WHEREAS, Milwaukee Public Schools is responsible for ensuring the safety of our school children; and

WHEREAS, Since the implementation of the NSI program in the fall of 2000, many more students are walking to their neighborhood schools and crossing busy intersections; and

WHEREAS, Safety regarding student transportation to and from school is a continuous concern for the district; and

WHEREAS, Through an Intergovernmental Agreement with the Milwaukee Public Schools, the City of Milwaukee provides crossing guards to increase neighborhood safety and to help children safely cross streets; and

WHEREAS, The City of Milwaukee also provides training and equipment for the crossing guards; and

WHEREAS, On streets with heavy volumes of traffic, crossing guards' lives are in danger because drivers have limited visibility of the crossing guards and decreased stopping time; now, therefore, be it

RESOLVED, That the Intergovernmental Agreement between the City of Milwaukee and Milwaukee Public Schools state that crossing guards for Milwaukee Public Schools children be provided with hand-held stop signs to be used while on duty to increase drivers' visibility of the crossing agents and to help increase safety for children crossing at busy intersections; and be it

FURTHER RESOLVED, That the Administration come back to the Board with an amendment to the Intergovernmental Agreement and report on the status of the implementation of this resolution no later than the December Board cycle.

Administration's Analysis

1. The crossing guards are employees of the Milwaukee Police Department. The Administration has had preliminary discussions with the Safety Director of the Milwaukee Police Department in December 2004 and on January 10, 2005, concerning the possibility of providing crossing guards with handheld stop signs. At the time of these discussions, there was no interest on the part of the Milwaukee Police Department to provide crossing guards with handheld stop signs.

2. The Director of Safety for the Milwaukee Police Department indicated that the crossing guards had expressed concerns that the weight of the stop signs would aggravate such conditions as carpal tunnel syndrome. The crossing guards felt that the orange gloves which they currently wear provide the visibility

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necessary to ensure the safety of the children, while allowing them to put their arms out to keep the children from the path of oncoming vehicles.

3. The Milwaukee Police Department administration also indicated that changing existing practice, such as by requiring handheld stop signs, would be the decision of the Milwaukee Safety Commission.

4. An amendment to the Intergovernmental Agreement between the City of Milwaukee and Milwaukee Public Schools would require both parties to agree to change existing practice in order to provide crossing guards with handheld stop signs. Although, at this point, there is no interest on the part of the Milwaukee Police Department in doing so, the Administration will, at the Board's direction, draft and send a follow-up request to the Director of the Milwaukee Police Department regarding interest in implementing this model.

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 administrative policies and procedures and the Intergovernmental Agreement between the City of Milwaukee and Milwaukee Public Schools.

Fiscal Impact Statement

7. The Administration's recommendation does not authorize expenditures.

8. The cost of stop signs varies, with the lowest-priced model costing $50 per sign, and the highest-priced model costing approximately $200 per sign. Purchasing the $50 sign for each of the 200 crossing guards would result in a cost of $10,000. Purchasing the $200 sign for each of the 200 crossing guards would result in a cost of $40,000.

Committee's Recommendation

Your Committee recommends that the Board:

1. direct the Administration to come back to the Board in April 2005 with an update regarding the amendment of the Intergovernmental Agreement regarding handheld stop signs;

2. direct the Office of Finance and Operations to evaluate the Intergovernmental Agreement and determine why crossing guards are unable to hold stop signs; and

3. continue to pursue the implementation of handheld stop signs for the safety and protection of our children.

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

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(Item 11) Action on Resolution 0405R-032 by Director Balistreri Regarding New Principals' Right to Limited Reviews of School Finances

Background

At its meeting on September 30, 2004, the Board referred the following Resolution 0405R-032 by Director Balistreri to the Committee on Finance/Personnel:

WHEREAS, Administrative Policy 2.05, School Building Administration, gives principals the general supervision of the school premises over which they preside, as well as responsibility for the general management, instruction, and discipline of their schools; and

WHEREAS, That same Administrative Policy 2.05 directs that principals shall administer the school funds in their possession; and

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WHEREAS, In order to administer those funds effectively and efficiently, principals must know what funds they have and how they are being used; and

WHEREAS, Each year, sometimes in mid-term, principals are assigned to different schools and, among the many tasks with which such a transition imposes on them, they must quickly become familiar with the financial status of their schools; and

WHEREAS, Although every new principal has the right to request a limited review of his or her school's cash transitions, many apparently are not aware of that right and, therefore, miss an opportunity to make the difficult transition slightly easier and to better ensure that they gain a thorough understanding of their schools' current fiscal positions; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors direct the Administration, beginning in November 2004, to notify all school principals that, whenever there has been a change in a school's principal, the new principal may request, at no cost to the school, a limited review of that school's cash transactions by submitting such a request, in writing, to the Audit Services Division of the Office of Board Governance; and be it

FURTHER RESOLVED, That the Board direct the Administration to invite the district's Chief Auditor to attend the first principals' meeting of each school year to explain this option to the principals; and be it

FURTHER RESOLVED, That the Board direct the Administration to include in the first Administrator's Bulletin issued each school year, notice of the principals' right to request limited reviews of their schools' cash transactions and instructions on how to do so.

Administration's Analysis

1. The Office of Board Governance's Audit/Review Services area offers limited reviews of school cash and internal controls to principals who are new to their schools. These reviews, which are conducted at the request of the newly-assigned principals, are included in the chargeback to schools for Audit/Review Services.

2. According to the Chief Auditor, each review is designed to provide the new principal with operational knowledge of, and an opinion on, the cash and account balances of the school's Student Activity Funds. The reviews also provide knowledge of, and an opinion on, the school's compliance with policies, procedures, sound business practices, and controls related to the management of contracts, student activity funds, payroll, operations, and grant budgets, including deficits, fixed assets, travel, and other pertinent areas.

3. The Administration believes all newly-appointed principals should be made aware of the availability of the reviews; however, it is a basic job duty of veteran principals to be informed about and familiar with the cash handling and internal controls at their schools. Opening the service to all principals could lead to a substantial increase in the number of requests for school reviews and to a significant cost increase for Audit/Review Services.

4. The district's annual audit plan includes resources for 10 limited reviews. According to the Chief Auditor, additional request for reviews — combined with the Audit/Review Services' current workload of program, departmental, and school audits, special projects, and special investigations — would increase costs for Audit/Review Services, according to the Chief Auditor.

Strategic Plan Compatibility Statement

5. The Administration's recommendation is consistent with the practice of fiscal responsibility and informed decision making concerning the allocation of district resources.

Statute, Administrative Policy, or Board Rule Statement

6. This item is consistent with state statutes and MPS policies and rules.

Fiscal Impact Statement

7. This item does not authorize expenditures.

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8. An increase in the number of audit requests would result in increased costs for the Office of Board Governance's Audit/Review Services, which could force the Office to increase chargebacks or reduce other services, according to the Chief Auditor.

Implementation and Assessment Plan

9. The Administration will give information, as provided by the Chief Auditor, to newly assigned principals explaining the availability of limited school financial reviews. The information also shall be included in the first issue of the Administrators Bulletin in each fiscal year. The Administration also shall invite the Chief Auditor to attend the first principals' meeting of each school year to explain availability of the review to the principals.

Committee's Recommendation

Your Committee recommends that the Board adopt Resolution 0405R-032, amended to make the reviews available only to principals appointed to new assignments. This information will be conveyed to principals via several approaches:

1. The Administration will invite the district's Chief Auditor to attend the first principals' meeting of each school year to explain this option to the principals;

2. the Administration will include this information in the first Administrator's Bulletin issued each school year; and

3. this information will be placed in the packets distributed to principals at the first principals' meeting of each year. Additionally, new principals are required to attend a monthly meeting, and this information will be distributed and addressed at the first such meeting.

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

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(Item 12) Action on a Recommendations Regarding Contracts for the Provision of Educational Services Related to Early Childhood

Administration's Analysis

1. The Milwaukee Public Schools was awarded a $750,000 grant from the Milwaukee County Department of Health & Human Services to improve access to, and the quality of, childcare services for children from birth to age twelve. Milwaukee County recognizes the value of work begun by MPS through the PACES Project (Partners Acting on the Commitment to Early Success) and has committed funds that will allow us to continue providing technical assistance to group and family childcare centers. Without this funding, these services would have been eliminated due to decreased funding for the district's Department of Workforce Development Early Childhood Grant. The Milwaukee County Board of Supervisors approved funding for this grant on December 16, 2004, and the County Executive authorized and signed it on December 21, 2004.

2. The Administration is requesting authorization to enter into contracts with three local agencies and institutions that are participating in the implementation of this comprehensive program. A description of the services and activities provided by each agency or institution is outlined below. All of the services and activities delineated below represent a continuation of previous year's project activities:

Contractor:	Planning Council for Health & Human Services
Scope of Service:	The continuation of the formal evaluation of this initiative: 1) Conduct an analysis of Time 2 and Time 3 process quality assessments for participating group childcare centers; 2) Conduct an analysis of Time 2 process quality data for family childcare providers participating in the Milwaukee County recertification process;

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3) Conduct a services break out for centers who have participated in the PACES project;

4) Conduct an analysis of baseline process quality data for the second cohort of family providers participating in the recertification process;

5) Produce 2-3 interim reports and one major annual report that will highlight and inform emerging early childhood issues of concern in the Milwaukee Community.

Amount: $120,000

Contractor:	Wisconsin Early Childhood Association
Scope of Service:	The provision of quality improvement technical assistance to family child care providers with the goal of quality improvement and/or national accreditation. Generally, the technical assistance consultation focuses on assisting the programs in creating or enhancing positive learning environments for young children.
Amount:	$135,000

Contractor:	Community Coordinated Child Care
Scope of Service:	The provision of quality improvement technical assistance to group child care centers with the goal of quality improvement and/or national accreditation. Generally, the technical assistance consultation focuses on assisting the programs in creating or enhancing positive learning environments for young children. The completion of family childcare center assessments (the Family Daycare Environmental Rating Scales) with identified family childcare providers.
Amount:	$286,000

Total $541,000

2. The Administration also is requesting a technical amendment to the Early-Childhood-through-Eighth-Grade Educational contract with Garden Homes Montessori to accommodate increased enrollment. The Board of School Directors approved a contract in June 2004 that included $320, 247 for 45.5 FTE at Garden Homes. The amended contract would increase funding for the school by $141,139 and accommodate a total enrollment of 98 FTEs.

Strategic Plan Compatibility Statement

3. 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. Quality childcare leads to future academic achievement, and parents have quality choices as they access childcare resources, partnerships, 4-year-old kindergarten, and neighborhood schools.

Statute, Administrative Policy or Board Rule Implication Statement

4. No Board policy or rule would require modification. These agencies meet the criteria for receiving sole-source status as required in Board Policy 3.09 and have been approved by the Superintendent's designee as sole-source vendors. These agencies meet the HUB criteria set by the district and have been approved by the Superintendent's designee.

Fiscal Impact Statement

5. This item authorizes expenditures of $541,000 for technical assistance for early childhood centers and project evaluation. The district was awarded $750,000 from the Milwaukee County Department of Health and Human Services Child Care Administration funding to improve the access to, and quality of, childcare for children from birth to age twelve. Funds for these contracts are allocated in account GEN-0-0-TA5-SN-ECNS (Child Care Contracted Services).

6. This item also authorizes expenditures of $141,139 to accommodate 52.5 additional FTEs at Garden Homes. Funds for the contacts are included in the FY05 budget, accounts KG5-0-0-CKG-SN-ESTC; DWC-0-0-CKG-SN-EEBN and EEC-0-0-CHG-SN-ECTV. (Student Services, teachers; Students Services, benefits; Early Childhood, contracted services)

Implementation and Assessment Plan

7. The Project Manager for the county grant will monitor the compliance of vendors with their respective contracts and manage the reimbursement of monthly (or other determined periodic) expenditures. Vendors will provide quarterly program reports with their periodic cost reports. The Administration will provide periodic reports about expenditures and program progress to the MPS Board of School Directors and the Milwaukee County Department of Health and Human Services.

Committee's Recommendation

Your Committee recommends that the Board:

1. authorize the Administration to enter into contracts from January 1, 2005, through December 31, 2005, for the amounts indicated below with the following agencies and institutions as part of the district's collaborative initiative to improve access to, and the quality of, childcare for children from birth to age twelve in the district:

Contractor:	Planning Council for Health & Human Services
Scope of Service:	The continuation of the formal evaluation of this initiative: 1) Conduct an analysis of Time 2 and Time 3 process quality assessments for participating group childcare centers; 2) Conduct an analysis of Time 2 process quality data for family childcare providers participating in the Milwaukee County recertification process; 3) Conduct a services break out for centers who have participated in the PACES project; 4) Conduct an analysis of baseline process quality data for the second cohort of family providers participating in the recertification process; 5) Produce 2-3 interim reports and one major annual report that will highlight and inform emerging early childhood issues of concern in the Milwaukee Community.
Amount:	$120,000

Contractor:	Wisconsin Early Childhood Association
Scope of Service:	The provision of quality improvement technical assistance to family child care providers with the goal of quality improvement and/or national accreditation. Generally, the technical assistance consultation focuses on assisting the programs in creating or enhancing positive learning environments for young children.
Amount:	$135,000

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Contractor:	Community Coordinated Child Care
Scope of Service:	The provision of quality improvement technical assistance to group child care centers with the goal of quality improvement and/or national accreditation. Generally, the technical assistance consultation focuses on assisting the programs in creating or enhancing positive learning environments for young children. The completion of family childcare center assessments (the Family Daycare Environmental Rating Scales) with identified family childcare providers.
Amount:	$286,000
Total	$541,000

Funding for these contracts has been budgeted in account GEN-0-0-TA5-SN-ECNS. The standard MPS Professional Services Contract is used for contracting with these agencies and institutions; and

2. authorize the Administration to amend the early childhood-through-eighth-grade educational program contract with Garden Homes Montessori to accommodate a larger-than-anticipated enrollment. The amended contract will be for $461,386, an increase of $141,139 from the contracted amount approved in June.

Funds for the amended contact are included in the FY05 budget, accounts KG5-0-0-CKG-XX-ESTC; DWC-0-0-CKG-XX-EEBN and EEC-0-0CHG-XX-ECTV (Student Services, teachers; Students Services, benefits; Early Childhood, contracted services)

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

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(Item 13) Action on a Request to Increase Contract Amounts for Title Ia Services for Students Enrolled in Non-Public Schools. Including Non-Public Schools Providing Educational Services under Contract with the Milwaukee Public Schools

Administration's Analysis

1. At its regular April 2004 meeting, the Board granted approval to negotiate contracts in an amount not to exceed $6,917,375, total, for the provision of services to Title IA-eligible students enrolled in non-public schools for the 2004-2005 school year. Contracts were to be awarded to Academic, Business, Cultural Academy, Inc. (ABC); Learning Exchange; Catapult Learning (formerly known as Sylvan Education Solutions); and Nonpublic Educational Services, Inc (NESI). The four vendors were recommended as a result of the review process related to RFP 439. Contract amounts were to be dependent upon the levels of service accessed by participating non-public schools. Participating non-public schools were to receive services up to an allocation amount based upon an approved federal formula. The Administration was to report back to the Board of School Directors on final allocations and contract award amounts.

2. Subsequent to Board approval, ABC; Catapult Learning ; and NESI, who provide educational services to MPS students on a contractual basis, received adjusted allocations based upon corrected school income data and an increase in Title IA funds made available for all MPS students. The increases necessitated a request for a total increase of $702,569 in the not-to-exceed amounts approved in the April Board Item related to RFP 439.

3. Participating non-public school vendor selections and assignments were made in Spring 2004, and the four approved vendors began to establish services in schools as the school year started. Participating schools are listed in an attachment along with total allocation amounts and vendor assignments.

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4. Contract amounts awarded to each agency are dependent upon the levels of service accessed by participating non-public schools. Participating non-public schools are receiving targeted assistance services up to an allocation amount based upon an approved federal formula.

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 manage services to eligible non-public school students as well as to MPS students who are receiving educational services under contracts at non-public schools under Section 9501 of the No Child Left Behind Act.

Strategic Plan Compatibility Statement

6. The recommendation supports the MPS Strategic Plan, Goal 1, Student Achievement, and is consistent with the practice of fiscal responsibility and informed decision making concerning the required allocation of federal resources for services to Milwaukee resident, Title I-eligible non-public school students, and MPS students who are receiving educational services under contracts at non-public schools.

Statute, Administrative Policy, and Board Rules Statement

7. The recommendation is consistent with Administrative Policy 3.09, Purchasing and Bidding Requirements, and Administrative Policy 3.10, Historically Underutilized Business Program.

8. The Administration's recommendation is consistent with federal and state statutes regarding ESEA.

Fiscal Impact Statement

9. This item authorizes expenditures of an additional $702,569 to provide Title I targeted assistance services to 113 schools and to meet regulatory requirements for funding for administrative expenses. Total amounts authorized under the contracts will change from $6,917,375 to $7,619,944, as mandated by ESEA, for contract services with Academic, Business, Cultural Academy, Inc.; The Learning Exchange; Nonpublic Educational Services, Inc.; and Catapult Learning. Changes in contracts may be necessary if the MPS FY04 Title I allocation is altered by the Wisconsin Department of Public Instruction or the U.S. Department of Education.

Account Title: Title I, Regular, Non-public School

Budget Codes: GEN-0-I-1N5-1S-ECTS0000
GEN-0-I-T15-XX-ECTS0000

Implementation and Assessment Plan

10. Contracts will run from August 1, 2004, to June 30, 2005. In accordance with contract requirements, formal and informal assessments will be conducted, and rigorous monthly and annual reporting requirements will be observed.

11. The contracts will be monitored on an ongoing basis through the Office of Academic Excellence.

Committee's Recommendation

Your Committee recommends that the Board authorize one-year contracts, as reflected below and in the attachment to this item, with options for up to two additional years, with Academic, Business, Cultural Academy, Inc.; The Learning Exchange; Nonpublic Educational Services, Inc.; and Catapult Learning, not to exceed a total of $7,619,944, for the provision of services to Title I-eligible students enrolled in non-public schools in the 2004-2005 school year.

Non-Public School Allocations and Vendor Assignments for Provision ofTitle IA Services

Catapult (formerly Sylvan) Schools (49)	Allocation
Atlas Preparatory Academy	$105,373
Bufkin, Texas Academy	$38,000
Catholic East School	$15,502
Cornerstone Achievement Academy	$19,970
Dominican High School	$9,693

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Catapult (formerly Sylvan) Schools (49)	Allocation
El Puente	$15,885
Family Montessori School	$24,951
Grace Christian Acad. of Greater Milw.	$41,404
Greater Holy Temple Christian Learning Center	$35,790
Holy Redeemer Christian Acad. & Young, D. J. Prep. H.S.	$188,159
Holy Wisdom East Academy	$31,934
HR – Business and Global Awareness Program & HR Educational Possentem	$60942
Kings Academy Christian School	$35,403
LaBrew Troopers Military University	$42,105
Mary Queen of Martyrs School	$129,951
Messmer High School	$252,060
Milwaukee Lutheran High School	$18,571
Milwaukee Montessori School	$1,203
More, Thomas High School	$4,953
Mount Calvary Lutheran School	$56,937
Mount Olive Lutheran School	$2,839
Nativity Jesuit Middle School	$23,357
Nazareth Lutheran School	$12,821
Notre Dame Middle School	$51,983
Oklahoma Avenue Lutheran School	$6,102
Our Lady of Good Hope Catholic School	$18,095
Our Lady Queen of Peace Catholic School	$29,794
Pius XI High School	$89,241
Project Excel	$5,367
Shalom	$18,338
Southeastern Education Center	$25,095
St. Adalbert Catholic School	$216,922
St. Catherine Catholic School	$115,125
St. Charles Borromeo Catholic School	$1,135
St. Charles Ed. Center (Behavioral Reassignment, Day Treatment, Sp. Ed.)	$93,509
St. Jacobi Lutheran School	$711
St. Joan Antida Catholic H. S.	$104,830
St. Leo Catholic School	$104,072
St. Marcus Lutheran School	$127,621
St. Phillip Neri Catholic School	$64,678
St. Roman Grade School	$2,411
St. Thomas Acquinas (West g4-8 Campus)	$12,441
Tamarack School	$33,433
Transition Success Center (Wisconsin)	$6986
Travis, Ceria M. Academy	$259,650
Tucker, Louis Academy	$47,719
United Community Center	$33,167
Victory Christian Academy	$59,190
Yeshiva Elementary School	$32,465
Total	$2,727,883

ABC, Inc. Schools (6)	Allocation
Agape Center of Academic Excellence	$163,151
Delany, Blyden Academy	$58,948
Gray, Bessie M. Preparatory	$48,505
Learning Enterprise High School	$138872
Silver Spring Neighborhood Academy	$23350

ABC, Inc. Schools (6)	Allocation
Woodson Academy	$176,166
Total	$608,992

NESI Schools (50)	Allocation
Academic Solutions Middle and High Schools	$406,360
Assata	$22,303
Atonement Lutheran School	$12,605
Christ Memorial Lutheran School	$39,075
COA Youth & Family Ctr. Elem. School	$135,570
CYD	$11,927
Early View Acad. of Excellence	$169,006
Emmaus Lutheran School	$44,923
Evers, Medgar Christian Academy	$24,075
Garden Homes Lutheran School	$33,227
Gospel Lutheran School	$51,228
Grandview High School	$78,640
Harambee Community School-MPS Teacher	$143,970
Hickman Academy Prep. School	$93,354
Hilltop Elementary School	$14,035
Hope Christian School	$84,935
Indian Community School	$78,403
Loyola	$49,792
Milwaukee Multicultural Academy	$77,895
Milwaukee Spectrum	$22,927
Mother of Good Counsel	$31,548
Mount Lebanon Lutheran School	$15,956
Noach, Brenda Elem & Secondary Choice School	$24,561
Noah's Ark Preparatory School	$63,158
NOVA MS/HS	$46,581
Parklawn Christian School	$63,134
Parkside Elem. Sch.-Seeds of Health	$31,101
Prince of Peace I and II	$190,605
Risen Savior Lutheran School	$56,842
Salam Elementary School	$181,064
Salem Lutheran School	$668
Sharon Jr. Academy	$37,943
Siloah Lutheran School	$53,965
St. Bernadette School	$12,168
St. Catherine of Alexandria School	$24,779
St. Gregory the Great Catholic School	$7,056
St. John Kanty School	$36,952
St. John's Evangelical Lutheran School	$2,051
St. Margaret Mary Catholic School	$27,194
St. Martini Lutheran School	$93,568
St. Matthias Catholic School	$331
St. Peter Immanuel Lutheran School	$25,763
St. Philip’s Lutheran School	$39,984
St. Rafael The Archangel School	$126,567
St. Rose Catholic Urban Academy	$76,803
St. Sebastian Catholic School	$1,282
St. Vincent Pallotti School	$21,923
Tahir Ahmadiyya El	$5,614

NESI Schools (50)	Allocation
Weier, Aurora	$54,155
Windlake Elementary School	$111,862
Total	$3,059,428

Learning Exchange Schools (8)	Allocation
Bruce, Jared C. Academy	$176,208
Community Vision Academy	$44,263
Corpus Christi Catholic School	$51,835
Messmer Preparatory Cath. School	$149,407
Mohammed, Clara	$129,915
St. Anthony's School	$337,854
Urban Day Community School	$329,652
Word of Life Lutheran School	$4,507
Total	$1,223,641

Summary — Title IA Milwaukee Non-public School Service Providers	Totals
Catapult (formerly Sylvan) School	$2,727,883
ABC, Inc. Schools	$608,992
NESI Schools	$3,059,428
Learning Exchange Schools	$1,223,641
Grand Total	$7,619,944

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

* * * * *

(Item 14) Action on Resolution 0405R-019 by Director Morales Regarding MPS Administrative Policies 6.03, Sexual Harassment, and 8.02(10(A), Student Sexual Harassment

Background

At its meeting on August 26, 2004, the Board referred the following Resolution 0405R-019 by Director Morales to the Committee on Finance/Personnel:

WHEREAS, Administrative Policies 6.03, Sexual Harassment, and 8.02, Student Sexual Harassment, define sexual harassment as "unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct, or other verbal or physical conduct of a sexual nature that would be offensive to a reasonable person"; and

WHEREAS, Administrative Procedure 6.03, Sexual Harassment, specifically declares that "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"; and

WHEREAS, The same document also states that the Milwaukee Public Schools (MPS) "recognizes the private and sensitive nature of sexual harassment incidents and the emotional and social complexities surrounding such issues" and will make "[e]very effort . . . . to consider the sensitivities of the parties involved and protect the victim from repercussions"; and

WHEREAS, MPS, through its policies and procedures, encourages both students and employees who feel that they have been subjected to sexual harassment or intimidation to report such incidents to the proper MPS authorities and staff; and

WHEREAS, Although charges of sexual harassment and sexual assault are particularly serious and sensitive matters — and, therefore, must be taken seriously and handled sensitively — the

true nature of and circumstances surrounding alleged incidents of harassment or assault cannot always be determined absolutely; now, therefore, be it

RESOLVED, That school and district staff be barred from issuing, to students or staff who report that they have been victims of harassment or assault in our schools, punishments resulting from such incidents when the reporting party has no clear culpability; and be it

FURTHER RESOLVED, That the Board direct the Administration to develop a process by which to clear the records of students and staff who have been disciplined for incidents which they have reported and in which it cannot be absolutely proven they share any culpability; and be it

FURTHER RESOLVED, That the Board direct the Administration to ensure that all school and district administrators are familiar with all MPS policies and procedures regarding sexual harassment and assault; and be it

FURTHER RESOLVED, That the Board direct the Administration to provide mandatory, periodic training for principals, assistant principals, and Central Services staff, as appropriate, on how to identify harassment and assault, how to effectively investigate complaints of harassment and assault, and how to prevent harassment and assault in our schools.

Administration's Analysis

1. Administrative Policies 6.03 (1), Sexual Harassment, and 8.02(1)(a), Student Sexual Harassment, define sexual harassment as "unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct, or other verbal or physical conduct of a sexual nature that would be offensive to a reasonable person."

2. Administrative Procedure 6.03(3), Sexual Harassment, specifically declares that "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."

3. Administrative Policy 8.03(3), Student Sexual Harassment, states that "The administration in all schools in the district shall inform all staff and students of the adoption of the student sexual harassment policy and provide an orientation with information regarding the definition of sexual harassment, as well as the complaint procedures to be followed."

4. In accordance with Administrative Policy 8.03(3)(b), Student Sexual Harassment, the discipline chart of the *Parent/Student Handbook on Rights, Responsibility and Discipline* shall include sexual harassment as one of the examples of conduct that violates expectations in the categorical section "Protection of Physical Safety and Mental Well-Being — Non-Criminal Acts." The disciplinary levels range from a Level 1 — Conference/Intervention — to a Level 3 — Referral to the Division of Student Services and Parent Information Center. The parent(s) of each student in the Milwaukee Public Schools is mailed a copy of the *Handbook.*

5. In accordance with Administrative Policy 8.42, Student Records, section (10)(a), "The parent/guardian/eligible student who believes that information contained in the educational records of the student is inaccurate or misleading or violates the privacy or other rights of the student may request that this information be amended."

6. In accordance with Administrative Policy 8.42,Student Records (10)(b):

1. The parent/guardian/eligible student shall submit in writing, to the custodian of records a request for amendment of records. This request should include a statement of the record to be amended and reason for amendment. This request should be addressed to:

Director, Department of Parent and Student Services
Milwaukee Public Schools Central Services Building
P.O. Box 2181
Milwaukee, Wisconsin 5201-2181

2. The custodian of records, with the person who created the record and/ or his/her supervisor, shall be responsible for reviewing the record in question and shall decide whether to amend the record in question in accordance with the request.

3. If it is decided to refuse the amendment as requested, the parent/guardian/eligible student shall be so informed, and the school shall advise the parent/guardian/eligible student of his/her right to a hearing regarding the requested amendment.

4. Within 10 days, the date of the hearing shall be set, and the hearing shall occur within 30 days of the time of the request. A hearing officer shall be appointed by the director of the Department of Parent and Student Services to conduct the hearing.

5. If the hearing results in the records in question not being amended, the parent, guardian, or eligible student shall be informed of his/her right to place in the educational file of the student a statement commenting upon information in the education records/and or setting forth any reason for disagreeing with the decision.

7. According to Administrative Policy 8.27(1), Student Complaints and Grievances:

Decisions made by school personnel, such as aides, teachers, or assistant principals, which students believe are unfair or in violation of pertinent policies of the Board or individual school rules may be appealed to the school principal or designated representative. To appeal, students shall contact the principal's office in their schools within two school days and provide their names, the issues, and the reasons for their appeal on a printed form available at the office. The appeal shall usually be decided confidentially and promptly, preferably within two school days.

8. The City Attorney has indicated that the current administrative policies adequately address student sexual assault and that another layer of scrutiny would further complicate the issue.

9. Currently, the MPS Administration is responsible for investigating and reporting incidents of alleged student sexual assault. Additionally, the administration in every school in the district is responsible for informing all staff and students of the adoption of the student sexual harassment policy and provide an orientation with information regarding the definition of sexual harassment, as well as the complaint procedures to be followed.

Strategic Plan Compatibility Statement

10. The recommendation supports the MPS mission statement, "We know that children learn and achieve more then they are cared for, when they are safe and when they have a happy well-being."

Statute, Administrative Policy, or Board Rules Statement

11. The recommendation is consistent with the following Administrative Policies and the *Parent/Student Handbook on Rights, Responsibilities and Discipline:*

Administrative Policy 8.03, Student Sexual Harassment

Administrative Policy 8.42, Student Records

Administrative Policy 6.03, Sexual Harassment

Fiscal Impact Statement

12. This item does not authorize expenditures.

Implementation and Assessment Plan

13. The parent(s) of each student in Milwaukee Public Schools will continue to receive a copy of the *Parent/Student Handbook on Rights, Responsibility and Discipline*, which includes sexual harassment as one of the examples of the conduct that violates expectations in the categorical section "Protection of Physical Safety and Mental Well-Being-Non-Criminal Acts."

14. Administrators will be notified of policies related to student sexual harassment through the Administrators' Bulletin.

UNOFFICIAL TEXT

Committee's Recommendation

Your Committee recommends that the Board direct the Administration to move forward, with outside assistance, with all documentation and training in reference to these policies and to bring a report back to the Board no later than May 2005.

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

* * * * *

(Item 15) Informational Report on the District's Community Service Program, the Responsible Investigative Talent Zone Service Program (RITZ)

Administration's Report

1. The Gun Free Schools Act of 1994 (20 U.S.C.ss8921, et seq.) mandates that every state have a law requiring local school districts to expel, for a period of not less than one year, a student who brings a "weapon" to school. The federal law specifically states that the state law shall allow local school officials to modify the one-year expulsion requirement for students on a case-by-case basis.

2. In Wisconsin, the state law requiring the expulsion of students who possess weapons is found in Sec. 120.13(1) (c)2m., Wis. Stats.

3. As an alternative to a fixed expulsion period, school boards are authorized by s.120.13(1)(h)2, Wis. Stats., to offer expelled pupils an opportunity for early re-admission. Early re-admission options often require pupils to comply with several conditions related to the reasons for the expulsion. One of those conditions may be performance of community service.

4. Early re-admission options authorized by s.120.13(1)(h)2, Wis. Stats., are to be offered at the discretion of the school board or hearing examiner and are accepted at the option of the pupil. Regardless of whether early re-admission is offered, once the pupil has completed the actual term of the expulsion, the school board is required to reinstate the pupil without conditions.

5. In accordance with Administrative Policy 8.32,Student Expulsion, section (2):

If a student is expelled, he/she shall not be permitted to return to the Milwaukee Public Schools, unless the decision is changed by the Board, or the expulsion order specifies one or more early reinstatement conditions that an expelled student must meet before he/she may be granted early reinstatement or that an expelled student is required to meet after his/her early reinstatement but before the expiration of the period of expulsion.

6. In accordance with Administrative Policy 8.23, Weapons in the Schools (and Criminal Offenses), section (1)(a):

Students possessing dangerous weapons to and from school or on school property shall immediately be suspended, and the police shall be called.

1. A dangerous weapon is a gun, knife, razor, karate stick, metal knuckle, or any other object, which, by manner it is used or intended to be used, is capable of inflicting bodily harm.

2. All cases that clearly involve a gun, as defined under federal law, shall be recommended for expulsion for a minimum of one year.

3. Cases that involve any other weapon used in a threatening manner shall be recommended for expulsion, the length of that expulsion period to be recommended by Administration.

7. In accordance with Administrative Policy 8:23, Weapons in the Schools (and Criminal Offenses), section (3)(a)1:

Students expelled for any violent offense shall lose their rights to all Milwaukee Public Schools educational services within a regular school; however, the Independent Hearing Panel may recommend services to be provided by a Milwaukee Public Schools partnership.

8. At its meetings on January 31, 2002, and August 28, 2003, the Board approved the amendment of the resolution adopted on June 26, 2001, and Administrative policies 8.23, 8.32 and 8.33 to require that students expelled from the Milwaukee Public Schools for non-violent offenses be offered educational services in an MPS alternative, partnership, or charter school; or CESA I Virtual School; or an MPS educational program; or in another MPS or MPS-authorized program.

9. Currently, the Independent Hearing Panel makes the final determination of whether or not students are expelled with or without services.

10. For the 2003-04 school year, the Office of Pupil Services received funding from the Department of Public Instruction that enabled the district to implement and coordinate a voluntary program under which students expelled from school are required to perform community service, as a condition to an early reinstatement. The Responsible Investigative Talent Zone Service Program (RITZ) is the identified program. The Office of Pupil Services has received funding for the same program for the 2004-2005 school year.

11. The goal of this program is to provide expelled students with meaningful activities to occupy their time during their absence from regular school, to help them avoid negative behavior, and to teach them the value of service to others and their communities, while at the same time offering them educational opportunities.

12. For students served under this program, community service must be included as a condition of early re-admission in a new expulsion order. If the pupil is currently expelled, the school board may offer the pupil an opportunity for early re-admission that includes a community service requirement, or if the pupil has been offered an early re-admission option that did not include community service, early re-admission option could be modified to include community service and provide for an earlier re-admission.

13. Currently, the Milwaukee Public Schools ensures a free appropriate public education (FAPE) to expelled students with disabilities. This program will afford the opportunity for expelled non-disabled students to continue studies leading to a high school diploma or equivalent.

14. The community service program, which will service its second group of students starting on September 1, 2004, will be housed in North Division.

Strategic Plan Compatibility Statement

15. The RITZ program supports the MPS mission statement, “Milwaukee Public Schools will ensure that maximum educational opportunities are provided for all students to reach their highest possible potential.”

16. Implementation of the RITZ program is consistent with the provisions of s.120.13(1)(h)2, Wis. Stats., and the Milwaukee Board of School Directors, Administrative Policy 8.23; Student Expulsion, section (2).

Fiscal Impact Statement

17. No additional funding is required at this time, as the program will be funded via the Department of Public Instruction’s Community Service Grant for Expelled or Suspended Students grant. Expenditures of $339,196.00 will come from the FY05 account DE5-DPI COM SERV EXPELLED.

Implementation and Assessment Plan

18. The community service program, which will service its second group of students starting September 1, 2004, will be housed in North Division.

19. Students expelled for the Milwaukee Public Schools during the 2004-2005 school years will be invited to participate in this voluntary program.

UNOFFICIAL TEXT

Update on Expelled Students

Placements	Number of students	
	2003-2004	2004-2005 (as of December 1, 2004)
No Services	36	16
MPS Partnership	221	50
School Placement	1	0
RITZ Placement	34	8
Other	10 (6 Choice, 3 out of state, and 1 incarcerated)	1 (Choice)

RITZ Student Data (2003-2004)

Enrollment	Sex		Ethnicity				Completion/ Return to MPS
	Female	Male	Black	Asian	Hispanic	White	
29	9	20	24	1	2	2	16 Students (5 Females and 11 Males)
Community-service activities included	Janitorial duties; agricultural training; tutorial assistance with elementary students; assisting teachers with pre-school activities; answering phones; typing; filing						
Community-Service Sites	YMCA — Parklawn; Milwaukee Multi-Academy; Milwaukee Christian Center; American Red Cross; The Academy of Excellence Preparatory School; Head Start — North Division High School						

These 16 students rendered a combined total of 2, 010 hours of community service.

* * * * *

(Item 16) Action on Resolution 0405R-026 by Director Hardin Regarding the Status of MPS Painters

Background

At its meeting of August 26, 2004, the Board referred Resolution 0405R-026 by Director Hardin to the Committee on Finance/Personnel:

WHEREAS, The MPS FY04 budget, as adopted by the Board on May 29, 2003, included an amendment that directed the Administration to "exhaust all possibility of internal hiring and promotion for filling all job classes experiencing lay-offs in the FY2004 budget before hiring from outside of the system"; and

WHEREAS, Among the employees who were laid off during the last two years were painters; and

WHEREAS, It has been the practice of MPS since then to reduce below full time the hours of the MPS painters who were not laid off; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors direct the Administration to submit to the Board's Committee on Finance/Personnel, no later than that Committee's October meeting, a breakdown by fiscal year of any contracts which MPS has issued for painting services in FY04 and so far in FY05, including, but not limited to, the number of contracts let, the dollar amount and terms of each contract; and the total dollars which these contracts comprise; and be it

FURTHER RESOLVED, That the Board direct the Administration to honor the spirit of the FY04 budget amendment specified by banning the issuance of contracts for painting services and by using any money that would have gone to future painting contracts to hire back laid-off MPS painters and/or to increase the hours of current MPS painters to full-time status.

Administration's Analysis

1. During the development and adoption of the FY04 budget, the Division of Facilities and Maintenance Services had identified 14 positions for layoff and three to be reduced in status. Six of the positions identified for layoff were painters.

2. The Division currently has position authority for 1 painter foreman, 4 painter crew leaders, and 16 painters, for a total of 21. All of these positions are full-time. Seven of these positions are funded as part of the chargeback, and 14 are funded through the buyback. The buyback positions are totally dependent on funding from outside the Division's operating budget.

3. Since FY03, the Division has awarded the following painting or painting-related projects. This has occurred because we either did not have the proper equipment or the work was considered "out of the norm" and would be hazardous to perform:

a. FY03

1) Golda Meir exterior masonry restoration and painting

2) $276,000 single contract for masonry (painting was a subcontract)

3) Project released/advertised May 2, 2003

4) Contract issued June 26, 2003

5) Completion date August 26, 2003

b. FY04

1) Line-striping contracts totaling $8,609 (15 individual work orders)

2) Kagel — painting cupola $8,166 (DFMS not equipped to perform work)

3) Kagel — exterior pressure washing $9,925 (DFMS not able to rent equipment due to liability language). MPS personnel performed the majority of Kagel's exterior painting work. Equipment-rental issues had been resolved in order to allow DFMS to complete the majority of this work with in-house personnel.

c. FY05

Line-striping contracts totaling $1,645 (5 individual work orders)

4. While the division may award other contracts that require a painting subcontractor, such as the additions to Congress and Craig, these projects are awarded to a general contractor who is responsible for providing and coordinating all the work.

5. As vacancies occur or the backlog of reimbursable projects increases, painters that are on layoff will be considered for recall. The Division has not contracted out enough painting in any year since the layoff to justify bringing back a position.

Strategic Plan Compatibility Statement

6. This activity is consistent with the practice of fiscal responsibility and informed decision making concerning allocation of district resources.

Statute, Administrative Policy, or Board Rules Statement

7. All contracts that are related to this item have been awarded in compliance with Administrative Policy 3.09, Purchasing and Bidding Requirements.

Implementation and Assessment Plan

8. The spirit of the FY04 budget amendment continues to be honored by the Administration.

Fiscal Impact Statement

9. This item does not authorize expenditures.

UNOFFICIAL TEXT

Committee's Recommendation

Your Committee recommends that the Board:

1. accept the Administration's response to this item and authorize the Division of Facilities and Maintenance Services to continue to administer contracts as it has and in the spirit of the FY04 budget amendment and that, as conditions warrant, painters that are on layoff are recalled; and

2. direct the Administration to report back to the Board in May 2005 with a projected analysis regarding painters for the FY06 budget.

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

* * * * *

(Item 17) Action on a Request to Authorize Contractual Labor Services

Administration's Analysis

1. At its meeting of April 18, 2000, (Proc. pp. 716-718), the Board authorized the Division of Facilities and Maintenance Services (DFMS) to purchase contract labor services on a pre-approved basis for a variety of labor skills. These services, which were necessary to meet the needs and expectations of the schools, were necessitated by:

a. implementation of various technology-related initiatives;

b. significant number of school-initiated projects due to a greater availability of discretionary funds;

c. increased code-compliance demands and programs; and

d. increasing maintenance demands created by an aging physical plant, in which the average building age is 63 years.

2. Since that time, the demands upon DFMS have not only remained at a high level, but have actually increased. In response to this situation, as well as the need to re-advertise these services due to administrative policy, DFMS developed a new Request For Proposal (RFP) for Contract Labor Services. This RFP requested data on cost and availability for 13 trade and technical categories. As in 1997 and 2000, the purpose of the RFP was to pre-approve firms that would provide labor on an as-needed basis, depending upon the project involved. The amount of participation would also vary from one trade area, and from one budget year, to another.

3. The initial RFP was made available on June 3, 2004, with responses due on June 29, 2004. A second RFP for roofer and census enumerator services was reissued on September 3, 2004, with responses received on September 28, 2004. A total of 29 firms submitted proposals. Proposals were evaluated on the basis of cost, responsiveness to requirements, experience, references, and abilities to meet our needs. Evaluation of each trade or technical position was completed by DFMS and Business Services staff for that particular trade or technical area. A tabulation of responses for each area and a list of proposed contractors to be utilized are attached.

4. The recommendations anticipate significant participation by Historically Underutilized Businesses (HUBs) during the contract period. Four of the thirteen technical areas — carpentry, masonry, construction laborer, and roofer — are recommending HUB firms for participation. Information relative to actual participation by the HUB firms will be included in the annual HUB report to the Board.

Strategic Plan Compatibility Statement

5. 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.

UNOFFICIAL TEXT

Statute, Administrative Policy, or Board Rules Statement

6. Board Governance Policy BG 4.07 requires formal bids or requests for proposals for the purchase of services in excess of $25,000. In addition, Administrative Policy 3.09 states that no professional services contract can extend more than 3 years.

Fiscal Impact Statement

7. The creation of this program has no direct fiscal impact. Funds to support the contract labor 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.

8. During FY04, a total of $986,824 in services was purchased by schools, departments, or programs. A breakdown of expenditures by service is as follows:

Construction Laborer	$ --
Carpenter	--
Electrician	388,284
Heat and Frost Insulator	18,361
Machinery Maintenance Mechanic	--
Masonry	17,253
Plumber	12,390
Roofer	92,952
Sheet Metal Worker	33,635
Steamfitter	68,568
Electronics Project Coordinator	228,281
Locksmith	60,000
Census Enumerator	67,100
Total	$ 986,824

Implementation and Assessment Plan

9. Upon approval by the Board, the individual contractors will be notified. Provision of labor services would 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 administrative policy.

Committee's Recommendation

Your Committee recommends that the Board give authorization to the Division of Facilities and Maintenance Services and the Division of Business Services to purchase contract labor services on a pre-approved basis from the contractors listed below:

Trade/Technical Area	Recommended Contractor
Building/Construction Laborer	Protech Mechanical Arteaga Construction
Carpenter	B & D Contractors, Inc. Voss Jorgensen Schuler, Inc. Arteaga Construction
Census Enumerator	Argus Technical Services
Electrician	Roman Electric Pieper Electric Property Electric Co.
Electronics Project Coordinator	C. Hilse Consulting LLC Mestayer Management Systems, Inc. Argus Technical Services

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Heat and Frost Insulator	United/Anco Services, Inc. Sprinkmann Sons Corporation Insulation Industries, Inc.
Locksmith	Bonafide Safe & Lock, Inc. Protech Mechanical
Machinery Maintenance Mechanic	Protech Mechanical
Mason/Bricklayer	Arteaga Construction
Plumber	Illingworth Corporation Gruneau Company, Inc.
Roofer	General Roofing/Specialty Associates, Inc. Penebaker Enterprises, LLC
Sheet Metal Worker	Zien Service, Inc. Mared Mechanical Contractors Corp. Raab Mechanical, Inc.
Steamfitter	Mared Mechanical Contractors Corp. Brenner Corporation

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

* * * * *

(Item 18) Action on a Request for Approval of an Amendment to the Agreement with the Private Industry Council

Administration's Analysis

1. The purpose of this item is to seek Board approval of an amendment to the lease agreement with the Private Industry Council (PIC) for space at 2342 North 27th Street to house the Kilmer North educational program. All costs associated with the lease will be paid through Kilmer's per-pupil allocation.

2. Beginning with the FY04 school year, Kilmer South began a cooperative program with the PIC to provide educational and supplemental services to students who have stopped attending school. As part of this program, PIC identified students who are no longer attending school through a youth-workers outreach program. Kilmer South provided educational services at the PIC building located at 2342 North 27th Street, and PIC provided the students with supplemental services. During the 2003-2004 school year, the program served 40 students, with 27 of these students graduating in June 2004.

3. At its meeting of July 29, 2004 (Proc. pp.244-245), the Board approved a lease agreement with PIC Services LLC for space located at 2342 North 27th Street to house the Kilmer North program at an annual cost of $38,187. The lease, which was for 3,000 square feet, expanded the number of students served to 80.

4. The program continues to be very successful, with 100 students enrolled as of the Third-Friday in 2004. As a result, the Administration has been in discussions with PIC to expand the program to 150 students. PIC has indicated that it has no objections to the expansion.

5. Expansion of the program will require that the existing lease agreement be amended. Negotiations on an amendment to the lease have been completed. The amendment would enable the school to lease 10,000 square feet, which would consist of 4 classrooms. As with the current lease, PIC would be responsible for design and construction of the new space, which is estimated to cost $500,000. Adjustments have also been made in the number of telephones and computers to be included in the base utility calculations. A copy of the amendment to the lease is attached.

Strategic Plan Compatibility Statement

6. The recommendation supports the MPS Strategic Plan, Goal 1, to improve student achievement; and Goal 2, to improve student success in further education and employment.

Statute, Administrative Policy, or Board Rules Statement

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

Fiscal Impact Statement

8. Expansion of the leased space will allow Kilmer to add up to 50 more students to this educational program. The increase in its per-pupil allocation should be sufficient for the school to support the additional $86,113 annual lease cost associated with the expansion.

Implementation and assessment plan

9. Upon approval by the Board, the lease will be executed, and PIC will begin design activities. The Division of Facilities and Maintenance Services will assist the school during the design process to ensure program needs are met. Construction, which will commence as soon as possible, will be completed by the end of the current school year. Temporary space currently being used to house the program during construction will continue until the new space is available. Upon completion of the build-out, the school will be relocated to its new space.

Committee's Recommendation

Your Committee recommends that the Board approve the amendment to the lease agreement with the PIC Services LLC, as presented in the attachment to this item, for space located at 2342 North 27th Street to house the Kilmer North Program at an annual cost not to exceed $124,300.

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

* * * * *

COMMITTEE ON SPECIAL EDUCATION

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

TO THE BOARD OF SCHOOL DIRECTORS:

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, 2004

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

	11/04	1/05
Population Served	16,514	16,729

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.

UNOFFICIAL TEXT

	11/04	1/05
Initial Evaluations (Completed since 7/04)	376	1120
Percentage Identified Special Education	75%	69%
Active Initial Referrals	708	937
Re-evaluations (Completed since 7/04)	318	2793
Active Re-evaluations	1284	1109

2. Special Services Information Management System (SSIMS) Project Status Report As of January 1, 2005

a. SSIMS (Encore) Database and Forms

- MPS production database is currently running version 6.2.0.51.
- 4GL test server environment was recently upgraded to version 6.5 (which includes 6.3 and 6.4 upgrades) and is currently being tested by 4GL.
- MPS test server environment will be upgraded to version 6.5 and tested by MPS during January and February 2005.

b. SSIMS Training/Roll-out

- Encore and Forms training is anticipated to start in the 2nd semester (2005) via a "roll-out" to a limited number of pilot schools.

c. 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 — to be tested.

d. 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.

e. Network Access

- Updated survey requests were distributed in November.
- Updated surveys are still being collected and analyzed.

3. Individuals with Disabilities Education Improvement Act (IDEIA 2004) Reauthorization

a. The earliest legislative recognition of the rights of disabled students was reflected in Elementary and Secondary Education Act (ESEA) 1965 and its 1966 amendment, Title VI. Until the passage of 94-142: The Education for All Handicapped Children Act (EAHCA) in 1975, which repealed Title VI of the Elementary and Secondary Education Act (ESEA) of 1965, the burden of providing services for children with disabilities often fell to parents.

b. Legislation guaranteeing a free and appropriate public education has been reauthorized under various names several times since initial passage in 1975: first in 1990 and again in 1997 as the Individuals with Disabilities Education Act (IDEA), and in 1975 as 94-142: The Education for All Handicapped Children Act (EAHCA).

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c. The recently reauthorized IDEA is cited and widely referred to as the Individuals with Disabilities Education Improvement Act IDEIA-2004. The law was passed by both houses of Congress on November 19, 2004, and signed by President George W. Bush on December 3, 2004. Most provisions of the new IDEIA become effective on July 1, 2005, though implementing regulations are not expected for sometime into the future.

Background

d. The passage of the No Child Left Behind Act (NCLB) on January 8, 2002, represented a commitment that all children — no matter of what race, family background, or disability — will learn at high levels. In that same spirit of high expectations, President Bush created a Commission on Excellence in Special Education on October 2, 2001. The charge of the committee was to improve America's special education system and move it from a culture of compliance to a culture of accountability, thus bringing many of the IDEA provisions in line with NCLB. The Commission sought to encourage open dialogue with parents, families, teachers, and communities in an effort to gather insights as well as to find better ways to meet children's learning needs and set the groundwork for the reauthorization of IDEA.

e. The Commission worked from the principle that accountability for results matters. The ultimate test for the value of special education is that, once identified, children with disabilities are able to learn in such a manner as to close the achievement gap with their non-disabled peers. In July of 2002, the Commission published the following findings relative to the current system of special education:

(1) IDEA-97 was basically providing legal safeguards and access for children with disabilities but often put process above results, and compliance over student achievement.

(2) The special education process was an antiquated model that waited for children to fail, rather that a model that provided for prevention and intervention.

(3) Children who were receiving special education services were general education students first and foremost.

(4) When children did not make adequate progress in special education, parents did not have adequate options and had little recourse.

(5) The culture of compliance had developed out of the pressures of litigation, diverting many resources form the primary mission of educating children.

(6) Many of the methods for identifying children with disabilities lacked validity, leading to misidentification or delayed identification.

(7) Children with disabilities required highly qualified teachers with better preparation, support, and professional development.

(8) Research on special education to support evidence-based practices was needed.

(9) The system needed not only to focus on academic and social outcomes, but also to focus services on successful transition to adult life.

f. The Commission made the following recommendations for the reauthorization of IDEA :

Recommendation #1 ..... Focus on results, not on process and paperwork

Recommendation #2 ..... Embrace a model of prevention, not a model of failure

Recommendation #3 ..... Consider children with disabilities as general education children first.

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Overview of IDEIA-2004

g. The final version of IDEIA-2004, which represents a compromise between the House and the Senate versions of the bill, proposes to improve educational results for students with disabilities by *making special education stronger for students and parents.*

(1) Improve Educational Results

- Align accountability systems to NCLB systems
- Replace arbitrary benchmarks with NCLB accountability
- Increase child find requirements to include homeless students and increase documentation of child find activities with private schools
- Expand the definition of "parent"
- Change district recourse for parental non-consent for initial referral
- Re-emphasize the need to determine eligibility and educational need
- Provide new flexibility options in attendance at IEP meetings and alternate means of participation in such meetings
- Include in the criteria for learning disabilities a response to scientific researched-based intervention
- Implement innovative approaches to increase parental involvement
- Prevent parents from being forced to medicate their children
- Improve early intervention strategies
- Reduce over-identification or misidentification of non-disabled students, including minority youth
- Strengthen accountability measures for states

(2) Ensure School Safety and Reasonable Discipline

- Guarantee greater discretion in exercising reasonable discipline; ensure safety for all, while protecting the rights of disabled students
- Encourage case-by-case decisions for changes in placements
- Expand cause for interim alternative educational settings (IAES) to include inflicting serious bodily injury
- Revise manifestation hearing procedures
- Revise stay-put requirements for interim alternative educational setting placements.

(3) Reduce Unnecessary Lawsuits and Litigation

- Create a requirement for a problem resolution session with in 30 days of a complaint being filed
- Encourage the use of mediation
- Require parent complaints to be clear and specific
- Establish a statute of limitations of two years from the date of the alleged violation to the time of the complaint
- Reduce frivolous lawsuits by holding attorneys liable for the costs of frivolous lawsuits

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- School districts, as well as parents, will have the option of recovering fees as the prevailing party in due-process actions.

(4) Support Teachers and Schools

- Reduce the paperwork burden on teachers with a 15-state pilot program on paperwork reduction, and a 15-state pilot on allowing the option of a three-year IEP
- Focus some of federal dollars to support state professional development grants on providing support to general and special education teachers.
- Define what it mans to be a "highly qualified" special education teacher.

(5) Reform Special Education Funding

- Simplify funding stream while establishing a six-year path to reach full federal spending goal of 40% of the additional cost of educating students with disabilities
- Give local communities more control over their resources.

h. Additional information can be found in Attachment #1 and Attachment #2. The full text of the Individuals With Disabilities Education Improvement Act-2004, plus additional information, can be found at:

www.specialedconnection.com/LrpSecStoryTool/conferencereport.htm

www.ideapractices.org/

Next Steps

i. The process of developing rules and regulations at the federal level will begin shortly. The U.S. Department of Education is responsible for developing the competitive application process to determine which states will participate in the paperwork reduction pilot and the three-year IEP pilot (15 states for each pilot).

j. The reauthorized IDEIA requires that each state conform its rules and policies to federal law, identify in writing to local educational agencies the rules or policies not required by IDEIA 2004, and minimize such rules and policies. The Department of Public Instruction has begun this process and will involve statewide stakeholders in a facilitated process by which the State will reach consensus on the provisions of IDEIA 2004 by July 1, 2005.

k. MPS and the Department of Special Services will convene a similar local stakeholder group to review and revise relevant policies and procedures to be in compliance with the requirements of the Individuals with Disabilities Education Improvement Act by July 1, 2005. The Administration will continue to provide greater detail regarding the changes in the new IDEIA to the Milwaukee Board of School Directors as the details become more clearly defined by the Department of Education-Office of Special Education and the Department of Public Instruction.

4. Autism

a. The Individuals with Disabilities Education Improvement Act-2004 (IDEIA) requires that a student be found to have a disability and a need for special education in order to quality for services. One of the defined disability areas is autism.

b. The federal definition of autism describes a developmental disability, generally evident before age three, that significantly affects verbal and non-verbal communication and social interactions and that adversely affects educational performance. According to the federal definition, the characteristics of autism include:

- irregularities and impairments in communication
- engagement in repetitive activities and stereotypical movements

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- resistance to environmental change or change in daily routines, and
- unusual responses to sensory experiences

c. Wisconsin statutes further define autism and the criteria for identification of autism spectrum disorders. Autism spectrum disorders have a range of severity levels. To identify students with an autism spectrum disorder, the Wisconsin Department of Public Instruction requires that an eligibility checklist be used in the evaluation process, which includes:

- social participation
- communication
- developmental rates and sequences
- cognition
- sensory processing
- behavioral repertoire.

d. Characteristics from the first two areas (social participation and communication) and at least one from the last four areas (developmental rates and sequences, cognition, sensory processing, and behavioral repertoire) are required in order to qualify. Only one characteristic from an individual area is needed, but this characteristic should stand out as significant.

e. Common Facts Specific to Autism Spectrum Disorders

(1) Autism:

- is distributed all over the world among every social class, race and nationality
- is a spectrum disorder — all of which are severe (have different set of severity and splinter skills)
- occurs on a continuum from mild to severe (is not synonymous with a cognitive disability)
- occurs at a rate of approximately 1 in 500 births (Asperger's Syndrome — approximately 1 in 250 births)
- is a neurological disorder
- has a variety of biological causes
- affects boys more frequently than girls (4:1).

(2) Autistic characteristics appear in the first three years of life.

(3) Coexisting Conditions with Autism include depression, cognitive disability, anxiety, tics, attention deficit disorder (ADD), attention deficit/hyperactivity disorder (ADHD), and oppositional defiant disorder (OCD.)

(4) There is no one definitive medical test for autism

(5) Identification can be made through two schemes (medical and educational)

f. MPS District Demographics

- MPS has approximately 425 students, ranging from 3 to 21 years of age, with a diagnosis of autism.
- An estimated additional 100 students, not yet identified specifically as having autism spectrum disorder, are served in our early childhood settings and generally receive services under the category of significant developmental delay (SDD).

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- 86 MPS schools provide services to students with autism (range from 1 to 34 students per building)

Service Delivery Model

g. Students with autism receive services determined on a child-by-child basis as part of the Individualized Education Program (IEP) planning process. Service provisions in the district include a full continuum of services ranging from resource (minimal contact) to self-contained intensive service delivery placements. Services for students with autism are planned to ensure education in the least restrictive environment (LRE). This affords each student the greatest opportunity for interaction with non-disabled peers. The majority of MPS students receive services in self-contained classrooms that are designed for students with autism. These classrooms, which typically serve 7 to 10 students, are staffed as follows:

- one special education teacher
- one para-professional
- one handicapped children's assistant

h. Many students with autism receive intensive services in an inclusion model, which also affords them maximum contact with non-disabled peers and optimum opportunities for development of social and communication skills.

Department of Special Services' District-wide Autism Training Opportunities

i. The Department of Special Services has developed extensive training opportunities in the area of autism. These training opportunities are made available to parents and families, teachers, educational assistants, handicapped children's assistants, occupational therapists, physical therapists, speech/language pathologists, school social workers, and school administrators. The trainings are as follows:

(1) Professional Development Opportunities — Level 1: Educational Programming for Students with Autism (cap 90)

Participants..... All school personnel and parents working with students with autism. It is designed for general and special education teachers, paraprofessional staff, and related services personnel as well as preschool, Head Start, and birth-to-three programs through 21 years of age

Outcomes ..... To provide participants with:

- necessary information on characteristics, programming strategies, communication, and social and behavioral interventions; and
- skills to work more effectively with the sensory and neurological challenges of students with autism.

(2) Professional Development Opportunities — Level 2, Part I: Communication

Participants..... All school personnel and parents working with students with autism. It is designed for general and special education teachers, paraprofessional staff, and personnel in related services, as well as those in preschool, Head Start, and birth-to-three programs through 21 years of age

Outcome..... Teams supporting students with autism will learn:

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- that *echolalia* (i.e., repeating/echoing of what other people say) is a good sign that an individual is processing language; and
- how to establish communicative intent in pre-linguistic individuals' expressive language characteristics and to develop support strategies, non-speech augmentative communication systems, and assistive technology possibilities

(3) Professional Development Opportunities — Level 2, Part II: Challenging Behavior

Participants.....All school personnel and parents working with students with autism. It is designed for general and special education teachers, paraprofessional staff, and personnel in related services, as well as those in preschool, Head Start, and birth-to-three programs through 21 years of age

Outcome.....Teams supporting students with autism will learn:

- assessment of the function of behavior
- analysis of communicative function
- positive programming intervention
- positive behavioral intervention
- coping strategies
- reinforcement strategies
- reactive strategies.

Working with Asperger's Syndrome and High-Functioning Autism

j. The following additional workshops are offered:

- Pyramid Company's Picture Exchange Communication System (PECS)
- Working with Students with Autism for Handicapped Children's Assistants
- Proactive Strategies to Prevent Crisis
- Bus Driver Training
- Developing and Implementing Functional Activity-based Routines
- Visual Tools to Enhance Classroom Performance
- Sensory Accommodations in the Classroom for Students with Autism
- Autism: Preparing for the World of Work

k. In addition, the Department has targeted future training in the area of assistive technology.

l. MPS staff members participate on a regular basis in networking opportunities sponsored by the DPI in the area of autism. This enables District staff to learn the latest techniques and to proudly share MPS's best practices throughout.

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NEW BUSINESS

REPORTS OF BOARD DELEGATES

The Board received the following reports from Board delegates:

Submitted by: Director Spence

Delegate to: CESA #1

Date: November 16, 2004

Previous month's summary:

1. The 21st Century Learning Initiative committee met recently, and two additional school districts will be added to the committee.
2. Student enrollment in Instructional Services is down. A representative from CESA #1 has met with principals to determine what they need. It appears that the 21 st Century Learning Initiative will be able to serve those needs.
3. There are 20 new pilot schools in EOCA this year, and 400 staff members have been trained. Mentors are being provided for each school.
4. Special Education programs are operating at full capacity. The itinerant services are growing.
5. Professional & Organizational Support Services is currently in a growth mode. There have been meetings with superintendents, curriculum instructors, directors, and consultants regarding the initiation of new projects. The Proficiency Based Licensure program is also a part of this department.
6. Technology Services is currently working on the stabilization of CESA #1 operations and the alternative schools. Four information technology sessions have been scheduled with the school districts to determine their technology needs.

The next meeting of CESA #1 was held on December 21, 2004.[1]

Agenda items included:

1. 21 Sl Century Learning Initiative
2. AESA December Conference Report

[1] Report pending approval of minutes.

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[1] Report pending approval of minutes.

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Submitted by: President Blewett

Date: January 27, 2005

Delegate to Milwaukee Public Schools Head Start Program

Summary:

Federal Head Start program reviewers will be in Milwaukee from February 7 to February 11, 2005. Board members are encouraged to make themselves available to the reviewers.

Also, the Board will meet with the federal reviewers at a special Board meeting to be held at 6:30 p.m. on Tuesday, February 8.

The Board appears to be in compliance with its piece, and the Administration is well on the way to compliance. We are hoping for positive results from the federal reviewers.

The President of the Milwaukee Board of School Directors thanks the Policy Council, the Board of School Directors, and the MPS Administration for their hard work.

* * * * *

RESOLUTIONS

Resolution 0405R-043

by Director Balistreri

WHEREAS, Wisconsin State Statute 119.16(8) dictates that the Board must adopt and submit and publish an annual budget; and

WHEREAS, The purpose of the annual budget process is to identify adequate financial resources for the district's educational programs and to provide a basis for accountability in fiscal management; and

WHEREAS, The Milwaukee Public Schools' current financial structural deficit will require additional monitoring by the Board with respect to the allocation of funds throughout the district; and

WHEREAS, An important aspect of this process is to ensure that the annual budget be developed in a manner that provides for the full participation and understanding of all stakeholders; and

WHEREAS, As the Milwaukee Board of School Directors enters into another fiscal year with less than adequate state and federal funding, it is imperative that successful educational programs and services remain at the forefront of decision making during the budget process; and

WHEREAS, The Board maintains its commitment to provide schools with the resources necessary to provide high-quality educational programs for children; now, therefore, be it

RESOLVED, That Administration develop at least one budget scenario which shows a balanced budget with no increase to the tax levy; and be it

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FURTHER RESOLVED, That this budget be developed without any decreases in school funding; and be it

FURTHER RESOLVED, That this budget be constructed to be as transparent as possible for easy identification of services lost if the district proposes no tax increase; and be it

FURTHER RESOLVED, That the proposed budget be presented to the Board prior to the start of public hearings regarding the proposed FY06 budget.

Referred to the Committee on Strategic Planning and Budget.

Resolution 0405R-044

by Directors Balistreri and Morales

WHEREAS, The Milwaukee Board of School Directors has adopted various strategic initiatives to ensure that maximum educational opportunities are provided for all students to reach their highest potential; and

WHEREAS, Recent strategic initiatives include the design of neighborhood schools, charter schools, and the small high schools; and

WHEREAS, These strategic initiatives have played a major part in directing the restructuring of district resources and organizational structure to provide focused support to schools in improving student achievement; and

WHEREAS, Many of the district's resources are allocated for specific initiatives that serve specific student populations such as those at-risk and those attending schools designated as "in need of improvement"; and

WHEREAS, Besides specific district allocations, the federal and state governments also direct the district to set aside funds for mandated services such as special education; and

WHEREAS, While the district continues to strive to "leave no child behind," there must also be provisions in place to maintain and support successful school programs; and

WHEREAS, Currently, there are no provisions for specific district allocations for schools with high attendance and high test scores, or for those who have received state and national recognition; and

WHEREAS, Because of their very success, there are little or no grant opportunities for such schools, and the schools are not eligible for school-wide Title I or SAGE funding; and

WHEREAS, Some schools within the district that continue to operate with high standards and continue to meet or exceed state standards are incurring budget deficits in an effort to maintain their educational programs; and

WHEREAS, It is the Board's responsibility to support all schools equally and to ensure that funds are allocated in a manner that supports schools which have successful programs as well as helps to improve the schools which are in need; now, therefore be it

RESOLVED, That the Board direct the Administration to ensure that funds are allocated in the FY06 and future budgets to support the continuation of successful school programs, just as there are funds for "schools in need of improvement"; and be it

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FURTHER RESOLVED, That this plan, which is to be implemented without reducing other schools' budgets, be prepared for Board approval within the FY06 budget cycle.

Referred to the Committee on Strategic Planning and Budget.

The Board recessed from 7:40 to 8:12 PM.

The Board adjourned at 8:34 p.m.

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

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BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
FEBRUARY 8, 2005

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

Present—Directors Dannecker, Hardin (6:50 PM), Horton, Johnson, O'Neil, and President Blewett—6.

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

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

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Blewett, a special meeting of the Milwaukee Board of School Directors will be held at 6:30 p.m. on Tuesday, February 8, 2005, in Room 103 of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the following purposes:

1. to meet with federal reviewers regarding a review of the MPS Head Start Program; and
2. 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).

With regard to the second item, 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.

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

LYNNE A. SOBCZAK
Board Clerk

The Federal Head Start Review staff reviewed the Head Start Program with the Board.

Upon conclusion of the review, Director Johnson 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 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, Horton, Johnson, O'Neil and President Blewett—6.

Noes—None.

The Board retired to executive session at 7:24 PM.

President Blewett left at 7:28 PM.

The Board adjourned at 7:35 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
FEBRUARY 24, 2005

Regular meeting of the Board of School Directors called to order by President Blewett at 6:50 PM.

Present—Directors, Dannecker, Hardin, Horton, Morales, O'Neil, Spence, and President Blewett—7.

Absent and excused—Directors Balistreri and Johnson—2.

AWARDS AND COMMENDATIONS

Special Performance by A. G. Bell Accelerated Academy Students

Under the direction of Mr. Byron Lampkins, students from A. G. Bell Accelerated Academy will perform for the Milwaukee Board of School Directors this evening. The performance will begin with a student vocalist singing a solo of *Lift Every Voice and Sing.* Several instrumental numbers by the award-winning eighth-grade string orchestra will follow the solo. These students, who have played together since sixth grade, have successfully competed at the local, state, and national levels. During the 2003-2004 school year, they placed first at a national music competition in Orlando, Florida. This year they will travel to Dallas, Texas, with the objective of winning another first-place trophy. To conclude this special program, an energetic and hardworking group of A.G. Bell students who have mastered the finer points of African dance and African drumming will perform.

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:

James W. Beckum,
Beckum-Stepleton Little League Program;

Albert J. Hirn,
North Central Little League;

Joseph Sims,
Milwaukee Striders Track Club

James W. Beckum is credited with starting the first nationally associated Little League in Milwaukee. It was 1964 when Reverend E.B. Phillips recognized a need for a children's advocate and found that person in Mr. Beckum. Mr. Beckum came forth to fulfill that need by organizing and incorporating the Beckum-Stapleton Little League in 1965. The league started with four clubs and 65 players. At one time, the league had grown to 25 teams with 400 participants, and four baseball fields of play with the proper dimensions for children were acquired. A fifth field of play was acquired in 2004. Each of the five fields continues to be professionally and meticulously manicured by Mr. Beckum, who believes that the fields which the children use must be in the same condition as those which professional ball players use.

The organization focuses on development of youths spiritually, athletically, socially, and emotionally, as well as academically. Baseball fundamentals and skills are taught, and sportsman-like conduct and self-managed behavior are stressed. Respect for self and others is encouraged daily.

Having served in a number of capacities with the organization — including founder, director, and president — Mr. Beckum is currently the Chairman of the Board of the Beckum-Stapleton Little League. He strongly believes in, and has modeled the Little League Pledge for, the many students with whom he has worked during the last 40 years:

> I trust in God.
> I love my country and will respect its laws.
> I will play fair and strive to win.
> But win or lose, I will always do my best."

Mr. Beckum is highly rewarded when many former athletes return from varied professions to say thank-you to him.

• • • • •

Albert Hirn started the North Central Little League in 1979 with 34 children, ages nine through 12. He started the league because his own four children did not have an opportunity to join an organized athletic program or have a safe place to play with other children in their age group. The North Central Little League provides a supervised program under the rules and regulations of Little League Baseball. All directors, officers, and members bear in mind that the attainment of exceptional athletic skill or winning of the game is secondary and the molding of future citizens is of prime importance. During his tenure with the organization, Mr. Hirn has served in a number of capacities, including player agent, coach, umpire, vice-president, and president.

During the last 26 years, Mr. Hirn has modeled and realized the objective of the North Central Little League to implant firmly in the children of the community the ideals of good sportsmanship, honesty, loyalty, courage, and respect for authority. This has resulted in the children's becoming well adjusted, stronger, and happier, and growing up to be good, healthy, and trustworthy citizens.

Mr. Hirn cites past players' bringing their children to play in North Central and students from different races and lifestyles getting along with each other and having fun in a competitive sport as two of the most important rewards he has received through this involvement.

• • • • •

Joseph Sims is the founder and president of the Milwaukee Striders Track Club, a year-round athletic organization that provides high-level track coaching and mentoring to children from throughout the Milwaukee area, ages five through 18. Mr. Sims is a proud graduate of Milwaukee Public Schools, having attended Ninth Street School, Twentieth Street School, Fulton Jr. High, and North Division High School. In addition, Mr. Sims participated in Milwaukee Recreation Department activities throughout his youth, worked for the Recreation Department in a variety of capacities, and is currently a track coach at Bradley Tech.

Mr. Sims started the Milwaukee Striders Track Club 30 years ago with the objective of giving kids something positive to participate in during the summer months. In doing so, he also provided an opportunity for track athletes to extend the standard track season and for football athletes to prepare for the upcoming season.

Mr. Sims has been extremely successful in identifying and fostering local talent in track and in ultimately showcasing student talents at the national competitive level. This national exposure has resulted in many of the students who have gone through his program attending colleges and universities throughout the nation on partial and full athletic scholarships.

One of the greatest rewards Mr. Sim's receives is when former track athletes regularly contact him to say how they are doing. As a valued mentor and coach, he continues to have a positive impact on the lives of countless students.

The Milwaukee Board of School Directors and the entire school community recognize James Beckum, Albert Hirn, and Joseph Sims for their dedication, outstanding leadership, and commitment to excellence on behalf of the students of the Milwaukee Public Schools.

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APPROVAL OF MINUTES

The minutes of the regular Board meeting of January 27, 2005 were approved as printed.

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REPORTS OF SPECIAL COMMITTEES

By consensus, the Board next took up Reports of Special Committees.

The Director, Office of Board Governance/Board Clerk, presented 31 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 Wisconsin Statutes 19.85 (1) (f), purpose of considering disciplinary data of specific persons.

The motion prevailed, the vote being as follows:

Ayes— Directors Dannecker, Hardin, Horton, Morales, O'Neil, Spence, and President Blewett—7.

Noes—None.

The Board retired to executive session at 7:31 PM.

The Board reconvened in open session at 7:50 PM.

Director Hardin moved to accept the reports of the Independent Hearing Panel of January 31, 2005, and February 1, 2, 3, 4, 7, 8, 9, 10, 11, 14, 15, 17, 22, and 23, 2005.

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

Ayes— Directors Dannecker, Hardin, Horton, Morales, O'Neil, Spence, and President Blewett—7.

Noes—None.

* * * * *

COMMUNICATIONS FROM THE BOARD CLERK

(Item A) Suspension of Board Rule 1.02(1) and Rescheduling of the Regular March 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 March 2005 Board meeting would be held on March 31, during Spring Break; therefore, the Board may wish to suspend Board Rule 1.02(1) and reschedule the March 2005 regular Board meeting to the prior Thursday, March 24, or to another day of its choosing.

(As a point of information, State Statute 119.10(2) provides that "annually, no earlier than the 4th Monday in April, and no later than the first Monday in May, the board shall hold its organizational meeting . . . ." Board Rule 1.01(1) provides that the Board's annual organizational meeting shall be held on the fourth Monday in April, which this year would be on April 25. Board Rule 1.02(2) stipulates that the Board shall hold its final regular meeting each year on the Thursday prior to the fourth Monday of April. The regular April 2005 meeting, therefore, is scheduled to take place on Thursday, April 21.)

LYNNE A. SOBCZAK
Director/Board Clerk

Director Hardin moved to suspend Board Rule 1.02 (1) and to reschedule the regular March Board meeting to March 24, 2005.

The motion prevailed, the vote being as follows:

Ayes— Directors Dannecker, Hardin, Horton, Morales, O'Neil, Spence, and President Blewett—7.

Noes—None.

* * * * *

REPORTS OF STANDING COMMITTEES

Separate consideration was requested of Items 4 through 7 of the Report of the Innovation/School Reform Committee, dealing with the closings of Frederick Douglass, Emanuel L. Philipp, Granville and James Russell Lowell Schools.

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

Ayes— Directors Dannecker, Hardin, Horton, Morales, O'Neil, Spence, and President Blewett—7.

Noes—None.

COMMITTEE ON INNOVATION/SCHOOL REFORM

Director O'Neil presented the following report for the Committee on Innovation/School Reform:

TO THE BOARD OF SCHOOL DIRECTORS:

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

(Item 1) Action on a Recommendation to Approve the Charter School Contract and Location for Milwaukee Learning Laboratory and Institute (MLLI)

Administration's Analysis

1. On October 12, 2004, the Milwaukee Board of School Directors held a public hearing to consider the charter school proposal for Milwaukee Learning Laboratory and Institute (MLLI) High School. On October 28, 2004, the Board approved the concept of the MLLI charter school proposal to open as an MPS instrumentality charter school beginning with the 2005-06 school year.

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

3. MLLI 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 we serve, including at-risk and special education populations.

4. At the time of the Board's approval of the concept, a site had not yet been identified. MLLI has now completed the process to identify a school facility in which to be located.

5. MLLI accepts the model instrumentality charter school contract, with the following modifications in terms:

a. David Coyle, or his successor, will be the person in charge of the charter school;

b. the contract term will be for five 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;

c. MLLI will share space at A.G. Bell Accelerated Academy, located at 6506 West Warnimont Avenue, Milwaukee, Wisconsin, 53220; and

d. the total cost of the contract shall be based on the charter school full-time-equivalent (FTE) count for up to 90 pupils in grade nine for the 2005-06 school year, 180 pupils in grades nine through ten for the 2006-2007 school year, 270 pupils in grades nine through 11 for the 2007-2008 school year, and the maximum of 320 pupils in grades nine through 12 for the 2008-2009 and the 2009-2010 school years of the contract.

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 Administrative Policy 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 will be budgeted and considered for approval in the FY06 Board-adopted budget.

10. To allow for autonomy within the building, modification costs associated with establishing small high schools which share buildings are provided in the Construction Fund.

11. In addition to the Board-approved budget allocation, MLLI is a recipient of the Bill and Melinda Gates Grant and, upon Board authorization as a charter school, will be eligible to apply for the Wisconsin Department of Public Instruction's Charter School Implementation Grant.

Implementation and Assessment Plan

12. 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 attached charter school contract with Milwaukee Learning Laboratory and Institute (MLLI) as an instrumentality charter school, with the following modifications in terms:

1. David Coyle, or his successor, will be the person in charge of the charter school;
2. the contract term will be for five 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;
3. MLLI will share space at A.G. Bell Accelerated Academy, located at 6506 West Warnimont Avenue, Milwaukee, Wisconsin, 53220; and
4. the total cost of the contract shall be based on the charter school full-time-equivalent (FTE) count for up to 90 pupils in grade nine for the 2005-06 school year, 180 pupils in grades nine through ten for the 2006-2007 school year, 270 pupils in grades nine through 11 for the 2007-2008 school year, and the maximum of 320 pupils in grades nine through 12 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 2) Action on a Contract Amendment to Change the Location of Northern Star

Administration's Analysis

1. On August 29, 2002, the Board approved a five-year instrumentality charter school contract with Northern Star School to serve a maximum of 40 FTE students in grades six through nine.

2. Northern Star offers a year-round educational accelerated program that meets the special academic and supportive needs of the at-risk middle-school-age student. In an effort to increase its level of student support, Northern Star participated in the school facility identification process and is requesting to relocate from Madison University High School, located at 8135 West Florist Avenue, Milwaukee, Wisconsin, 53218, to shared space at Custer High School, located at 5075 North Sherman Boulevard, Milwaukee, Wisconsin, 53209, for the following reasons:

a. of all sites offered, Custer is the site that best meets the needs of Northern Star students and staff. The five classrooms are spacious enough to support office and academic activities;

b. access to Ebenezer Daycare would be most suitable for the school-age parents who attend Northern Star. Lack of daycare is a major issue with many of the girls, and a partnership with Ebenezer would allow them to help the girls access on-site childcare;

c. the school is on a main bus line, which is convenient for all students;

d. classrooms are technology-ready, which is a major component of the Northern Star program;

e. the Custer principal is very willing to accommodate the needs of Northern Star staff and students; and

f. Northern Star students will have access to the gym, library, and some after-school activities and programs.

3. Upon Board approval, this amendment would be in effect for the remainder of the Northern Star charter school's contract term, beginning with the 2005-06 school year and ending on the last regularly scheduled school day of the 2006-2007 school year.

Strategic Plan Compatibility Statement

4. This program supports the MPS Strategic Plan Goal 1, student achievement; Goal 2, student success in further education and employment; and Goal 3, family satisfaction, as measured by their choices in the education marketplace.

Statute, Administrative Policy, or Board Rules Statement

5. This contract amendment is being presented to the Board pursuant to Administrative Policy 9.12, Charter Schools.

Fiscal Impact Statement

6. This item does not authorize expenditures. The funds for this charter school will be budgeted and considered for approval in the FY06 Board-adopted budget.

Implementation and Assessment Plan

7. This contract amendment will become effective upon Board approval.

Committee's Recommendation

Your Committee recommends that the Board approve the attached charter school contract amendment with Northern Star School for the remainder of the contract term, to begin with the 2005-06 school year and to end on the last regularly scheduled school day of the 2006-2007 school year.

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

(Item 3) Action on a Recommendation to Approve the Charter School Contract and Location for CityPrep School

Administration's Analysis

1. On August 10, 2004, the Milwaukee Board of School Directors held a public hearing to consider the charter school proposal for CityPrep School. On August 26, 2004, the Board approved the concept of the CityPrep charter school's proposal for possible implementation as an MPS instrumentality charter school during the 2005-06 school year.

2. CityPrep is created and designed with student success and dignity in mind. A rigorous, age-appropriate academic program is offered along with character-building, leadership skills, and service learning. This curriculum is implemented through problem-solving activities, real-life experiences, creative approaches and presentations by other experts, support from mentors, discussions with peers, and related field experiences, along with whole-class instruction.

3. CityPrep will make every effort to ensure that the MPS demographics, including at-risk and special education students, are mirrored in the school community's population.

4. At the time of the Board's approval of the concept, a site had not yet been identified. CityPrep has now identified a school facility in which to be located. An agreement has been reached for CityPrep to share space at Madison University High School, located at 8135 West Florist Avenue, Milwaukee, Wisconsin, 53218.

5. CityPrep accepts the model instrumentality charter school contract, with the following modifications in terms listed below:

a. Darlene Junker, or her successor, will be the person in charge of the charter school;

b. the contract term will be for five 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;

c. CityPrep will share space at Madison University High School, located at 8135 West Florist Avenue, Milwaukee, Wisconsin, 53218;

d. the total cost of the contract shall be based on the charter school's full-time-equivalent (FTE) count for up to 120 pupils in grades five through six for the 2005-06 school year, 180 pupils in grades five through seven for the 2006-2007 school year, and the maximum of 240 pupils in grades five through eight for the 2007-2008, 2008-2009, and 2009-2010 school years of the contract; and

e. CityPrep shall abide by all MPS policies and guidelines for pupil admission and shall not impose admission requirements that are inconsistent with the MPS policies and guidelines.

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 Administrative Policy 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 will be budgeted and considered for approval in the FY06 Board-adopted budget.

10. In addition to the Board-approved budget allocation, upon Board authorization as a charter school, CityPrep will be eligible to apply for the Wisconsin Department of Public Instruction's Charter School Implementation Grant.

Implementation and Assessment Plan

11. 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 attached charter school contract with CityPrep School as an instrumentality charter school, with the following modifications in terms listed below:

1. Darlene Junker, or her successor, will be the person in charge of the charter school;
2. the contract term will be for five 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;
3. CityPrep will share space at Madison University High School, located at 8135 West Florist Avenue, Milwaukee, Wisconsin, 53218;
4. the total cost of the contract shall be based on the charter school's full-time-equivalent (FTE) count for up to 120 pupils in grades five through six for the 2005-06 school year, 180 pupils in grades five through seven for the 2006-2007 school year, and the maximum of 240 pupils in grades five through eight for the 2007-2008, 2008-2009, and 2009-2010 school years of the contract; and
5. CityPrep shall abide by all MPS policies and guidelines for pupil admission and shall not impose admission requirements that are inconsistent with the MPS policies and guidelines.

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

* * * * *

(Item 4) Action on a Request for a Waiver from Administrative Policy 5.01(8)(b) and for Authorization to Close Frederick Douglass School

Administration's Analysis

1. Enrollment at Milwaukee Public Schools sites (excluding Chapter 220 and Open Enrollment in other districts) has declined from 99,990 in September 1999 to a projection of 93,171 for September 2005. Even with the Neighborhood Schools Initiative's having added 5,117 additional seats in high-density attendance areas, this reflects a 6.8% enrollment decrease. Enrollment is projected to continue to decline in the foreseeable future.

2. With the total district enrollment projected to decrease by 2,129 students in FY06, financial pressures on the district are expected to increase. Current enrollment projections indicate that total enrollments will continue to decrease for the foreseeable future, thus exacerbating the significant surplus of seats. As a result, the Administration is proposing to close additional schools for the 2005-06 school year in order to reduce district operational costs. One of these schools is the Frederick Douglass Community School.

3. Frederick Douglass became a community school as a result of the Neighborhood Schools Initiative. The designation of a community school means that there is a sufficient number of students in the attendance area to populate the school. A community school does not provide transportation.

4. During the past five years, enrollment at Frederick Douglass has decreased significantly, as detailed in the following table:

Year	Enrollment
2000	270
2001	244
2002	201
2003	215
2004	168

5. For the 2005-06 school year, the enrollment at Frederick Douglass was projected to be 159 students. As of January 24, 2005, a total of 138 students were assigned to Frederick Douglass for FY06. Of those students, 66 are from the attendance area.

6. As a result of its declining enrollment, the school has had to eliminate most of its programs and services. With enrollments projected to decline again in FY06, it is not expected that the school will be able to adequately fund, from its per-pupil allotment, the staff needed to keep the facility open.

7. On November 30, 2004, the Administration met with the principal and staff to discuss the feasibility of sustaining the program at Frederick Douglass School or possibly of relocating to the Robinson K-8 School. The group wanted additional time to develop its options.

8. On January 27, 2005, the Administration met again with the principal and staff to inform them of the recommendation to close the school at the end of the current school year. The staff wanted reassurance that their contractual rights will be adhered to when applying for future positions. In addition, concerns were raised about options available to their existing students for the 2005-06 school year.

9. The Administration will be meeting with the school community to discuss the proposed closing and student placement for the 2005-06 school year.

Strategic Plan Compatibility Statement

10. The Administration's recommendations are consistent with the practice of fiscal responsibility to make informed decisions about allocation of resources for the district's programs, functions, and operations.

Statute, Administrative Policy, or Board Rules Statement

11. The Administration's recommendation is compatible with Administrative Policy 5.01(8), Facilities Retirement, which states:

(a) The question of school closings shall be considered in the development of long-range plans for building and site modernization and utilization.

(b) The Board shall take action on school closing no later than December 31st on specific schools that will be closed the following school year.

(c) Communities to be affected by a possible school closing or building changes shall be involved in the first steps of planning.

(d) The following principles shall be used for retention of a facility in the school plant:

1. Schools to be retained are to be limited to those that operate on an educationally and economically effective basis.

2. Consideration of factors relating to programs, personnel, desegregation, community use, or cooperation to share facilities with suburban districts shall be given by the Board during the decision-making process.

(e) Schools that are closed and previously vacated buildings owned by the Board shall be used for other purposes by the school system only if economically feasible and if they can accommodate specific approved programs.

12. Since the December 31 deadline has passed, however, the Administration is requesting a waiver from the that requirement of the policy.

Fiscal Impact Statement

13. Based on enrollment projections, the school per-pupil allocation would decrease by approximately $39,600.

14. The cost of staffing the school in FY06 at the FY05 level has increased by $69,633.

15. The estimated facility operation cost-savings, net of potential increased transportation cost, is $126,100.

16. In addition, some cyclical maintenance costs may become unnecessary. The longer-term impact of closing facilities is to shift costs towards schools' per-pupil allocations or other district priorities.

Implementation and Assessment Plan

17. Upon approval by the Board, the Administration will create an implementation team to assist the school in all necessary activities to close the school and will work with the affected bargaining units to ensure adherence to the contractual rights of the staff.

18. Closing of the school will require reassignment of the attendance area. A map detailing the reassignment is attached.

19. Student Services will facilitate the process of assigning displaced students to other schools. Students affected by this process will be given top priority for assignment to the neighborhood school or the next closest school with available seats. In addition, top priority will be extended for placements in citywide as well as neighborhood specialty schools where seats are available, or region schools where seats are available.

20. Frederick Douglass School facility will remain closed for the 2006 fiscal year. A determination of any possible future use will be made during the 2005-06 school year.

Committee's Recommendation

Your Committee recommends that the Board direct the Administration to:

1. conduct a community-needs analysis before closing the Frederick Douglass School.

   a. The analysis should include community involvement to determine the types of educational programming which individuals in the Frederick Douglass School's community want for their children in order to make Milwaukee Public Schools their educational choice.

   b. This analysis should also include the financial ramifications of closing the Frederick Douglass School, including, but not limited to, the cost of sending and receiving, busing, and shutting down the building;

2. develop a long-range plan to decide when and how to conduct the closing of the Frederick Douglass School in accordance with district policies; and

3. survey the community regarding criteria for a school-closing process.

See Item 7 of this report below.

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(Item 5) Action on a Request for a Waiver from Administrative Policy 5.01(8)(b) and for Authorization to Close Emanuel L. Philipp School

Administration's Analysis

1. Enrollment at Milwaukee Public Schools sites (excluding Chapter 220 and Open Enrollment in other districts) has declined from 99,990 in September 1999 to a projection of 93,171 for September 2005. This reflects a 6.8% enrollment decrease. At the same time, the Neighborhood Schools Initiative added 5,117 additional seats in high-density attendance areas. Enrollment is projected to continue to decline in the foreseeable future.

2. With the total district enrollment projected to decrease by 2,129 students in FY06, financial pressures on the district are expected to increase. Current enrollment projections indicate that total enrollments will continue to decrease for the foreseeable future, thus exacerbating the significant surplus of seats. As a result, the Administration is proposing to close additional schools for the 2005-06 school year in order to reduce district operational costs. One of these schools is the Emanuel L. Philipp School.

3. During the past five years enrollment at Philipp School has decreased significantly as detailed in the following table:

Year	Enrollment
2000	296
2001	295
2002	260
2003	247
2004	201

4. For the FY06 school year, the enrollment at Philipp was projected to be 169 students. As of January 24, 2005, a total of 141 students were assigned to Philipp for FY06. Of those students, 54 are from the attendance area.

5. As a result of its declining enrollment, the school has had to eliminate most of its programs and services. With enrollments projected to decline again in FY06, it is not expected that the school will be able to adequately fund, from its per-pupil allotment, the needed staff to keep the facility open.

6. On January 27, 2005, the Administration met with the principal and staff to inform them of the recommendation to close the school at the end of the current school year. The staff wanted reassurance that the contractual rights are adhered to when applying for future positions. In addition, concerns were raised as to options available for their existing students for the FY06 school year.

7. The Administration will be meeting with the school community to discuss the proposed closing and student placement for the 2005-06 school year.

Strategic Plan Compatibility Statement

8. The Administration's 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

9. The Administration's recommendation is compatible with Administrative Policy 5.01(8), Facilities Retirement, which states:

(a) The question of school closings shall be considered in the development of long-range plans for building and site modernization and utilization.

(b) The Board shall take action on school closing no later than December 31st on specific schools that will be closed the following school year.

(c) Communities to be affected by a possible school closing or building changes shall be involved in the first steps of planning.

(d) The following principles shall be used for retention of a facility in the school plant:

1. Schools to be retained are to be limited to those that operate on an educationally and economically effective basis.

2. Consideration of factors relating to programs, personnel, desegregation, community use, or cooperation to share facilities with suburban districts shall be given by the Board during the decision-making process.

(e) Schools that are closed and previously vacated buildings owned by the Board shall be used for other purposes by the school system only if economically feasible and if they can accommodate specific approved programs.

10. Since the December 31 deadline has passed, however, the Administration is requesting a waiver from the that requirement of the policy.

Fiscal Impact Statement

11. Based on enrollment projections, the school's per-pupil allocation would decrease by approximately $140,800.

12. The cost of staffing the school in FY06, at the FY05 level, has increased by $93,641.

13. The estimated facility operation cost-savings, net of potential increased transportation cost, is $117,600.

14. In addition, some cyclical maintenance costs may become unnecessary. The longer-term impact of closing facilities is to shift costs towards schools' per-pupil allocations or other district priorities.

Implementation and Assessment Plan

15. Upon approval by the Board, the Administration will create an implementation team to assist the schools in all necessary activities to close the school and will work with the affected bargaining units to ensure adherence to the contractual rights of the staff.

16. Closing of the school will require reassignment of the attendance area. A map detailing the reassignment is attached.

17. Student Services will facilitate the process of assigning displaced students to other schools. Students affected by this process will be given top priority for an assignment to the neighborhood school or the next closest school with available seats. In addition, top priority will be extended for citywide as well as neighborhood specialty schools placements where seats are available or region schools where seats are available.

18. The Emanuel L. Philipp School facility will remain closed for the FY06. A determination of any possible future use will be made during the 2005-06 school year.

Committee's Recommendations

Your Committee recommends that the Board direct the Administration to:

1. conduct a community-needs analysis before closing the Emanuel L. Philipp School.

a. The analysis should include community involvement to determine the types of educational programming which individuals in the Emanuel L. Philipp School's community want for their children in order to make Milwaukee Public Schools their educational choice.

b. This analysis should also include the financial ramifications of closing the Emanuel L. Philipp School, including, but not limited to, the cost of sending and receiving, busing, and shutting down the building;

2. develop a long-range plan to decide when and how to conduct the closing of the Emanuel L. Philipp School in accordance with district policies; and

3. survey the community regarding criteria for a school-closing process.

See item 7 of this report below.

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(Item 6) Action on a Request for a Waiver from Administrative Policy 5.01(8)(b) and for Authorization to Close Granville School

Administration's Analysis

1. Enrollment at Milwaukee Public Schools sites (excluding Chapter 220 and Open Enrollment in other districts) has declined from 99,990 in September 1999 to a projection of 93,171 for September 2005. This reflects a 6.8% enrollment decrease. At the same time, the Neighborhood Schools Initiative added 5,117 additional seats in high-density attendance areas. Enrollment is projected to continue to decline in the foreseeable future.

2. With the total district enrollment projected to decrease by 2,129 students in FY06, financial pressures on the district are expected to increase. Current enrollment projections indicate that total enrollments will continue to decrease for the foreseeable future, thus exacerbating the significant surplus of seats. As a result, the Administration is proposing to close additional schools for the 2005-06 school year in order to reduce district operational costs. One of these schools is the Granville Community School.

3. Granville became a community school as a result of the Neighborhood Schools Initiative. The designation of a community school means that there is a sufficient number of students in the attendance area to populate the school. A community school does not provide transportation.

4. During the past five years, enrollment at Granville has decreased significantly as detailed in the following table:

Year	Enrollment
2000	383
2001	336
2002	311
2003	242
2004	195

5. For the 2005-06 school year, the enrollment at Granville was projected to be 185 students. As of January 24, 2005, a total of 164 students were assigned to Granville for FY06. Of those students, 145 are from the attendance area.

6. As a result of its declining enrollment, the school has had to eliminate most of its programs and services. With enrollments projected to decline again in FY06, it is not expected that the school will be able to adequately fund, from its per pupil allotment, the needed staff to keep the facility open.

7. On January 24, 2005, the Administration met with the principal and staff to inform them of the recommendation to close the school at the end of the current school year. The staff expressed concerns about the effect of the district's transportation policies on their enrollment and their ability to attract or retain students. In addition, concerns were raised as to options available for their existing students for the 2005-06 school year.

8. On February 1, 2005, the Administration met again with the principal and staff to discuss a possible school merger with Happy Hill Elementary School. If this merger is successful, the Administration will present an informational item to the Board in March.

9. The Administration will be meeting with the school community to discuss the proposed closing and student placement for the 2005-06 school year.

Strategic Plan Compatibility Statement

10. The Administration's recommendations are consistent with the practice of fiscal responsibility to make informed decisions about allocation of resources for the district's programs, functions, and operations.

Statute, Administrative Policy, or Board Rules Statement

11. The Administration's recommendation is compatible with Administrative Policy 5.01(8), Facilities Retirement, which states:

(a) The question of school closings shall be considered in the development of long-range plans for building and site modernization and utilization.

(b) The Board shall take action on school closing no later than December 31st on specific schools that will be closed the following school year.

(c) Communities to be affected by a possible school closing or building changes shall be involved in the first steps of planning.

(d) The following principles shall be used for retention of a facility in the school plant:

1. Schools to be retained are to be limited to those that operate on an educationally and economically effective basis.

2. Consideration of factors relating to programs, personnel, desegregation, community use, or cooperation to share facilities with suburban districts shall be given by the Board during the decision-making process.

(e) Schools that are closed and previously vacated buildings owned by the Board shall be used for other purposes by the school system only if economically feasible and if they can accommodate specific approved programs.

12. Since the December 31 deadline has passed, however, the Administration is requesting a waiver from the that requirement of the policy.

Fiscal Impact Statement

13. Based on enrollment projections, the school per-pupil allocation would decrease by approximately $44,000.

14. The cost of staffing the school in FY06, at the FY05 level, has increased by $85,428.

15. The estimated facility operation cost-savings, net of potential increased transportation cost, is $173,500.

16. In addition, some cyclical maintenance costs may become unnecessary. The longer-term impact of closing facilities is to shift costs towards schools' per-pupil allocations or other district priorities.

Implementation and Assessment Plan

17. Upon approval by the Board, the Administration will create an implementation team to assist the schools in all necessary activities to close the school and will work with the affected bargaining units to ensure adherence to the contractual rights of the staff.

18. Closing of the school will require reassignment of the attendance area. A map detailing the reassignment is attached.

19. Student Services will facilitate the process of assigning displaced students to other schools. Students affected by this process will be given top priority for an assignment to the neighborhood school or the next closest school with available seats. In addition, top priority will be extended for citywide as well as neighborhood specialty schools placements where seats are available or region schools where seats are available.

20. The Granville School facility will remain closed for the FY06. A determination of any possible future use will be made during the 2005-06 school year.

Committee's Recommendations

Your Committee recommends that the Board direct the Administration to:

1. conduct a community-needs analysis before closing the Granville School.
   a. The analysis should include community involvement to determine the types of educational programming which individuals in the Granville School's community want for their children in order to make Milwaukee Public Schools their educational choice.
   b. This analysis should also include the financial ramifications of closing the Granville School, including, but not limited to, the cost of sending and receiving, busing, and shutting down the building;
2. develop a long-range plan to decide when and how to conduct the closing of the Granville School in accordance with district policies; and
3. survey the community regarding criteria for a school-closing process.

See Item 7 of this report below.

* * * * *

(Item 7) Action on a Request for a Waiver from Administrative Policy 5.01(8)(b) and for Authorization to Close James Russell Lowell School

Administration's Analysis

1. Enrollment at Milwaukee Public Schools sites (excluding Chapter 220 and Open Enrollment in other districts) has declined from 99,990 in September 1999 to a projection of 93,171 for September 2005. This reflects a 6.8% enrollment decrease. At the same time, the Neighborhood Schools Initiative added 5,117 additional seats in high-density attendance areas. Enrollment is projected to continue to decline in the foreseeable future.

2. With the total district enrollment projected to decrease by 2,129 students in FY06, financial pressures on the district are expected to increase. Current enrollment projections indicate that total enrollments will continue to decrease for the foreseeable future, thus exacerbating the significant surplus of seats. As a result, the Administration is proposing to close additional schools for the 2005-06 school year in order to reduce district operational costs. One of these schools is the James Russell Lowell School.

3. The enrollment for the past five years at James Russell Lowell School is detailed in the following table:

Year	Enrollment	% of Students from Attendance Area
2000	214	51%
2001	204	49%
2002	236	41%
2003	244	41%
2004	270	35%

4. For the 2005-06 school year, the enrollment at James Russell Lowell was projected to be 270 students. As of January 24, 2005, a total of 261 students were assigned to James Russell Lowell for FY06. Of those students, 86 are from the attendance area. Even though the enrollment has increased over the past five years, the enrollment from the attendance area has decreased. Approximately 60 percent of the January 2005 student enrollment is transported. In light of the district's desire to reduce transportation, the Administration is recommending closing the school.

5. On February 1, 2005, the Administration met with the principal and staff to inform them of the recommendation to close the school at the end of the current school year.

6. The Administration met with the school community on Tuesday, February 15, 2005, to discuss, pending the Board's approval, the proposed closing and options for student assignment for the 2005-06 school year.

Strategic Plan Compatibility Statement

7. The Administration's 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

8. The Administration's recommendation is compatible with Administrative Policy 5.01(8), Facilities Retirement, which states:

(a) The question of school closings shall be considered in the development of long-range plans for building and site modernization and utilization.

(b) The Board shall take action on school closing no later than December 31st on specific schools that will be closed the following school year.

(c) Communities to be affected by a possible school closing or building changes shall be involved in the first steps of planning.

(d) The following principles shall be used for retention of a facility in the school plant:

1. Schools to be retained are to be limited to those that operate on an educationally and economically effective basis.

2. Consideration of factors relating to programs, personnel, desegregation, community use, or cooperation to share facilities with suburban districts shall be given by the Board during the decision-making process.

(e) Schools that are closed and previously vacated buildings owned by the Board shall be used for other purposes by the school system only if economically feasible and if they can accommodate specific approved programs.

9. Since the December 31 deadline has passed, however, the Administration is requesting a waiver from the that requirement of the policy.

Fiscal Impact Statement

10. The cost of staffing the school in FY06, at the FY05 level, has increased by $107,752.

11. The estimated facility operation cost-savings, net of potential increased transportation cost, is $143,400.

12. In addition, some cyclical maintenance costs may become unnecessary. The longer-term impact of closing facilities is to shift costs towards school per pupil allocations or other district priorities.

Implementation and Assessment Plan

13. Upon approval by the Board, the Administration will create an implementation team to assist the school in all necessary activities to close the school and will work with the affected bargaining units to ensure adherence to the contractual rights of the staff.

14. Closing of the school will require reassignment of the attendance area. A map detailing the reassignment is attached.

15. Student Services will facilitate the process of assigning displaced students to other schools. Students affected by this process will be given top priority for an assignment to the neighborhood school or the next closest school with available seats. In addition, top priority will be extended for citywide as well as neighborhood specialty schools placements where seats are available or region schools where seats are available.

16. The James Russell Lowell School facility will remain closed for the FY06. A determination of any possible future use will be made during the 2005-06 school year.

Committee's Recommendations

Your Committee recommends that the Board direct the Administration to:

1. conduct a community-needs analysis before closing the James Russell Lowell School.
    a. The analysis should include community involvement to determine the types of educational programming which individuals in the James Russell Lowell School's community want for their children in order to make Milwaukee Public Schools their educational choice.
    b. This analysis should also include the financial ramifications of closing the James Russell Lowell School, including, but not limited to, the cost of sending and receiving, busing, and shutting down the building;
2. develop a long-range plan to decide when and how to conduct the closing of the James Russell Lowell School in accordance with district policies; and
3. survey the community regarding criteria for a school-closing process.

Director Dannecker moved to consider Items 4 through 7 as a whole.

The motion was adopted by consensus.

Director Dannecker moved that the Board adopt the committee's recommendation with respect to any schools considered for closing.

And, in addition, that the Administration be directed to engage the community as described in the committee's recommendation in items 4-7 to determine criteria for selecting schools to be closed and report back to the Committee for hearing and consideration no later than the October 2005 Board cycle, which schools will be recommended for closure for the 06-07 school year.

Director Hardin moved a substitute motion, that the Board direct the Administration to:

1. conduct a district-wide needs analysis:

   a) this analysis should include community involvement to determine the types of educational programming desired for the children in order to make MPS their educational choice; and

   b) this analysis should also include the financial ramifications of closing any school, including, but not limited to, the cost of sending and receiving busing, and shutting down a building;

2. gather input from and to survey the community regarding criteria for a school-closing process; .and

3. engage the community to determine criteria for selecting schools to be closed and report back to the Innovation/School Reform committee for hearing and consideration, no later than the October 2005, Board closure cycle, which schools will be recommended for closure for the 2006-07 school year.

The substitute motion prevailed, the vote being as follows:

Ayes—Directors Dannecker, Hardin, Horton, Morales, O'Neil, Spence and President Blewett—7.

Noes—None.

* * * * *

(Item 8) Action on a Request for a Waiver from Administrative Policy 5.01(8)(b) and for Authorization to Close North 76th Street School

Administration's Analysis

1. Enrollment at Milwaukee Public Schools sites (excluding Chapter 220 and Open Enrollment in other districts) has declined from 99,990 in September 1999 to a projection of 93,171 for September 2005, even though the Neighborhood Schools Initiative added 5,117 additional seats in high-density attendance areas. This reflects a 6.8% enrollment decrease. Enrollment is projected to continue to decline in the foreseeable future.

2. With the total district enrollment projected to decrease by 2,129 students in FY06, financial pressures on the district are expected to increase. Current enrollment projections indicate that total enrollments will continue to decrease for the foreseeable future, thus exacerbating the significant surplus of seats. As a result, the Administration is proposing to close additional schools for the 2005-06 school year in order to reduce district operational costs. One of these sites is North 76th Street School (old Browning School).

3. At its meeting of May 20, 2003, (Proc. pp. 112-113) the Board authorized the transfer of the Browning School name to the new school located at 5460 North 64th Street and changed the name of the former school to North 76th Street School. Since the relocation of the Browning program to its new facility, the North 76th Street facility has been used to temporarily house the early childhood portion of Congress School until its addition is completed. In addition, Head Start staff was relocated to the building from leased facilities, and Head Start classes were located in the North 76th Street School annex building. The combined total population for this site is 480 students and 77 staff.

4. In the Neighborhood Schools Plan Final Report dated August 24, 2000, it was recommended that the North 76th Street School site be converted into a parent service center serving district parents on the city's north and northwest side; however, as supporting funds for this proposal were never allocated, the conversion never took place.

5. At the present time, there are no plans to use the North 76th Street School building for the 2005-06 school year. Completion of the Congress addition in August 2005 will enable the early childhood program to move back to Congress. The Head Start classes are being relocated to 35th Street School as part of the Neighborhood Schools Initiative project, which will also be completed in August 2005. The Head Start staff and office are being relocated to the Andrew Douglas Multiplex. As a result, the Administration is recommending that the North 76th Street School facility be closed for the 2005-06 school year.

Strategic Plan Compatibility Statement

6. The recommendation is consistent with the practice of fiscal responsibility to make informed decisions about allocation of resources for the district's programs, functions, and operations.

Statute, Administrative Policy, or Board Rules Statement

7. The recommendation is compatible with Administrative Policy 5.01(8), Facilities Retirement, which states:

(a) The question of school closings shall be considered in the development of long-range plans for building and site modernization and utilization.

(b) The Board shall take action on school closing no later than December 31st on specific schools that will be closed the following school year.

(c) Communities to be affected by a possible school closing or building changes shall be involved in the first steps of planning.

(d) The following principles shall be used for retention of a facility in the school plant:

1. Schools to be retained are to be limited to those that operate on an educationally and economically effective basis.

2. Consideration of factors relating to programs, personnel, desegregation, community use, or cooperation to share facilities with suburban districts shall be given by the Board during the decision-making process.

(e) Schools that are closed and previously vacated buildings owned by the Board shall be used for other purposes by the school system only if economically feasible and if they can accommodate specific approved programs.

8. Since the December 31 deadline has passed, however, the Administration is requesting a waiver from the that requirement of the policy.

Fiscal Impact Statement

9. The estimated facility operation cost-savings, net of potential increased transportation cost, is $241,000.

10. In addition, some cyclical maintenance costs may become unnecessary. The longer-term impact of closing facilities is to shift costs towards schools' per-pupil allocations or other district priorities.

Implementation and Assessment Plan

11. Upon approval by the Board, the Administration will begin the planning activities necessary for moving the various programs prior to the start of the 2005-06 school year.

12. The North 76th Street School facility will remain closed for the 2005-06 school year. A determination of any possible future use will be made during the 2005-06 school year.

Committee's Recommendations

Your Committee recommends that the Board:

1. grant a waiver to Administrative Policy 5.01(8)(b), as it relates to the December 31 deadline for possible school closures for the following year; and

2. close the current North 76th Street School, effective June 15, 2005, with determination of any possible future use to be made during the 2005-06 school year.

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

* * * * *

(Item 9) Report on the Closing of Jackie Robinson Middle School to All Student Enrollment at the end of the 2004-2005 School Year

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

Administration's Report

1. At its meeting on December 20, 2004, the Board approved the accelerated closing of Jackie Robinson Middle School. With eighth grade only planned for the 2005-06 school year, it had become evident that there would be a significant decline in enrollment at Jackie Robinson Middle School for the upcoming school year. The Administration felt it would be in the best educational interests of the students to close Jackie Robinson Middle School as of June 2005.

2. Discussions were held with Jackie Robinson's parents regarding the phase-out, and the Administration worked diligently with parents to identify student placements for the next school year. The Administration informed the Board that an instrumentality charter school would occupy a portion of the school, approximately 6-7 rooms, during the 2005-06 school year.

3. Since the December 20, 2004, meeting, the Administration has reviewed the space needs of the district and has determined that Jackie Robinson Middle School will not be needed in the near future. As of January 22, 2005, the Administration has taken action to relocate the instrumentality charter school to another location and put on hold the Neighborhood Schools Initiative (NSI) renovation project at Jackie Robinson Middle School.

4. With the instrumentality charter school's having been assigned to another MPS location and the NSI renovation project having been cancelled, the Jackie Robinson Middle School building will be closed beginning with the 2005-06 school year.

* * * * *

(Item 10) Informational Report on Follow-up to a Board Directive that the Administration Review the Textbook-Adoption Process

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

Administration's Report

1. At its meeting on June 24, 2004, the Board directed the Administration to "work with interested parties to review the textbook-adoption process and to develop a process that allows for more flexibility to adopt locally created textbooks or instructional materials, or textbooks or instructional materials that are more directly related to individual schools' instructional programs and delivery modes." Based on this review, staff from Purchasing, Academic Excellence, and schools will be participating in the textbook adoption process.

2. In accordance with Administrative Policy 7.27(2), Maintenance and Control of Instructional Materials, Textbook Adoption, the district's city-wide textbook adoption occurs on a seven-year cycle. A school may decide on an alternative approach that is educationally sound if the school submits a proposal that is approved by the Chief of Academic Excellence or other individual as designated by the Superintendent. Alternate materials must be planned for and purchased within a timeframe that does not disrupt the educational process. Schools that do not pursue this alternative route must purchase the adopted texts.

3. The Administration prepared a "Flow Chart Textbook Adoption Process" binder for each of the members of the Milwaukee Board for School Directors and made the binder available to staff and community persons.

4. The Administration convened seven meetings to review the textbook-adoption process with 10 principals, 7 partnership-school directors, 11 teachers, 18 learning coordinators, 18 implementers, 10 department chairpersons, 6 literacy coaches, 4 math lead teachers, 3 parents, and 12 publishers and other members of the community. The Administration also solicited feedback from all MPS schools through the "allsites" email listserv.

5. Teachers, principals, and parents expressed a strong desire for consistency in the district curriculum due to student mobility.

6. Feedback from meetings and emails came in the form of discussions and oral and written communications. The consensus from all groups was that the Administrative Policy provides them with sufficient opportunity for input and for the flexibility necessary to meet their needs; however, a recommendation was adopted that a written message be included to alert schools to the flexibility in alternative materials as they consider their requests for textbook orders.

* * * * *

(Item 11) Approval of Areas to be Opened for Textbook Study for Texts to be Used Beginning with the 2005-2006 School Year

Administration's Analysis

1. MPS Administrative Policy 7.26, Textbook Adoption, provides that, each year at a meeting of the Committee on Innovation/School Reform, the Superintendent shall report the subject areas for which adopted texts have been in use for six years or more and which may be discontinued at the end of the following year.

2. The Superintendent may also recommend opening any subject areas for adoption study in which no textbook adoption is in effect, but in which an adoption is considered desirable.

3. Every student has the need for, and right to, textbooks and materials that support learning and achievement. The following subject areas are using adopted texts that have been in use for six years or more and whose content has become outdated, as well as materials which are worn and, due to age, are difficult and costly to replace.

High School

BUSINESS EDUCATION
Business Law (approx. 400 student editions)

ENGLISH
English Gr. 10 (approx. 7,000 student editions)

FAMILY & CONSUMER EDUCATION
Independent Living (approx. 300 student editions)

MATHEMATICS
Advanced Math 3 (approx. 500 student editions)
Transition to College Math (approx. 500 student editions)

TECHNOLOGY EDUCATION
Skilled Trades (approx. 2,000 student editions)

Elementary and Middle School

READING
Reading K-8 (approx. 69,000 student editions)
Reading — French & German Immersion K-8 (approx. 1,200 student editions)

4. The Superintendent is recommending opening these subject areas for adoption study during the 2004-05 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 teachers, 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(2), 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 area;

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, La Causa, United Community Center, and Urban League are invited to send parent representatives. In an effort to further increase parent 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: They may recommend a single adoption; a multiple adoption; adoption of other materials and media in addition to or in lieu of texts; no adoption; 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.

8. Based upon the proposed timeline, textbook evaluation committees would be appointed in early March 2005. They will conduct the study during the months of March and April 2005 and submit a recommendation to the Superintendent by early May. The Superintendent will submit recommendations to the Board of School Directors in May 2005.

9. Upon adoption, the Administration will begin the purchasing process. Newly adopted texts through this review cycle are expected to be in the schools during the first semester of 2005-06. The new texts would be implemented in the 2005-06 school year.

Fiscal Impact Statement

10. This item does not authorize expenditures for the purchase of textbooks. The Superintendent will submit a recommendation relative to textbook adoption for the areas approved for review in May 2005. Approximately $6 million 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 FY06 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:

1. approve that the subject areas listed below be opened for textbook evaluation; and

2. ask the Administration to update the Board regarding last year's adoption of the music texts.

	High School
BUSINESS EDUCATION	Business Law
ENGLISH	English Gr. 10
FAMILY & CONSUMER EDUCATION	Independent Living
MATHEMATICS	Advanced Math 3 Transition to College Math
TECHNOLOGY EDUCATION	Skilled Trades

	Elementary and Middle School
READING.....	Reading K-8 Reading — French & German Immersion K-8

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

* * * * *

COMMITTEE ON LEGISLATION, RULES AND POLICIES

Director Hardin 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 a One-Year Waiver from Administrative Policies 8.32(2), Student Expulsion, and 8.23, Weapons in the Schools (and Criminal Offenses), to Allow Students Who Have Been Expelled without Services to Participate in the District's Community Service Program, the Responsible Investigative Talent Zone Service Program (RITZ)

Administration's Analysis

1. The Gun Free Schools Act of 1994 (20 U.S.C.ss8921, et seq.) mandates that every state have a law requiring local school districts to expel, for a period of not less than one year, students who bring "weapons" to school. The federal law specifically states that the state law shall allow local school officials to modify the one-year expulsion requirement for students on a case-by-case basis.

2. In Wisconsin, the state law requiring the expulsion of students who possess weapons is found in Sec. 120.13(1) (c)2m., Wis. Stats.

3. As an alternative to a fixed expulsion period, school boards are authorized by §120.13(1)(h)2, Wis. Stats., to offer expelled pupils an opportunity for early reinstatement. Early-reinstatement options often require pupils to comply with several conditions related to the reasons for the expulsion. One of those conditions may be performance of community service.

4. Although the student has the option of accepting early-reinstatement options authorized by §120.13(1)(h)2, Wis. Stats., the options are to be offered at the discretion of the school board or hearing examiner. Regardless of whether early reinstatement is offered, once the pupil has completed the actual term of the expulsion, the school board is required to reinstate the pupil without conditions.

5. In accordance with Administrative Policy 8.32(2), Student Expulsion,

If a student is expelled, he/she shall not be permitted to return to the Milwaukee Public Schools, unless the decision is changed by the Board, or the expulsion order specifies one or more early reinstatement conditions that an expelled student must meet before he/she may be granted early reinstatement or that an expelled student is required to meet after his/her early reinstatement but before the expiration of the period of expulsion.

6. In accordance with Administrative Policy 8.23, Weapons in the Schools (and Criminal Offenses), paragraph (a),

Students possessing dangerous weapons to and from school or on school property shall immediately be suspended, and the police shall be called. A dangerous weapon is a gun, knife, razor, karate stick, metal knuckle, or any other object, which, by manner it is used or intended to be used, is capable of inflicting bodily harm. All cases that clearly involve a gun, as defined under federal law, shall be recommended for expulsion for a minimum of one year. Cases that involve any other weapon used in a threatening manner shall be recommended for expulsion, the length of that expulsion period to be recommended by Administration.

7. Currently, the Independent Hearing Panel makes the final recommendation to the Board whether or not students are expelled with or without services. In accordance with Administrative Policy 8:23, Weapons in the Schools (and Criminal Offenses), paragraph (3)(a)1,

Students expelled for any violent offense shall lose their rights to all Milwaukee Public Schools educational services within a regular school; however, the Independent Hearing Panel may recommend services to be provided by a Milwaukee Public School partnership school.

8. At its meeting on January 31, 2002, the Board approved the amendment of the resolution adopted on June 26, 2001, and Administrative policies 8.23, 8.32, and 8.33, to require that students expelled from the Milwaukee Public Schools for non-violent offenses be offered educational services in an MPS alternative, partnership, or charter school; in a CESA I Virtual School; in an MPS educational program; or in another MPS or MPS-authorized program.

9. The Office of Pupil Services received funding from the Department of Public Instruction, for the 2003-04 and 2004-2005 school-years that will enable the district to implement and coordinate a voluntary program under which students expelled from school may be required to perform community service as a condition to an early reinstatement. The Responsible Investigative Talent Zone Service Program (RITZ) is the identified program.

10. The goal of this program is to provide expelled students with meaningful activities to occupy their time during their absence from regular school, to help them avoid negative behavior, and to teach them the value of service to others and their communities, while at the same time offering them educational opportunities.

11. For students served under this program, community service must be included as a condition of early reinstatement in a new expulsion order. If the pupil is currently expelled, the school board may offer the pupil an opportunity for early reinstatement that includes a community-service requirement, or if the pupil has been offered an early reinstatement option that did not include community service, the early reinstatement option could be modified to include community service and provide for an earlier reinstatement.

12. Currently, the Milwaukee Public Schools ensures a Free Appropriate Public Education (FAPE) to expelled students with disabilities. This program will afford the opportunity for expelled non-disabled students to continue studies leading to a high-school diploma or equivalent.

13. The community-service program, which will service its second group of students starting on September 1, 2004, will be housed in North Division High School.

Strategic Plan Compatibility Statement

14. The RITZ program supports the MPS mission statement, “Milwaukee Public Schools will ensure that maximum educational opportunities are provided for all students to reach their highest possible potential.”

Statute, Administrative Policy or Board Rules Statement

15. Implementation of the RITZ program is consistent with the provisions of §120.13(1)(h)2, Wis. Stats., and Administrative Policy 8.32, Student Expulsion.

Fiscal Impact Statement

16. This item does not authorize expenditures. No additional funding is required at this time, as the program will be funded via the Department of Public Instruction's, Community Service Grant for Expelled or Suspended Students. Funding of $339,196.00 will come from the FY05 account DE5-DPI COM SERV EXPELLED.

Implementation and Assessment Plan

17. The community-service program, which will service its second group of students starting on September 1, 2004, will be housed in North Division.

18. Students expelled from the Milwaukee Public Schools during the 2004-2005 school year will be invited to participate in this voluntary program.

Committee's Recommendation

Your Committee recommends that the Board approve a one-year waiver from Administrative Policy 8.32, Student Expulsion, section (2), and grant the Independent Hearing Panel the authority to offer every student who is expelled without services the opportunity to participate in, and successfully complete all the requirements associated with, the district's voluntary community-service program for expelled students, the Responsible Investigative Talent Zone Service Program (RITZ), as a condition that they must meet before they may be granted an early reinstatement.

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

Request is being made for authorization to enter into a contract for architectural services for the following Neighborhood Schools Initiative project:

ARCHITECTURAL CONTRACT

Seher Boys & Girls Project

Firm Name
BMR Design Group, Inc.
503 West Lincoln Avenue
Milwaukee, WI 53207

To provide architectural design services for bid documents, construction administration, and miscellaneous reimbursable items, for a cost not to exceed $257,073.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
Yes	30% MBE 5% MBE	73% MBD 5% WBE	7	2	2	Corporation	7

Funds are budgeted for this project from the Neighborhood Schools Initiative account code FAR-0-0-NSI-SX-EOTH (W.O. 2-582485).

The Board approved architectural services from preliminary design through the completion of 50% construction documents in the amount of $183,550.00 on July 31, 2003. In the absence of having an approved lease document with the Boys and Girls Club and in order to maintain the project schedule, the Board approved architectural services for the continuation of construction documents from 51% complete to 100% complete, in the amount of $206,494.00 on January 29, 2004. At that time, the Boys and Girls Club was identified as the party responsible for holding and administering the construction contracts for the project. Subsequently, the lease was written and it was agreed that MPS would be responsible for holding all contracts and providing the construction administration of the project.

INTERIOR ALTERATIONS

Milwaukee French Immersion

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

Low Bidder, Base Bid of.....$443,500.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	25%	26% MBE	1	0	0	Corporation	3

Funds are budgeted for the Milwaukee French Immersion project from FY05 account code FAR-0-0-MRP-FI-ECNCREL5 (W.O. 2-648582). Project is to begin on February 28, 2005 and is scheduled for completion on July 8, 2005.

Construction Contracts

Total construction contract dollars awarded..... $443,500.00
Total dollars HUB participation $115,587.00
% of MBE participation..... 26.1%
% of WBE participation 0%
% Minority employees within company..... 0%
% Women employees within company 0%

Authorization to Make Purchases

Copies of all bids are sent to ten resource centers for minority- and women-owned businesses for posting and distribution to any interested suppliers:

African-American Chamber of Commerce
Business Educational Consortium Inc.
The Business Council Inc.
Disadvantaged Business Development for Milwaukee County
Hispanic Chamber of Commerce
Milwaukee Indian Economic Development Agency

Milwaukee Minority Chamber of Commerce
Milwaukee Urban League
Wisconsin Business Resource Center Inc.
Wisconsin Women's Business Initiative Corporation

Authorization to Upgrade the District's Portal License to the Enterprise Edition

The Administration requests authorization to purchase an expansion to the district license for NetTrekker, a screened internet search service. NetTrekker provides teachers, students, and parents with a safe internet search engine that aligns with state standards and can be aligned by the teacher to current lessons. NetTrekker search results are educationally appropriate, as verified by educators.

The District currently has a secondary-school license at a cost of $48,000. The license expansion allows unlimited access to the NetTrekker internet search service from any computer with internet access; extends the current contract to December 31, 2005; and provides the service to all district schools.

The cost of the expanded license is $18,920, bringing the total cost of the license to $66,920. The $18,920 expansion will be charged to budget code SDV00TL5SQ-ECNS. (Technology Support — Software)

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 for the Office of Board Governance to Enter into a Contract for Auditing Services

Board Rule 2.06(5) requires MPS's books and accounts to be audited annually by a certified public accountant. A Request for Proposal (RFP) was issued soliciting audit services covering FY05, FY06, and FY07 for the District's financial records, and audits of membership counts for FY06, FY07, and FY08. The RFP was distributed to 20 certified public accounting firms and eight historically underutilized business (HUB) outreach agencies.

Proposals were received from two firms: KPMG LLP and Virchow, Krause & Company LLP. The two responses were evaluated by a committee comprising the Chief Auditor, the Chief Financial and Operations Officer, the Director of Benefits and Insurance Services, and the staff auditor in charge of managing the year-end audit.

The proposal from Virchow, Krause & Company LLP was ranked the highest based on the audit fee, the comprehensiveness of the project plan, and the vendor's qualifications. The proposal includes a 20% HUB participation commitment.

The amount is not to exceed $740,000 over the length of the contract. The account code to be charged is ADT00OBGOB-EAUS (Audit Services — Governance).

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 Extend a Contract for Administrative Services for the MPS Indemnity/PPO Health Plan

The Administration is requesting authorization to extend the existing Aetna administrative services contract for the district's self-insured Indemnity/PPO Health Plan for another one-year period, to commence on March 1, 2005. The existing contract was awarded to Aetna effective on March 1, 2001. The extension of this contract contains additional conditions which the Administration is attempting to improve upon in its ongoing negotiations with Aetna. Such improvements are contingent upon the district's eliminating non-standard service features which are the focus of current union contract negotiations. The current proposal includes a 7.5% fee increase as shown below:

Period: March 1, 2005 through February 28, 2006

Administration Fee per Employee/Retiree per Month

PPO Medical.....$31.65

Indemnity Medical $25.22

Estimated Annual Administration Fees..... $5,005,000
(Based on current plan enrollments of 13,438)

During this one-year extension, the Administration will have completed an audit of the administrator and an assessment of the feasibility and cost-effectiveness of longer-term renewal options with Aetna versus competitive bids. If a change in vendor is recommended, MPS is obligated to negotiate the impact with its unions.

The budget code to be charged is DWC00EMBDW-EMDI (Hospital and Surgical Budget).

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

B-5382 Authorization to Award a Bid for Bookcases

The Administration is requesting authorization to award to the low bidder, School Specialty Education Essentials, Bid-5382 for wooden bookcases for 11 schools in the Neighborhood Schools Initiative. School Specialty was the lowest of 12 bids.

The amount of the bid is $63,995.95. The budget codes to be charged are FAR00QZA35-ECNC (Facilities — Remodeling = $9,939.60) and 1100000000-AISP (In-House Special Billing = $54,056.35).

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 — November, 2003

Total contract dollars to be awarded.....$5,827,915.95
Total dollars eligible for HUB participation.....$5,827,915.95
Total HUB dollars $148,000
% of MBE participation.....0
% of WBE participation 0
Total HUB Participation.....2.5%

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 December 31, 2004 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[2]	$ 870,427,089	$ 80,394,964	$ 950,822,053	$ 146,892,484	$ 240,261,260	$ 710,560,793	25%
Categorically Aided	178,654,593	10,261,996	188,916,589	11,950,761	42,182,748	146,733,841	22%
School Nutrition	29,852,872	1,511,895	31,364,767	3,367,479	6,833,333	24,531,434	22%
Construction	28,796,054	44,294,936	73,090,990	6,000	164,857	72,926,133	0%
Extension	11,366,461	377,452	11,743,913	220,907	1,025,326	10,718,587	9%
Total All Funds	$ 1,119,097,069	$ 136,841,243	$ 1,255,938,312	$ 162,437,631	$ 290,467,524	$ 965,470,788	23%

Below is a summary of expenditures as of December 31, 2004 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[2]	$ 870,427,089	$ 80,394,964	$ 950,822,053	84,495,784	456,541,086	$ 494,280,967	48%
Categorically Aided	178,654,593	10,261,996	188,916,589	20,128,605	84,119,641	104,796,948	45%
School Nutrition	29,852,872	1,511,895	31,364,767	4,499,370	14,171,534	17,193,233	45%
Construction	28,796,054	44,294,936	73,090,990	1,609,472	70,459,354	2,631,636	96%
Extension	11,366,461	377,452	11,743,913	2,985,526	7,027,883	4,716,030	60%
Total All Funds	$ 1,119,097,069	$ 136,841,243	$ 1,255,938,312	$ 113,718,757	$ 632,319,498	$ 623,618,814	50%

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

[2]The adopted budget includes a $1.2m adjusting entry to the internal income account for "Other accounts," balancing the impact of Fall adjustments to revenue.

The Monthly Expenditure Control Report, which is attached to the minutes of your Committee's meeting, pursuant to the Milwaukee Board of School Directors' action of December 8, 1978, is presented on a budgetary basis of accounting and reflects revenues and expenditures for the period July 1, 2004, through December 31, 2004.

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 is attached to the minutes of your Committee's meeting, is an informational report and does not require action.

Acceptance of Donations

School	Donor	Amount	Gift or Purpose
Alcott	Zaber Ali	$100	Classroom Supplies
Congress	Spence Korte and Joanne Dennis	$500	Purchase coats, hats, gloves, scarves for needy students
Congress	Bern Office Systems	$100	Holiday Baskets for Needy Families
Congress	Phil Goldner	$60	Holiday Baskets for Needy Families
Congress	Roberta Goldner	$125	Holiday Baskets for Needy Families
Engleburg	Aurora Health Care	Undetermined	Pentium Computer and a 17" Monitor
Fernwood	Bruno Johnson	$30	Donation to Fernwood's Greenhouse
Fernwood	Access Computer Products, Inc.	$94	Monetary donation to school
Fernwood	General Mills & Kemp's Give 'em Five	$400	Monetary donation to school
Lady Pitts	Shirley Zimmerman	$75	Student and baby clothes
Lady Pitts	Peggy Clapp	$1,150	Scholarship Funds and Staff Luncheon
MacDowell	P.T.A.	$400	Camp Upham Woods
Manitoba	In Memory of Margaret Werner Fund	$500	Memorial gift to purchase drums for Manitoba's Music Program
Meir	Barbara Ebersperger	$845	For use by entire school (books)
Meir	Karen Jardaneh	$100	Student Opportunities
Meir	M. J. Computer Consultants	$200	Student Opportunities
Meir	Gene and Ruth Posner Foundation	$150	Student Opportunities
Milwaukee Public Schools (WYMS Radio Station)	Mary Hunt	$50	Donation to Milwaukee Public Schools Radio Station (WYMS)
Milwaukee Public Schools (WYMS Radio Station)	Harold Laufer	$50	Donation to Milwaukee Public Schools Radio Station (WYMS)
Milwaukee Public Schools (WYMS Radio Station)	Dennis and Nancy Gross	$200	Donation to Milwaukee Public Schools Radio Station (WYMS)
Riley	Oakwood Motel	$75	Lunch on February 10th for Community Visitors
Riverside	Robyn O'Neill	$750	Spring Baseball Trip
Riverside	Daniel Cruz	$150	Spring Baseball Trip
Riverside	Jose Guzman	$150	Spring Baseball Trip
Riverside	Kerry Calvert	$1,125	Spring Baseball Trip
Riverside	Gregory Leszczynski	$325	Spring Baseball Trip
Riverside	Bruce Blunt	$375	Spring Baseball Trip
Riverside	Juan Carlos Medina	$100	Spring Baseball Trip
Riverside	Roger Pillsbury	$1,000	Spring Baseball Trip
Riverside	Timothy Taylor	$300	Spring Baseball Trip
Riverside	James Blackburn	$200	Spring Baseball Trip
Riverside	Timothy Hiller	$200	Spring Baseball Trip
Riverside	Steve Chojnacki	$200	Spring Baseball Trip
Riverside	Cynthia Mayer	$150	Spring Baseball Trip
Riverside	Mari Chevako	$150	Spring Baseball Trip
Riverside	Stanley Lind	$100	Spring Baseball Trip

School	Donor	Amount	Gift or Purpose
Riverside	Ina Faraj	$200	Spring Baseball Trip
Sixty-eighth	Jill Toohill	$100	To child's classroom for supplies (Rooms 107 and 206P)
Stuart	Ball Corporation	$250	Black History Program (Ko Thi Dancers)
Thirty-fifth	Bucks	$1,326	Incentives (Bucks Tickets)
Twenty-first	Karl Tatum	$50	Donation to "Donuts with Dad"
Webster	Rotary Club	$56	Staff Incentives (Two [2] Marquette Basketball Tickets)

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; Approval of Certificated Personnel Appointments; Approval of Leaves of Absence; Report on Resignations; and Affirmative Action Report

Classified Personnel Transactions

Name and Assignment	Position and Salary	Date
	APPOINTMENTS	
Halbert Algee, Jr. School Safety	School Safety Assistant $19,163.76/yr.	02-02-05
Delbert Bird School Safety	School Safety Assistant $19,163.76/yr.	02-02-05
April Burns School Safety	School Safety Assistant $19,163.76/yr.	02-02-05
Nicole Castillo Special Services	School Nurse Associate $21,954.24/yr.	01-18-05
Timothy Cooper Sarah Scott	School Secretary I $19,442.44/yr.	01-13-05
Martha Hernandez Lincoln Middle	School Secretary I $19,442.44/yr.	01-24-05
Keith Martin School Safety	School Safety Assistant $19,163.76/yr.	02-02-05
Thomas Medrow II School Safety	School Safety Assistant $19,163.76/yr.	02-02-05

Kimberly Owens Garden Homes	School Secretary I (Part-time) $9,736.00/yr.	01-10-05
Laddie Richardson Building Operations	School Engineer I $33,249.06/yr.	01-17-05
Rosa Salem Morgandale	School Secretary I $19,442.44/yr.	01-24-05
Susan Schmidt Walker	School Secretary I $19,442.44/yr.	01-10-05
Leroy Washington School Safety	School Safety Assistant $19,163.76/yr.	02-02-05
Kathryn Wernette Townsend	School Secretary I $19,442.44/yr.	01-24-05

PROMOTIONS

Andre Bird Bldg. Operations	School Engineer I $37,795.68/yr.	01-17-05
Lamont Cobbs Malcolm X	Boiler Attendant Trainee $27,387.62/yr.	01-17-05
Levent Cobin Douglas Academy	Boiler Attendant Trainee $34,103.42/yr.	02-14-05
William Fender Bldg. Operations	School Engineer I $33,249.06/yr.	01-17-05
Norma Garner Bldg. Operations	School Engineer I $37,795.68/yr.	01-17-05
Tyrone Kendrick Walker	Boiler Attendant Trainee $27,387.62/yr.	01-17-05
Ross Nowak Bldg. Operations	School Engineer I $36,280.14/yr.	01-17-05
Joseph Peterson North Division	Building Service Helper II $26,929.76/yr.	01-30-05
Henry Redic Auer	School Engineer II $43,960.28/yr.	01-31-05
Kevin Sponholz Lee	School Engineer II $42,444.74/yr.	01-31-05
Wayne Vaden Malcolm X	Boiler Attendant Trainee $27,387.62/yr.	02-14-05
Jason West Lincoln Middle	Boiler Attendant Trainee $27,387.62/yr.	01-31-05
Pamela Whitley Gaenslen	Boiler Attendant Trainee $27,387.62/yr.	02-14-05

REINSTATEMENTS

Eva Williams Morse	Network Coordinator $37,305.85/yr.	02-14-05

RETURN FROM LEAVES

Kathleen Boyd Dover	School Secretary I $26,169.11/yr.	02-08-05

CHANGES IN STATUS

Micah Cooper South Division	Handicapped Children's Assistant $14,609.70/yr.	01-31-05
Jerome Lange Allen-Field	Building Service Helper I $23,670.40/yr.	01-31-05
Julius Lewis Milw. Spanish Immersion	Handicapped Children's Assistant $14,609.70/yr.	01-18-05
Mari Luna Pulaski	School Secretary I $22,765.64/yr.	02-01-05
Linda Moss Hamilton	Handicapped Children's Assistant $14,609.70/yr.	01-03-05
Herminia Nicholson Hampton	Handicapped Children's Assistant $14,609.70/yr.	01-03-05
Evelyn Ray-Cowan Division of Technology	Technology Support Analyst $48,466.34/yr.	01-17-05
Laura Surdyk Burbank	School Secretary I $26,169.11/yr.	03-01-05

Certificated Personnel Appointments

Code	Teachers	Division	Salary	Yrs. Exp. Credit	Start Date
r	Jane C. Arenson Cross-Categorical Special Education	B	$29,224.00	0	01/24/05
r	Ryan D. Bray Physical Education	B	$29,224.00	0	01/18/05
r,b	Zuwena Y. Cotton Social Studies, Grades 1-8	BB	$34,272.00	3	12/16/04
r	Thomas D. Gardner Physical Education	D	$57,701.00	15	01/10/05
r,a	Luz S. Gill Bilingual Education	BB	$34,272.00	3	01/03/05
r	Karen J. Green Mathematics	B	$29,224.00	0	01/03/05
nr	William Hammett Cross-Categorical Special Education	B	$32,683.00	3	01/13/05
nr	Kristen Kurth Cross-Categorical Special Education	B	$29,224.00	0	01/24/05
nr	Jill M. Martindale Elementary, Grade 5	B	$29,224.00	0	01/05/05
r	Zina McKnight Cross-Categorical Special Education	B	$29,224.00	0	01/10/05
r	Stephanie Noll English	B	$29,224.00	0	01/31/05
nr	Kelly Ocasio Bilingual K-5	B	$29,224.00	0	01/03/05

nr	Lucetta M. Paolo Cross-Categorical Special Education	B	$29,224.00	0	01/24/05
r	Sarah Sanders Elementary, PreK-Grade 8	B	$29,224.00	0	01/18/05
r	Julie Tennessen Bilingual Grade 3	B	$29,224.00	0	01/10/05
r	Sarahna N. Tripoli Bilingual K-8	B	$29,224.00	0	01/04/05

Approval of Certificated Appointments —School Social Workers

r,a	Erika Lauson	2A	$41,180.00	0	01/03/05

(a) Reappointment without tenure
(b) Reappointment with 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 28, 2005:		
Nancy Kiefer	Walker	September 30, 2004
Denise Mikulski Goetz	Neeskara	November 1, 2004
Georgia Yanicke	Special Services	February 4, 2005
Maternity Leave, to June 17, 2005:		
Amber Tanty	Clement	January 25, 2005
Personal Leave, to June 17, 2005:		
Susan Janowski	Barton	February 15, 2005
Janice Sinur	from Illness Leave	January 31, 2005
Extension of Illness Leave, to June 17, 2005:		
Stephanie Loehr	from Leave	January 31, 2005
Mary Savage	from Leave	August 30, 2004
Diane White	from Leave	January 31, 2005
Extension of Maternity, to June 17, 2005:		
Stephane Hartl	from Leave	January 31, 2005
Amy Schultz	from Leave	January 31, 2005
Extension of Personal Leave, to June 17, 2005:		
Linda Gehrig	from Leave	January 31, 2005

Report on Resignations

Name	Position	Effective Date
Angela M. Barth	Teacher	01/03/05
Kathy W. Bedessem	Teacher	01/18/05
Wanda C. Bivens	Teacher	01/25/05
Darlene E. Boyle	Teacher	06/17/05
Theresa A. Brannan	Teacher	01/31/05

Travor L. Bussey	Teacher	01/20/05
Irva A. Corbett	Teacher	02/15/05
Kristen C. David	Teacher	06/17/05
Deadra P. Garner	Teacher	12/28/04
Patrick Hessling	Teacher	02/20/05
Carlynn N. Higbie	Teacher	02/07/05
Kathleen A. Jones	Teacher	01/28/05
Mary E. Kelly	Administrator	02/18/05
Jeffrey D. Krukar	Psychologist	01/19/05
Gerece Morris	Teacher	01/28/05
Ericka S. Nash	Teacher	02/23/05
Ann M. Rantanen	Teacher	06/17/05
Robert Rodriquez	Teacher	12/29/04
Colleen A. Sweek	Teacher	06/17/05
Melissa J. Tempel	Teacher	02/28/05
Diane E. Worth	Teacher	06/17/05

Affirmative Action Report

The Affirmative Action Report for January 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, teacher 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)	Janet Cleary	Manager, Classified Staffing Department of Human Resources	Schedule III, Range 12A $95,735.67
5(r)	Kim Brizendine	Special Education Supervisor — Special Svcs Information Mgmt Systems Division of Special Services	Schedule III, Range 9A $83,720.76
5(r)	Paul Aardappel	Special Education Supervisor Division of Special Services	Schedule III, Range 8C $55,855.29
2(r)	Qiana Dright	Special Education Supervisor Division of Special Services	Schedule III, Range 8C $48,290.49
5(r)	Kathryn Rich	Special Education Supervisor Division of Special Services	Schedule III, Range 8C $64,691.32

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) Annual Approval of Salary Schedules

Statute, Administrative Policy, or Board Rules Statement

1. Wisconsin statutes 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 specific proposals are submitted by the Superintendent with the recommendation that they be adopted for the 2004-2005 budget year. Included are the salary schedules affected by the agreements with the employee organizations previously acted upon by the Board, as well as other per-hour, per-diem and per-session schedules for full-time and part-time personnel not included in bargaining agreements.

3. The following agreements expired on June 30, 2003. School Psychologists, Teachers, Substitute Teachers, and Local 150 — Food Service.

4. The following agreement expired on December 31, 2002: Local 950.

5. The following agreement expired on June 30, 2004: Local 150 — Building Service Helpers.

6. The following agreement expired on December 31, 2003: Educational Assistants and School Accountant/Bookkeepers.

Committee's Recommendation

Your Committee recommends:

1. that 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. Building Trades

n. Per-diem, per-session and per-hour employees; and

2. that the following customary salary resolution be adopted to comply with Administrative Policy 6.21, Salary Schedules: Staff, 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 2004-2005 as amended; that all salary schedules, excepting those for prevailing wage rates, in effect for 2004-2005, and which have not been amended be, and they hereby are, reaffirmed for 2004-2005, or, in the case of schedules in negotiations, be, and they hereby are, reaffirmed pending final settlement of 2004-2005 rates, and that all provisions and resolutions pertaining to any salary schedules, and in effect for 2004-2005, which are not inconsistent with the foregoing be, and they hereby are, reaffirmed for 2004-200

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

* * * * *

(Item 5) Action on a Request for Approval of an Amendment to the Lease Agreement for Kilmer South

Administration's Analysis

1. The purpose of this item is to seek the Board's approval of an amendment to the lease agreement with First Property, LLC, for space at 4807 South 2nd Street to house the Kilmer South educational program. All costs associated with the lease will be paid through a district allocation to the school.

2. At its special meeting of July 14, 1995, (Proc. pp.147-150) the Board approved the lease agreement with First Property, LLC, for space at 4708 South 2nd Street to house the Kilmer Alternative program at a base cost of $591,280.

3. The lease has been amended twice. The first amendment, dated August 15, 1995, added language approved by the Board as part of its action on July 14, 1995, requiring that all custodial employees were to be members of Service Employees International Union Local 150 and were to be paid wages and benefits as contained in their contract. At the request of First Property, LLC, the Administration assumed the responsibility for the custodial duties because First Property was unable to fulfill the requirement. The lease costs were reduced proportionally to reflect this change.

4. The lease was again amended on January 15, 2002, to include language drafted by the City Attorney relative to the Establishment Clause (i.e., concerning separation of church and state) which was added to all leases in effect at the time.

5. The lease, which expires on August 31, 2005, contains provisions for extending the lease. The Administration has completed negotiations on an amendment to the lease which would extend the lease for one (1) additional year while expanding the amount of available space by 5,000 sq.ft. and keeping the cost stable at its current rate of $396,431 annually. Other provisions of the amendment include the option for the district to include the property in its gas-marketing agreement. A copy of the amendment to the lease is attached.

Strategic Plan Compatibility Statement

6. The recommendation supports the MPS Strategic Plan, Goal 1, to improve student achievement; and Goal 2, to improve student success in further education and employment.

Statute, Administrative Policy, or Board Rules Statement

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

Fiscal Impact Statement

8. This item authorizes expenditures of $396,431 from a district allocation for the annual lease cost.

Implementation and Assessment Plan

9. Upon approval by the Board, the amendment will be executed and made part of the current lease. All provisions of the amendment are effective July 1, 2005.

Committee's Recommendation

Your Committee recommends that the Board approve the amendment to the lease agreement with First Property, LLC, as presented in the attachment to this item, for space located at 4807 South 2nd Street to house the Kilmer South program at an annual cost of $396,431.

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

* * * * *

(Item 6) Action on Resolution 0405R-028 by Director Dannecker Regarding Training of MPS Summer Recreation Enrichment Camp Staff in the Reporting Procedures for Suspected Child Abuse

Background

At its meeting on August 26, 2004, the Board referred resolution 0405R-028 By Director Dannecker to the Committee on Finance/Personnel:

WHEREAS, The staff of the MPS Summer Recreation Enrichment Camp may find it necessary to identify and report bona fide evidence of domestic child abuse affecting children in their care; and

WHEREAS, Adequate training may be important to reasonably making such a determination; and

WHEREAS, Some parents have expressed concern that such determination are not reasonably made; now, therefore, be it

RESOLVED, That the Administration report to the Board the nature, extent, and substance of any such training currently required of, or provided to, summer staff; and be it

FURTHER RESOLVED, That the Administration assess the effectiveness of such training and any such requirement and report to the Board the method of assessment and its conclusions.

Administration's Analysis

1. In collaboration with Department of Special Services, Division of Social Work Services, all summer recreation staff receive training on the reporting procedures for suspected child abuse (reference Wisconsin State Statute 48.981). A licensed MPS social worker presents the Milwaukee Public Schools' Reporting Procedures for Suspected Child Abuse at the annual Summer Recreation Enrichment Camp in-service, which all staff are required to attend. The social worker provides information and defines physical abuse, physical neglect, sexual abuse, and emotional abuse or neglect. The social worker also reviews the physical and behavioral signs of abuse and provides staff with examples of each type of abuse.

2. Training also includes what must be reported; who must report suspected child abuse and or neglect, when a report should be made, protection for the reporter, legal sanctions against mandatory reporters for intentional violations of the law, and step-by-step procedures for reporting suspected abuse or neglect. A question-and-answer session follows the social worker's presentation.

3. Staff also receive copies of the policies, procedures, and reporting forms in their staff manuals.

Strategic Plan Compatibility Statement

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

Statute, Administrative Policy, or Board Rules Statement

5. Summer Recreation Enrichment Camp staff are trained in accordance with Administrative Policy 8.38, Child Abuse, and Wisconsin State Statute 48.981.

Fiscal Impact Statement

6. This item does not authorize expenditures.

Implementation and Assessment Plan

7. Staff will continue to be trained by MPS social workers in the identification and reporting procedures of child abuse and neglect. Recreation staff will meet with a group of social workers prior to the summer training session to determine if the presentation can be altered so that all staff have a clear understanding of the signs of child abuse and neglect and the requirements for reporting the abuse and neglect.

Committee's Recommendation

Your Committee recommends that the Board adopt the resolution, with the addition of a third resolved clause specifying that all staff be included in training to support related administrative policies and procedures and state statutes.

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

* * * * *

(Item 7) Action on a Recommendation to Approve Additional Funding for 21st Century Community Learning Centers (CLCs)

Administration's Analysis

1. In July 2004, the Board approved contracts with 41 Community Learning Centers (CLCs) at $100,000 per site. (An example contract has been provided under separate cover.) Funding for these contracts was secured through three (3) grants from the Department of Public Instruction (DPI). The grant cycle was from July 1, 2004, to June 30, 2005.

2. Two of Milwaukee's six high-school CLCs — Milwaukee High School of the Arts (MHSA) and Riverside University High School (RUHS) — were not funded through this competitive grants process, however. Upon review of available CLC carryover from a U.S. Department of Education grant, it was determined that dollars were available to fund these two sites. In August 2004, the Board approved CLC contracts for MHSA and RUHS, at $50,000 each, to run through January 31, 2005. Continuation of funding for these two sites was dependent upon their ability to meet the required CLC standards. Following its analysis of the performance of the CLCs at MHSA and RUHS through January 31, 2005, the Administration determined that both sites should receive the balance of their grants ($50,000 each) to fund them through June 30, 2005.

3. In July 2004, the Board approved a $100,000 contract for the CLC at Allen-Field, which was based on serving a daily average of 100 students. With an enrollment of 907 students, Allen-Field serves a daily average of 207 students in the CLC. To continue serving its students throughout the remainder of the school year, an additional $80,000 is needed.

4. The Administration is requesting authorization to increase the contract amounts for the following CLC lead agencies.

Agency	School	Increased Amount
Neighborhood House	MHSA	$ 50,000
Children's Outing Assn.	RUHS	$ 50,000
Boys and Girls Club	Allen-Field	$ 80,000
Total		$ 180,000

Strategic Plan Compatibility Statement

5. This program supports MPS Strategic Plan Goal 1, to improve student achievement; Goal 2, to improve student success in further education and employment; and Goal 3, to improve family satisfaction as measured by their choices in the education marketplace.

Statute, Administration Policy, or Board Rules Statement

6. The contracts are being presented to the Board pursuant to Administrative Policy 3.09(3), Purchasing and Bidding, Annual Totals & Requirements.

Fiscal Impact Statement

7. The additional cost for FY05 for MHSA, RUHS, and Allen-Field is $180,000. Carryover funds from FY04 Department of Education's Community Learning Center Grant, budget code: GEN-0-0-ZA4-RC-ECTS, will be used.

Implementation and Assessment Plan

8. The 21st Century CLC project's director/designee will monitor the agencies' compliance with the contracts and will manage the reimbursements of monthly expenditures. Agencies are required to submit attendance participation reports with their monthly cost reports.

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration to increase the contracts (see attachment under separate cover) for FY05 (February 1, 2005-June 30, 2005) with the following lead agencies:

Agency	School	Increased Amount
Neighborhood House	MHSA	$ 50,000
Children's Outing Assn.	RUHS	$ 50,000
Boys and Girls Club	Allen-Field	$ 80,000
Total		$ 180,000

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

* * * * *

(Item 8) Action on a Recommendation to Approve a Sole-Source Contract for a Service Provider for Abstinence Education

Administration's Analysis

1. Best Friends/Best Men, developed by the Best Friends Foundation in Washington, D.C., is an abstinence-based curriculum developed by Elayne Bennett, wife of former Secretary of Education William Bennett. The program stresses the importance of abstaining from sexual intercourse until marriage. In addition, it addresses various topics like respect, decision making, developing friendships, alcohol abuse, drug abuse, STD/HIV prevention, physical fitness, and nutrition. Girls in grades 5-12 are enrolled in the Best Friends Program, while boys in the same grades are enrolled in the Best Men program. When girls enter high school after successfully participating in Best Friends for three years in middle school, they become Diamond Girls; the boys become Best Men Leaders. Best Friends, which started 11 years ago with a $60,000 grant, now has grown to over $300,000 from six funders.

2. Best Friends/Best Men is a successful program. Young people in Best Friends/Best Men are less likely to engage in sexual activity, alcohol and other drugs than students who are not in the program.

3. Over 800 boys and girls within eight MPS schools are enrolled in the program. It costs approximately $15,000 to start the Best Friends/Best Men program in a school. MPS currently has a waiting list for schools that want to participate in the program, if funding becomes available.

4. Principals report that the Best Friends/Best Men programs help to create a positive school climate.

5. Ms. Angela Turner, Executive Director of the Center for Self-Sufficiency (CFSS), has been working on behalf of MPS for the last seven years to support abstinence education in Milwaukee Public Schools. MPS has been able to sustain the Best Friends/Best Men youth-development programs because of the program support provided by Ms. Turner through her community collaborations.

6. Ms. Turner has coordinated abstinence-education efforts in the community, serving on the Wisconsin Abstinence Initiative Team (WI Division of Health), Milwaukee Alliance for Youth, and Families, and has established partnerships with Rosalie Manor, New Concept, Northcott House, and Center for Entrepreneurship. Ms. Turner coordinates the federal SPRANS grant, which provides the funding necessary for the Best Men Program. In addition, Ms. Turner has supported the abstinence collaboration by:

- planning family and community meetings for Best Friends and Best Men at Walker, Kagel, Edison, 35th St, and Clarke and coordinating the training that takes place at the family events. Sixteen meetings per year are scheduled, to be attended by an average of 20 families per site, for a total of 60-100 family members per site, per meeting;

- providing staff training in the areas of abstinence education policy, performance measures, and data reporting. Training related to an abstinence topic is to be provided at each monthly staff meeting. Seven staff members will be trained;
- coordinating outside abstinence training for MPS staff. At least one abstinence-training session per quarter will be coordinated for MPS staff. 15-20 staff will be trained per quarter;
- developing, in partnership with UWM, a survey and evaluation system for abstinence and family programs in MPS to create a database with which to evaluate the program;
- preparing annual grant renewals of funding sources for SPRANS, DHFS, Bradley Foundation, Brighter Futures, and Center for Self-Sufficiency to sustain MPS abstinence programs;
- representing MPS at Brighter Futures monthly meetings to apprise funders of the progress being made in the MPS abstinence programs. Meeting takes place at least once monthly, and 40 community members are represented;
- attending monthly team meetings for abstinence staff at MPS;
- recruiting mentor and partner organizations to provide additional support services to abstinence programs in MPS. At least four partner organizations will sign memoranda of partnership; and
- representing MPS at monthly Rosalie Manor/SPRANs meetings so that the Best Men's Coordinator does not have to interrupt curriculum sessions for students.

7. Ms. Turner has been instrumental in the development of Family Night functions for all students and their families who participate in the Best Friends/Best Men programs.

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 market place.

Statute, Administrative Policy, or Board Rules Statement

9. The recommendation is consistent with Administrative Policy 7.09, Human Growth and Development, and Administrative Policy 7.08, Teaching About Drugs, Alcohol and Tobacco.

Fiscal Impact Statement

10. This item authorizes expenditures. Funds are available in the following accounts:

GRD 00 QN5 DW-ECTS (Brighter Futures — Contracts) $30,000
SDV 00 QB5 DW ECNS (MPS/Bradley Foundation — Contracts) $20,000
GRD 00 UH4 CI-ECTS (SPRANS — Contracts) $21,000

Implementation and Assessment Plan

11. Pre- and post-surveys will be given to all students involved in the program to assess knowledge and behavior associated with risk factors.

12. Data collected from the Youth Risk Behavior Survey (YRBS) will be used to compare the risk-behavior results of students enrolled in the Best Friends/Best Men program and students who are not enrolled.

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration to enter into a sole-source contract with the Center for Self-Sufficiency to provide support services to the MPS abstinence education program, in an amount not to exceed $71,000, for the period ending December 31, 2005.

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

* * * * *

(Item 9) Semi-Annual Report on Student Attendance

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

Administration's Analysis

1. At its regular meeting on August 27, 1997, the Board requested that the Administration make available for review on an annual basis a summary of pupil attendance.

2. The annual attendance summary report below represents the percentage of attendance for the 2003-2004 school year, compared with the attendance percentage for the 2002-2003 school year, for grades K-12. The Administration compiles the monthly attendance report from pupil attendance information recorded by schools.

Percent Attendance Summary
2003-2004 School Year

	2003-2004	2002-2003	Difference
Grades 9-12	79.46	78.22	+1.24
Grades 6-8	89.48	88.06	+1.42
Grades 1-5	93.53	93.29	+0.24
Kindergarten	91.66	91.25	+0.41
Other Schools	88.00	88.11	-0.11
TOTAL	88.80	88.23	+3.2

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

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COMMITTEE ON SPECIAL EDUCATION

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

TO THE BOARD OF SCHOOL DIRECTORS:

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)

	1/05	2/05
Population Served	16,729	16,957

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.

	1/05	2/05
Initial Evaluations (Completed since 7/04)	1120	1686
Percentage Identified Special Education	69%	67%
Active Initial Referrals	937	829
Re-evaluations (Completed since 7/04)	1685	2410
Active Re-evaluations	1109	1257

2. Special Services Information Management System (SSIMS) Project Status Report as of February 1, 2005

a. SSIMS (Encore) Database and Forms

- MPS production database is currently running version 6.2.0.51.
- 4GL test server environment was recently upgraded to version 6.5 (which includes 6.3 and 6.4 upgrades) and is currently being tested by 4GL.
- MPS test server environment has been upgraded to version 6.5 and is currently being tested by MPS.

b. SSIMS Training/Roll-out

- Encore and Forms training is anticipated to start 2nd semester (2005) via a "roll-out" to a limited number of pilot schools.

c. 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 - to be tested.

d. 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.

e. Network Access

- Approximately 2/3 of surveys have been collected and are being analyzed.

- SSIMS is working with Department of Technology with regards to SSIMS requirements.

3. Extended-School-Year (ESY) Report and Update

   a. Extended-school-year (ESY) service options are one of the protections included in the Individuals with Disabilities Education Improvement Act (IDEIA). A student may be recommended for ESY services if the Individualized Education Program (IEP) team believes that the student would "suffer loss or regression of skills, which would take longer than a reasonable period of time to relearn or recoup." ESY services can be recommended for any period of time for which school is not in session, with the nature of the services being based on the individual student's needs. ESY documentation is included as a portion of a student's IEP.

   b. A total of 890 students received ESY services during the summer 2004 session. Services to early childhood students, as well as middle-and high-school students, increased during the 2004 school year.

   c. There was a slight decrease in the number of students who required specialized transportation routes during the 2004-year session. (Specialized transportation routes are necessary for students in wheelchairs, walkers, and strollers or for students who require a nurse or aide to travel with them.) There also appeared to be a decrease in the need for the related service of nursing.

   d. Many special education students whose IEP team did not recommend extended school year, but whose parents or teachers believed they would benefit from the additional academic support, were enrolled in the regular education summer school sessions during the 2004 session. Special education teacher were hired and worked with the regular education teachers to modify or adapt the curriculum. During the summer of 2004, a total of 10 special education teachers were hired to support students with disabilities who had enrolled in regular education classes at the high-school level.

   e. Based on enrollment data from previous years, it is anticipated that the need for the extended school year (IEP-related services) will continue to increase. The District has begun to plan for the 2005-year summer session.

4. Continuous Improvement Focused Monitoring Plan

   a. The Special Education Oversight Action Plan (SOAP) required the District to develop a Continuous Improvement Focused Monitoring (CIFM) Plan, which included a one-time annual measurement. This measurement is intended to create data to support compliance and direct continuous improvement efforts in schools. To that end, representatives from MPS and the Department of Public Instruction (DPI) developed the plan. It was initially implemented during the 2003-04 school year, and the results of the one-time annual assessment were shared with the Milwaukee Board of School Directors at the August meeting of the Committee on Special Education.

   b. The annual assessment plan has been reviewed and revised by MPS and DPI. The revised plan is included as attachment #2. The timeline for the revised plan is included as Attachment #3.

5. Information Update Regarding the Distribution and Use of Defibrillators in the District

   a. Our primary objective is to help develop healthy, resilient learners in a safe, secure environment. Part of our commitment to a safe and secure environment is participating in a public access defibrillation program (PAD). Approximately every one to two minutes, someone in the United States experiences sudden cardiac arrest (SCA), and over 225,000 deaths each year are attributed to SCA. In southeastern Wisconsin, there have been approximately 20 SCA events in children since 1999. In the past three years, we have had two such events in Milwaukee Public Schools. Neither child survived.

b. Early defibrillation dramatically changes those odds, by reducing the "time to shock" when SCA occurs. Early defibrillation improves survivability and decreases the potential for long-term disability. MPS has made the commitment to install automatic external defibrillators (AED) in our schools, and train students and staff in the use of cardio-pulmonary resuscitation (CPR) and AED. In a phased implementation, high schools, middle schools and elementary schools will receive AEDs and the training and skill to use them. Our goal is to begin with one unit in each building, although some of the larger campuses will eventually require two or more.

c. The cost of each unit is approximately $2,096, which includes the AED, locked cabinet, replacement batteries and parts, AED training devices, and signage. We are currently in the process of raising $104,000 for phase-one implementation of 50 units, which will be deployed in 19 high schools, 20 middle schools, the Central Services building, and other district locations. Phase-two implementation, which will deploy a unit in each elementary school building, will complete the project.

d. MPS Nursing, in conjunction with the Departments of Health Education and Interscholastic Athletics, is taking the lead in identifying and training CPR/AED first responders. American Safety and Health Institute (ASHI) CPR/AED training has already been completed in three schools by certified instructors. In addition, Dr. Stuart Berger, Pediatric Cardiology Chief at Children's Hospital of Wisconsin, has agreed to serve as our PAD Medical Director and has approved our AED guidelines and procedures.

e. MPS is fortunate to have community partners assisting us in this effort. Project ADAM has provided invaluable technical assistance. The Wisconsin Masonic Foundation has agreed to provide matching funds, and Children's Hospital/Project ADAM have earmarked training grants of $600 for implementation in each school. To date, a total of $28,050 has been raised specifically to purchase AED units. In addition, our selected AED manufacturer, supplier, and an anonymous donor have donated a total of 10 AEDs to the project. Continued fundraising will be necessary to meet initial and long-term placement goals.

f. Milwaukee Public Schools is anxious to add its name to the list of school-based PAD programs that have been successfully implemented in surrounding school districts, which include Brookfield, Wauwatosa, West Allis, West Milwaukee, New Berlin, Franklin, Greendale, Greenfield, Oak Creek, Whitefish Bay, Pewaukee, Muskego, Germantown, Grafton, and Waukesha. Having the capability to respond to sudden cardiac arrest with appropriate equipment and training will make all the difference to the student or community member who ultimately needs it.

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NEW BUSINESS

(Item 1) Reports of the Board's Delegate to the Head Start Policy Council

DELEGATE REPORT #1

Submitted by: President Blewett
Delegate to Head Start Policy Council

Date: December 11, 2004

Previous month's summary:

1. MPS Board of School Directors and Head Start Policy Council participated in a Special Meeting and Training to comply with the Performance Standards (regulations) on Saturday, November 20, 2004, from 10:00 a.m. to 12:00 p.m.

2. The Policy Council held its annual election of officers after the training. The 2005-2006 Policy Council officers are as follows:

   Leah Noid (Twenty-First Street), Chairperson
   Cheryle Toney (North Division), Co-Chairperson
   Vikki Ball (Dover), Secretary
   Kim Perrien (Kilbourn), Assistant Secretary
   Ramona Curry (Community Representative), Parliamentarian

3. Four Community Representatives were approved for 2005-2006: Mary Dobbs, Annie Conner, Adrian Cook, and Shirley Mitchell.

The next meeting to be held on: Saturday, December 11, from 11:00 a.m. to 12:30 p.m. (Executive Board) and from 12:30 p.m. to 2:30 p.m. (Policy Council) at the Head Start Service Center, 5575 N. 76th Street.

Upcoming agenda items will include:

- Staff presentation
- Wisconsin Head Start State Association Conference
- Training plan
- March 12 training
- State statue regarding closed sessions
- Motion for MPS Head Start Policy Council

Upcoming issues:

- Personnel and policies manual
- Community assessment

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DELEGATE REPORT #2

Submitted by: President Blewett
Delegate to Head Start Policy Council

Date: January 8, 2005

Previous month's summary:

1. Head Start Management staff presented information on the following:
   - Health-tracking monitoring procedures
   - Nutrition-tracking monitoring procedures
   - Personnel policies
   - Communication between the Policy Council and the Milwaukee Board of School Directors
   - Enrollment processes
   - Roles and responsibilities of the Policy Council and the Milwaukee Board of School Directors.

2. Five parents and community representatives will attend the State conference.
3. The next training for the Policy Council, MPS Board, and management staff is scheduled for March 12.

The next meeting to be held on: February 9, 2005, at Central Services in Room 210-211

Upcoming agenda items will include:

- impasse resolution review
- site locations
- guest procedure (closed session)
- community representatives
- attendance procedure
- election of secretary
- March 1 training

Upcoming issues:

- compliance items
- budget for 2005-2006
- community assessment
- personnel and policies manual

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DELEGATE REPORT #3

Submitted by: President Blewett
Delegate to Head Start Policy Council

Date: February 9, 2005

Previous month's summary:

1. The Policy Council was interviewed by federal team members with the Policy Council Interview Protocol. After the interview, members followed the standard agenda for their monthly meeting. The group discussed the Impasse-and-Arbitration Procedure. A committee will be identified to address the policies and procedures for resolving disputes between the MPS Board of School Directors and the MPS Head Start Policy Council. The members approved the location of new sites determined by the Community Assessment.
2. The next meeting of the Policy Council, to discuss the budget for 2005-2006, is on Saturday, February 26, from 11:00 a.m. to 2:30 p.m,. at the Head Start Service Center, 5575 N. 76th Street. Upcoming Policy Council agenda items include:
    - 2005-2006 budget
    - community representative procedure
3. The next Officers' Institute is scheduled for Wednesday, March 30, 2005, from 5:30 p.m. to 8:00 p.m. at Central Services in Room 210-211, 5225 W. Vliet Street. Upcoming Officers' Institute agenda items include:

- impasse and arbitration procedure
- open meeting/executive session

Upcoming issues:

Further aligning the MPS Head Start Program with compliance with federal guidelines and standards.

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

DELEGATE REPORT

Submitted by: President Blewett
Delegate to Milwaukee Partnership Academy

Date: February 24, 2005

Previous month's summary:

- A Leadership Grant Award proposal has been submitted for $100,000 to support learning teams.
- Alignment of professional development is being addressed. Victoria Frazier, with the assistance of Alisia Moutry, has taken the lead on coordination and delivery of professional development.
- Betty Smith, Milwaukee Catalyst, has been appointed as Coordinator for the Family Literacy & Tutoring Work Group through a grant from UWM Partnerships for Education. She will pursue continuation of the database project, the pilot training program, and the Mayor's mentoring initiative.
- The Family Literacy and Tutoring database revisions are nearly complete. A few new changes are being made at this time.
- Classroom Walkthrough 24/7 Training (CWT) took place in February for administrators, learning teams, teacher leaders, and principal coaches. This training is designed to teach a powerful strategy for increasing student achievement; a brief classroom structure and process that focuses on teaching and learning; skills to analyze teaching and learning through brief, informal classroom visits; and skills to encourage reflective practice.
- Two MPA presentations were made at the Holmes Partnership Conference in Philadelphia on January 21-23, 2005, at which over 80 universities from across the U.S. were represented.
- COMPASS Guide's Partnerships for College Access and Success at UWM has partnered with the MPA to receive a grant which they plan to use to work with kids in community settings and high schools on college access, including technical colleges, through information and scholarship money.
- Alverno College, in collaboration with the MPA, applied for a grant for improving teacher quality and was awarded the first year, with two additional years contingent upon results from the first year. The grant focuses on 5th- through 8th-grade science teachers.

- UWM received an ESEA grant that is closely tied with the MMP grant and is focused on developing more teacher leadership in mathematics, with the specific purpose of working with peer partners or having mentors in the building to provide school-based support for teachers and principals.
- Negotiations with the Joyce Foundation are in progress relative to working on the achievement gap with eight of the low-performing, low-value-added schools.
- Update of the MPA Web site is in progress.
- A presentation regarding the Teachers-In-Residence Program was made at the January MPA Board Meeting.
- Guidelines for MMP learning team mathematics mini-grants were distributed on January 25.
- The Literacy Showcase for literacy coaches and math teacher leaders was held on January 25 and 26.
- A forum on mathematics education was held on January 28, at which key leaders in mathematics from across the state were invited to discuss issues and concerns.
- Research has been reviewed and topical models and strategies have been explored that would address deficits in the area of reading at the middle- and high-school levels relative to the reading intervention model project.
- Elementary and middle-grades mathematics assessment pilots have begun. These will provide assistance to teachers relative to classroom assessments and alignment with learning targets and state standards.
- The "Characteristics of a High-Performing Urban Classroom" have been introduced to the principals. Schools are currently being considered for a pilot program.
- Teacher variables for the Education Trust Teacher Distribution Study have been identified, and work is in progress to extract data relative to teacher characteristics, student characteristics, and student outcomes.
- An embedded researcher from the Wisconsin Center for Education & Research, who has joined Priority Work Group #4 — Research & Evaluation, has begun working in the Office of Assessment & Accountability. Projects currently being worked on are the teacher distribution study and evaluation of student outcomes in middle grades as they vary by school configuration (K-8, 6-8, etc.)

The next meeting to be held on: March 18, 2005

Upcoming issues:

- Professional development on closing the achievement gap
- May training of learning teams
- Urban Leadership Institute
- National Conference — Hot Topics

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(Item 3) Report of the Board's Delegate to the Milwaukee City Council PTA/PTSAs, Inc.

DELEGATE REPORT

Submitted by: President Blewett
Delegate to Milwaukee City Council PTA

Date: February 24, 2005

Previous month's summary:

- The Milwaukee City Council PTA/PTSAs, Inc., commemorated the 108th Annual National PTA Founder's Day on Monday, February 7, 2005, with a celebration in the Central Services Auditorium. Students from the Milwaukee German Immersion Schools. IDEAL, Juneau High School, Vieau, Webster Middle School, and Wings Academy performed at the celebration. Milwaukee Mayor Tom Barrett spoke in honor of the event. On behalf of the Milwaukee Board of School Directors, President Peter Blewett presented a proclamation to the Council in recognition of all the work that the PTA has done both nationally and locally on behalf of children and their families throughout its long history.

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(Item 4) Report of the Board's Delegate to the Cooperative Educational Service Agency (Cesa) #1

DELEGATE REPORT

Submitted by: Director Spence
Delegate to CESA #1

Date: January 18, 2005

Previous month's summary:

- Routine personnel and financial matters were considered

The next meeting to be held on: February 15, 2005 (report pending approval of meeting minutes.)

Upcoming Agenda Items:

- 21st Century Learning Initiative
- AESA Report
- Academic Decathlon

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(Item 5) Report of the Board's Delegate to the Neglect Protocol Committee

DELEGATE REPORT

Submitted by: President Blewett
Delegate to Neglect Protocol Committee

Date: January 12, 2005

Previous month's summary:

See attachment under separate cover.

The next meeting to be held on:3rd Wednesday of each month, at the Children's Court Center, Room 1260.

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RESOLUTIONS

Resolution 0405R-045\

by Director Morales

WHEREAS, Paragraph (1)(c) of Board Governance Policy 1.01, Vision and Mission, states, in part, "Diversity among students will be seen as a norm, not a disability"; and

WHEREAS, In light of the general social and bureaucratic tendency toward complacency and conformity, diversity is a vital quality that must be encouraged and nurtured; now, therefore, be it

RESOLVED, That the relevant sentence in paragraph (1)(c) of Board Governance Policy 1.01 be amended as follows: Diversity among students will be ~~seen as a norm, not a disability~~ encouraged and valued.

Referred to the Committee on Legislation, Rules and Policies

Resolution 0405R-046

by Directors Morales and Hardin

WHEREAS, The Milwaukee Public Schools facilitates employee contributions to causes such as the United Way, Community Shares, and the United Performing Arts Fund through voluntary contributions deduction authorizations, commonly known as "payroll check-offs"; and

WHEREAS, Many employers in Wisconsin, including school districts, offer voluntary contributions deduction authorizations to their employees; and

WHEREAS, MPS Administrative Policy 6.04 affirms MPS employees' right to play a role in the political processes of our democratic society; now, therefore, be it

RESOLVED, That the District will make it possible for its employees to authorize, through payroll check-offs, voluntary contributions deductions for the work of their bargaining units' political committees; and be it

FURTHER RESOLVED, That nothing in Administrative Policy 6.04 will be construed to enjoin the District from providing this common opportunity to its employees.

Referred to the Committee on Legislation, Rules and Policies

Resolution 0405R-047

by Director Balistreri

WHEREAS, The No Child Left Behind Act requires that students with exceptional educational needs (EEN) achieve at levels commensurate with their non-EEN peers; and

WHEREAS, The district's annual Report Card for the 2003-2004 school year shows the following discrepancies between the cumulative grade-point averages (GPAs) of the district's EEN high-school students and those of the district's non-EEN high-school students over the last three school years:

Year	GPA	
	EEN	Non-EEN
2001-02	1.55	1.85
2002-03	1.67	2.02
2003-04	1.65	1.96

and

WHEREAS, When only the students in the district's remaining traditional high schools — Custer, King, Madison, Marshall, Milwaukee High School of the Arts, Riverside, and South — are taken into consideration, the achievement gap between EEN and non-EEN students, as reflected in the three-year average of their GPAs, is even more pronounced, with EEN students lagging behind their non-EEN peers by as much as 1.15 points:

School	Population	GPA				
		2000-01	2001-02	2002-03	Average	Difference
Custer	EEN	1.38	1.47	1.67	1.51	-0.09
	Non-EEN	1.38	1.64	1.78	1.60	
King	EEN	1.56	1.63	1.82	1.67	-1.15
	Non-EEN	2.78	2.84	2.84	2.82	
Madison	EEN	1.15	1.35	1.56	1.35	-0.29
	Non-EEN	1.52	1.59	1.81	1.64	
Marshall	EEN	1.71	1.74	1.83	1.76	+0.33
	Non-EEN	1.35	1.42	1.51	1.43	
MHSA	EEN	1.93	1.97	1.88	1.93	-0.52
	Non-EEN	2.47	2.40	2.46	2.44	
Riverside	EEN	1.79	1.84	1.98	1.87	-0.54
	Non-EEN	2.38	2.41	2.45	2.41	
South	EEN	1.31	1.45	1.30	1.35	-0.23
	Non-EEN	1.57	1.58	1.61	1.59	
Total	EEN	1.55	1.64	1.72	1.63	-0.36
	Non-EEN	1.92	1.98	2.07	1.99	
Total w/o Marshall	EEN	1.52	1.62	1.70	1.61	-0.47
	Non-EEN	2.02	2.08	2.16	2.08	

Source: 2003-2004 MPS District Report

(although in one very notable exception — Marshall — the EEN students' GPAs were an average of one-third point *higher* than their non-EEN peers); and

WHEREAS, The cumulative average drop-out rates in these same high schools over those same three years also reflect an inequity between EEN and non-EEN students (8.24% of the former vs. 5.81% of the latter); now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors direct the Administration to investigate the reasons why the district's EEN students are not earning GPAs as high as do their non-EEN peers and to report its findings back to the Board within two months of the adoption of this resolution; and be it

FURTHER RESOLVED, That the Board further direct the Administration to report back to the Board at the same time what the Administration is doing to comply with federal law by closing this achievement gap between EEN and non-EEN students in the district.

Referred to the Committee on Special Education

Resolution 0405R-048

by Director Balistreri

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.

Referred to the Committee on Finance/Personnel

Resolution 0405R-049

by Director Balistreri

WHEREAS, The Milwaukee Public Schools district has been, and continues to be, devoted to ensuring equity in educational opportunities for all of Milwaukee's children; and

WHEREAS, To adequately serve its diverse student population, the district offers a variety of educational programs, increasing the choices which parents have for the children throughout the city; and

WHEREAS, As demographics throughout the city change, the district makes adjustments to accommodate the educational needs of the children of Milwaukee; and

WHEREAS, At the same time, the district is closing its own facilities and leasing additional space throughout the city to accommodate its diverse population and variety in educational programs offered; and

WHEREAS, As part of the Facilities Plans and Specifications for the district, section 12 of Administrative Policy 5.01, Facilities, states that, as a general practice, the use of leased facilities shall be discontinued as soon as possible, and the programs shall be housed in permanent school facilities as space becomes available; and

WHEREAS, the district has a fiscal responsibility to the community to use the facilities it has before paying to lease other facilities; and

WHEREAS, The Milwaukee Board of School Directors practices fiscally responsible budgeting habits; now, therefore, be it

RESOLVED, That the Board direct the Administration to present a complete report of all facilities leased by MPS and its programs and of all programs which lease facilities from MPS; and be it

FURTHER RESOLVED, That the report include, but not be limited to:

1. The total number of students and staff in each leased facilities;
2. The total amount of dollars used for busing students to each of these leased facilities; and
3. The total cost of the lease for each facility; and be it

FURTHER RESOLVED, That the Administration provide this report to the Board prior to the initiation of any further items regarding school closings; and be it

FURTHER RESOLVED, That these programs in leased facilities be moved prior to the 2005-2006 school year to space in our newly completed neighborhood schools or in other available space within district facilities.

Referred to the Committee on Finance/Personnel

Resolution 0405R-050

by Director Dannecker

WHEREAS, In accordance with Board Governance Policy 4.09, Asset Protection, the Superintendent shall not allow assets to be unprotected, inadequately maintained, or unnecessarily risked; and

WHEREAS, A fixed asset is defined as tangible property, such as, but not limited to, land, buildings, equipment, or other items with a useful life of greater than one year; and

WHEREAS, It is important for the district to identify and track these items, because such items of value are reported on the district's financial reports; and

WHEREAS, The Milwaukee Public Schools has a yearly fiscal asset tracking entry (FATE) system in place to track inventory for all things of value district-wide; and

WHEREAS, Although there are policies and procedures in place to protect district property, artifacts, and equipment, there is no mechanism in place for checks and balances within the FATE system; and

WHEREAS, To ensure that the district's financial statements are not misstated, individuals tracking items of value within the district must be knowledgeable of inventory reporting and trained in asset tracking; and

WHEREAS, A trained, qualified individual to conduct building inspections to ensure accuracy in tracking both obsolete and new equipment is essential to ensuring compliance to policies and procedures to track district assets; now, therefore be it

RESOLVED, That the Board direct the Administration to develop an asset-tracking system that includes a full inventory of all facilities; and be it

FURTHER RESOLVED, That school engineers or facilities and maintenance staff members be trained in tracking all items of value as part of the district's inventory tracking system.

Referred to the Committee on Finance/Personnel

Resolution 0405R-051

by Director Blewett

WHEREAS, The Wisconsin State Patrol inspects school buses annually, checking such items as braking, steering, electrical and all required safety equipment; and

WHEREAS, According to a recent news report, 25 percent of the buses inspected last year failed the state safety inspection; and

WHEREAS, According to the same news report, three Milwaukee bus companies — all of whom are contracted by MPS to transport its students — had failure rates of over 50 percent (58 percent, 69 percent, and 85 percent, respectively); and

WHEREAS, Although eight bus companies had more than 85 percent of their buses pass the state safety inspections, that still leaves up to 15 percent of their buses that did not pass; and

WHEREAS, If a bus that has been in use until it has been inspected has failed its inspection, there can be little doubt that it was defective during at least part of the time during which it was used to transport students; and

WHEREAS, Student safety is a primary concern of the Milwaukee Board of School Directors; and

WHEREAS, An unsafe bus is a threat not only to the students who ride that bus, but also to the drivers and pedestrians and property owners who must share the roads with that bus; and

WHEREAS, In addition to the health and safety of the community, MPS also has to worry about insurance claims and lawsuits against the district arising out of damage caused by faulty buses; and

WHEREAS, As part of its vision and mission, the Milwaukee Board of School Directors has declared that "children learn and achieve more when they are cared for, when they are safe, and when they have a healthy well-being"; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors direct the Administration to require that, before contracting with MPS, every bus company must present proof that all its buses have passed their annual safety inspections; and be it

FURTHER RESOLVED, That if it is not possible under this requirement for MPS to contract enough buses to serve the transportation needs of its students, the Milwaukee Board of School Directors direct the MPS Administration to develop and bring to the Board for its approval a process to bring its transportation services in-house.

Referred to the Committee on Finance/Personnel

Resolution 0405R-052

by Director Balistreri

WHEREAS, According to Administrative Policy 3.06, due care must be exercised through the establishment of internal controls designed to protect fixed assets against loss, theft, and vandalism, while internal controls should address the segregation and rotation of job duties, as well as the tagging, stenciling, engraving, and securing of fixed assets; and

WHEREAS, Besides items of value listed on the district's yearly fixed asset report, there must also be a reporting system in place to track all district property and other items of value, such as artwork, artifacts, equipment and furniture; and

WHEREAS, Part of the Board's fiduciary responsibility is for financial reporting to protect all district property and items of value; and

WHEREAS, Tracking district property at all MPS locations can be beneficial in determining the most efficient means of disposal or re-use of items such as desks, file cabinets, and other items that some schools determine obsolete and discard, when other schools need the items; and

WHEREAS, Judgment of property value and determination of when an asset is no longer providing value to the district can best be determined by a trained expert; now, therefore, be it

RESOLVED, That the Board direct the Administration to issue an RFP (request for proposal) for a professional organization to inventory all district assets, including artwork, artifacts, furniture items and any other items of value; and be it

FURTHER RESOLVED, That items not used within the past three years be moved to a central location for redistribution to schools that may need them; and be it

FURTHER RESOLVED, That this inventory process be implemented, starting with the high schools and moving down by grade level, before the start of the 2005-2006 school year.

Referred to the Committee on Finance/Personnel

Director Horton left at 9:24 PM.

The Board recessed from 9:24 to 9:43 PM.

The Board adjourned at 9:50 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
MARCH 1, 2005

Special meeting of the Board of School Directors called to order by President Blewett at 1:47 PM.

Present—Directors Dannecker, Hardin, Johnson, Morales, O'Neil, Spence, and President Blewett—7.

Absent and excused—Directors Balistreri and Horton—2.

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

February 28, 2005

Office of Board Governance

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Peter Blewett, a special meeting of the Board of School Directors will be held at 1:30 p.m. on Tuesday, March 1, 2005, in Room 103 of the Central Services Building at 5225 W. Vliet Street, Milwaukee, WI, for the purpose of considering potential litigation concerning the validity of an agreement with Shannon's Fine Art Auctioneers, LLC.

The Board, pursuant to Wisconsin Statutes, Section 1985(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 likely to become involved. The Board may reconvene in open session to take action on matters considered in executive session.

LYNNE A. SOBCZAK
Board Clerk

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

The motion prevailed, the vote being as follows:

Ayes—Directors Dannecker, Hardin, Johnson, Morales, O'Neil, Spence and President Blewett—7.

Noes—None.

The Board retired to executive session at 1:50 PM.

Director Hardin left at 2:45 PM.

The Board reconvened in open session at 3:27 PM.

Director Spence moved that the City Attorney reply to Shannon's Fine Art Auctioneers' attorney and, because the September 28, 2004, contract was improperly entered into, again demand then return of the two Sandzen paintings with an offer to pay reasonable, documented shipping and insurance costs.

The motion prevailed, the vote being as follows:

Ayes—Directors Dannecker, Johnson, Morales, O'Neil, Spence and President Blewett—6.

Noes—None.

The Board adjourned at 3:29 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
MARCH 22, 2005

Special meeting of the Board of School Directors called to order by the Board Clerk at 6:05 PM.

Present—Directors Dannecker, Hardin (6:53 PM), Horton, Johnson, Morales (6:35 PM), O'Neil, Spence and President Blewett (6:23 PM)—8.

Absent and excused—Director Balistreri—1.

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

March 18, 2005

Office of Board Governance

TO THE MEMBERS OF THE MILWAUKEE BOARD OF SCHOOL DIRECTORS:

At the request of Directors Spence, Dannecker, and Johnson, a special meeting of the Milwaukee Board of School Directors will be held at 5:30 p.m. on Tuesday, March 22, 2005, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the following purposes:

1. to take action on a motion to discharge the Committee on Legislation, Rules & Policies from further consideration of Resolution 0304R-037 by Directors Spence and Dannecker regarding a Board Code of Conduct; and
2. to discuss and take action on Resolution 0304R-037 by Directors Spence and Dannecker regarding a Board Code of Conduct.

LYNNE A. SOBCZAK
Board Clerk

Director Spence nominated Director Horton to serve as President pro Tem.

The motion prevailed, the vote being as follows:

Ayes—Directors Dannecker, Horton, Johnson, O'Neil and Spence—5.

Noes—None.

President pro Tem Horton assumed the Chair.

Director Spence moved to discharge the Committee on Legislation, Rules & Policies from further consideration of Resolution 0304R-037 by Directors Spence and Dannecker regarding a Board Code of Conduct.

The motion prevailed, the vote being as follows:

Ayes—Directors Dannceker, Johnson, Spence and President pro Tem Horton—4.

Noes—None.

Voting "present"—Director O'Neil—1.

Director Blewett moved that the full Board reconvene to reconsider the item with the intent to notice that item for possibility of convening as a committee of the whole for the purpose of taking public testimony at a time not later than the week before the April Board meeting.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Johnson, Morales, O'Neil and President pro Tem Horton—5.

Noes—Directors Dannecker and Spence—2.

The Board adjourned at 6:56 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
MARCH 24, 2005

Regular meeting of the Board of School Directors called to order by President Blewett at 6:58 PM.

Present—Directors Dannecker, Hardin, Horton, Johnson, Morales, O'Neil, Spence, and President Blewett—8.

Absent and excused—Director Balistreri—1.

Before commencing the meeting, President Blewett asked that the Board and the audience share in a moment of silence in memory of Teleokia Miller, an eighth-grade student at Starms Discovery School, who had died unexpectedly on Sunday, March 13, 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:

Time Warner Cable

Since 1991, the Time Warner Cable Hang Tough Video Contest has invited thousands of Wisconsin students to use cable television as a positive medium to stop violence and drug abuse. Students are able to communicate with their peers through 30-second public-service announcements (PSAs), which air on over 20 cable channels during a one-week time span. The Time Warner Cable Hang Tough Video Contest gives students an extremely effective way to encourage other students to live healthful lives. Many Milwaukee Public Schools students have been involved in this program throughout the years.

The contest involves fifth- through eighth-grade students writing scripts about "Hanging Tough Against Drugs and Violence." A panel of judges looking for creativity and a strong message decide the 20 top finalists. With the help from Time Warner Cable's production staff, those 20 finalists turn their scripts into 30-second PSAs. Students write, act in and direct these messages, engaging in a great overall learning opportunity. Following the completion of the PSAs, there is a spectacular event in which all 20 finalists' PSAs are shown to a panel of local celebrity judges. The top three schools receive a special prize, and the first-place winners receive an all-expense-paid trip to Orlando, Florida, to visit Disney World and Universal Studios. All finalists receive trophies and t-shirts.

The Time Warner Cable Hang Tough Video Contest can be seen on Wisconsin on Demand — Digital Cable Channel 1111.

The 2005 Time Warner Cable Hang Tough Video Contest. which was held on Thursday, March 10, 2005, had a record-breaking crowd of over 1,800 students, educators, parents, members of the media, and community leaders. Wisconsin's Lt. Governor Barbara Lawton and Milwaukee Mayor Tom Barrett presented the top prizes at this year's ceremony. Milwaukee Public Schools' very own Roosevelt Middle School of the Arts and Milwaukee Spanish Immersion School were among this year's finalists. Congratulations to the Milwaukee Spanish Immersion School for winning second place in this year's contest. The school received a TV and a DVD/VCR player, and the finalist students received tickets to Great America and individual medals.

This past December, Time Warner Cable's Hang Tough Video Contest was given an award of its own: The National Academy of Television Arts and Sciences honored Time Warner Cable with an Emmy award for Outstanding Achievement for Children's Programming.

In addition to the Hang Tough Video Contest, Time Warner Cable has supported education in other areas as well. Since 2000, Time Warner Cable, the VH1 Save The Music Foundation, and Milwaukee Public Schools have teamed up to bring music education back to the district's elementary schools. Time Warner Cable was committed to the program from the beginning, raising $500,000 from local donors, which was then matched with $1.125 million from the VH1 Save the Music Foundation, for a grand total of $1.625 million raised to reinstate 65 elementary music programs. Nearly all of the 65 programs have been reinstated, with the remaining scheduled for the 2005-2006 school year.

A major outreach to the Milwaukee Public Schools involves providing complimentary cable service to all the schools, which includes over 540 hours of commercial-free educational programming each month through the Cable in the Classroom initiative. To accompany the Cable in the Classroom programming, each school receives a monthly complimentary curriculum magazine guide. To recognize teachers using Cable in the Classroom programming, Time Warner Cable of Southeast Wisconsin has developed a local "Teaching Creatively with Cable" awards program to encourage learning through the use of cable technology. The entries are reviewed for the local contest and then submitted to the national awards contest. Teachers from this area, including those from MPS, have always earned honors at both the local and national levels.

Milwaukee Public Schools' high-school students also receive recognition and support from Time Warner Cable through its Time Warner Cable/City of Milwaukee Scholarship Program. The scholarship program provides graduating MPS students with financial support to pursue careers in the field of communications. Since 1984, the scholarship program has provided $260,000 in support of students in the City of Milwaukee.

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

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APPROVAL OF MINUTES

The minutes of the regular and special Board meetings of February 8, and 24, 2005, were approved as printed.

* * * * *

COMMUNICATIONS FROM THE SUPERINTENDENT

(Item A) Approval of a Negotiated Labor Agreement with Local 1053 (Clerical-Technical)

TO THE BOARD OF SCHOOL DIRECTORS:

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

Local 1053 (Clerical-Technical) —
Two-year contract (July 1, 2004, through June 30, 2006)

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

It is also recommended that changes in salaries and benefits, as reflected in the summary, be extended to clerical-technical personnel excluded from membership in Local 1053.

Sincerely,



William G. Andrekopoulos
Superintendent of Schools

HIGHLIGHTS OF CONTRACT RESOLUTION BETWEEN
THE MILWAUKEE BOARD OF SCHOOL DIRECTORS AND LOCAL 1053
JULY 1, 2004, THROUGH JUNE 30, 2006

1. Two (2)-year contract (July 1, 2004, through June 30, 2006).

2. Salaries:
   7/01/04.....2.50%
   7/01/05.....2.25%
   1/01/06.....1.00%
   4/01/06.....0.50%

3. Health Insurance:
   - Design changes
   - Employee premium share language

4. Commitment to establishing a health-and-productivity-management program.

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

Director Johnson moved Board approve and adopt the above contract and that changes in salaries and benefits, as reflected in the summary, be extended to clerical-technical personnel excluded from membership in Local 1053.

The motion prevailed, the vote being as follows:

Ayes—Directors Dannecker, Hardin, Horton, Johnson, Morales, O'Neil, Spence and President Blewett—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 36 expulsion orders from the Independent Hearing Panel of the Milwaukee Board of School Directors.

Director Johnson moved to accept the reports of the Independent Hearing Panel of the Milwaukee Board of School Directors of February 24, 25, 28, and March 1, 2, 3, 4, 7, 8, 9, 10, 14, 15, 16, 17, 21, 22, and 23, 2005.

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

Ayes— Directors Dannecker, Hardin, Horton, Johnson, Morales, O'Neil, Spence, and President Blewett—8.

Noes—None.

* * * * *

REPORTS OF STANDING COMMITTEES

Separate consideration was requested of the following items:

Report of the Innovation/School Reform Committee, Item 2, approval of the Education for Employment Plan-PI 26;
Report of the Strategic Planning and Budget Committee, Item 1, a report on the district's School Nutrition Services Program;
Report of the Strategic Planning and Budget Committee, Item 3, the FY06 pupil transportation report, budget review, and request for authorization to revise transportation regions and to change school start and end times;
Report of the Finance/Personnel Committee, Item 5, resolution 0405R-021 Regarding the Communities-In-Need Initiative (COIN) and follow up to resolution 0203R-023 to establish contracts to include unemployed residents of the City of Milwaukee; and
Report of the Finance/Personnel Committee, Item 8, authorization to enter into a contract for prime vendor services for School Nutrition Services.

Director Spence moved to approve the balance of the Reports.

The motion prevailed, the vote being as follows:

Ayes—Directors Dannceker, Hardin, Horton, Johnson, Morales, O'Neil, Spence and President Blewett—8.

Noes—None.

Director Johnson moved to reconsider the previous question.

The motion prevailed, the vote being as follows:

Ayes—Directors Dannceker, Hardin, Horton, Johnson, Morales, O'Neil, Spence and President Blewett—8.

Noes—None.

The following additional item was set aside:

Report of the Innovation/School Reform Committee, Item 1, a charter school contract amendment for Community High School to relocate and share space at Sarah Scott.

Director Johnson moved to approve the balance of the Reports.

The motion prevailed, the vote being as follows:

Ayes—Directors Dannceker, Hardin, Horton, Johnson, Morales, O'Neil, Spence and President Blewett—8.

Noes—None.

COMMITTEE ON INNOVATION/SCHOOL REFORM

Director O'Neil presented the following report for the Committee on Innovation/School Reform:

TO THE BOARD OF SCHOOL DIRECTORS:

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

(Item 1) Action on a Request to Approve a Charter School Contract Amendment for Community High School to Relocate and Share Space at Sarah Scott

Administration's Analysis

1. On June 24, 2004 the Board approved the charter school contract with Community High School as an MPS instrumentality charter school, to begin with the 2004-2005 school year and to end with the last day of school the 2008-2009 school year.

2. The common focus of the Community School's educational program is a community connection that is relevant and learning-driven. Students will be active learners through collaborative efforts with various groups in the community. The academic path of each student will include student internship experiences. Local businesses will act as consultants in the development of curriculum and internship opportunities. Community High School will ensure that educational goals are aligned to the mandated state standards and will address the special needs of students as required.

3. The Board approved the Community High School's charter school contract for the school to be housed at the Professional Development Center (second floor), located at 234 West Galena Street, Milwaukee, Wisconsin, 53212, for its first year of operation.

4. At the time of contract approval, the Board approved a motion that the Administration develop a process to identify and advertise available district facility space for interested MPS schools, and that this charter school use this process for its site location.

5. Community High School participated in the school-facility-identification process and is requesting to relocate from the Professional Development Center to share space at Sarah Scott School for the Health Sciences, located at 1017 North 12th Street, Milwaukee, WI, 53233. The new site will allow Community High School to maintain close proximity with downtown businesses and consultants, which is necessary for student internship experiences.

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 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.

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

Fiscal Impact Statement

9. This item does not authorize expenditures. The funds for the Community High School's charter school contract will be budgeted and considered for approval in the 2005-2006 Board- adopted budget.

10. Community High School received grants from the Bill and Melinda Gates Foundation and from the Wisconsin Department of Public Instruction's charter school grant program beginning with the 2004-2005 school year.

Implementation and Assessment Plan

11. The charter school contract amendment for Community High School will become effective upon Board approval.

Committee's Recommendation

Your Committee is forwarding this item to the Board without recommendation, pending the receipt of letters of support from the governing bodies of both the charter school and Sarah Scott.

Director Johnson moved to approve the Charter School Contract Amendment for Community High School to relocate and share space at Sarah Scott.

The motion prevailed, the vote being as follows:

Ayes—Directors Dannceker, Hardin, Horton, Johnson, Morales, O'Neil, Spence and President Blewett—8.

Noes—None.

* * * * *

(Item 2) Action on Approval of the Education for Employment Plan-PI 26

Administration's Analysis

1. Education for Employment is one of Wisconsin's 20 school-district standards. Referred to as Standard (m), its purpose is to ensure that all students, regardless of career objective, are given the skills, attitudes, and knowledge needed for future employment. It begins as early as kindergarten and is infused throughout the K-12 curriculum.

2. Under s. 121.02(o)(m) of PI 26.01, every school board shall provide access to an Education for Employment (E4E) program approved by the state superintendent. The purposes of E4E programs are to prepare K-12 pupils for future employment; to ensure technological literacy; to promote lifelong learning; to promote good citizenship; to promote cooperation among business, industry, labor, post-secondary schools, and public schools; and to establish a role for public schools in the economic development of Wisconsin. This chapter of the state statutes defines E4E, describes the process for developing E4E plans, and establishes performance indicators for E4E opportunities.

3. In the past, the basic skills considered prerequisite to employment were reading, writing, and arithmetic. Vocational education in high schools had a clear objective — to prepare students for entry-level jobs in occupations that did not require post-secondary education or training. Academic expectations for "vocational" students were low, and the academic courses to which they were assigned were typically less rigorous than those offered to their college-bound peers.

4. This strategy prevailed for a good part of the last century. High-school graduates with lower-level academic skills and a set of job-specific technical skills could fare relatively well in the economy which boasted plentiful jobs that required low-level skills, yet provided family-supporting wages. This is no longer true.

5. As technology explodes and the economy becomes more global, basic skills become much more integrated and relative to specific application. Today's citizens must be able to interact on a daily basis with a variety of technologies, solve complex problems, and communicate clearly and effectively. Today's jobs that offer an opportunity for economic independence demand strong academic and technical skills and technological proficiency (See attachment, slides #1, #2, and #3).

6. The Wisconsin DPI has implemented the E4E standard to answer the need for constructing a responsive educational program that serves our young people and our communities' economic health. The E4E standard has been developed over the last 20 years, with revisions reflecting growth in knowledge and experience. The most recent changes, which took effect on July 1, 2004, require a written E4E plan to be developed and approved by the local board of school directors.

7. The goals of E4E are:

   a. To create the finest, best educated, most skilled workforce in America, and

   b. To define and deliver what all youth need to become productive, economically self-sufficient citizens, thereby enabling them to contribute to Wisconsin's economic development.

8. The seven building blocks of the New E4E standards, as of July 1 2004, are:

   a. Coordination and partnerships

   b. Skills for the future

   c. Career guidance

   d. School-supervised work experience

   e. World economy and labor markets

   f. Contemporary career and technical education

   g. Accountability

9. The E4E standard states:

All youth should be able to connect what they learn in school, understand and plan for future careers, master human relations skills needed for effective communication and work, understand the fundamentals of work and our economy, apply and manage technology and access contemporary technical training and school supervised work experience. These elements, when combined, push education outside the four walls of the school and make the community a classroom.

10. Each district must construct a local plan that must be approved by the local school board annually. The regional Tech Prep Council will also review MPS's E4E plan annually.

Strategic Plan Compatibility Statement

11. 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 Rule Statement

12. This recommendation is consistent with s. 121.02(o)(m) of PI 26.01 and MPS Administrative Policy 7.01, Teaching and Learning Goals.

Fiscal Impact Statement

13. This item does not authorize expenditure. There is no fiscal impact from the approval of the Education for Employment plan.

Implementation and Assessment

14. Upon approval by the Board of School Directors, the MPS Education for Employment Plan will be submitted to the local Tech Prep Council for review and made available to the state superintendent.

Committee's Recommendation

Your Committee recommends that the Board approve the Education for Employment plan for MPS, as presented in the attachment to this item.

Director Spence moved to approve the Committee's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Dannceker, Horton, Johnson, Morales, Spence and President Blewett—6.

Noes—None.

Temporarily absent—Directors Hardin and O'Neil—2.

* * * * *

(Item 3) Informational Report on the 2004 Summer School and Preliminary Plans for the 2005 Summer School Program

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

Administration's Report

1. Following is a summary of the highlights of the 2004 Summer School program. Information for this report comes from a review of current research on summer school, student grades, attendance reports, and curriculum-based measurement results.

2. The 2004 Summer School high-school program was held from July 2 to July 30, 2004. Seventy-seven (77) schools provided educational and recreational activities for approximately 8,126 students. The grade-eight Summer Literacy Program was a six-week program from June 28 to August 6, 2004. Approximately 890 students with special education needs were served in the extended-school-year program, as required by their individual educational plans (IEPs), from July 12 to August 6, 2004.

3. The number of summer programs funded by local schools continued to decrease, to five schools in 2004 from a high of 61 sites in 2000. The decrease in local programs reflects the funding constraints on schools. In many cases, a small local program also shared the building with a recreation program to reduce overhead costs.

4. At the high-school level, 14 schools offered local programs for their students in English and math. Citywide programs were held only for the subjects of science, social studies, bilingual education, and English as a second language (ESL). Student safety, achievement, and attendance increase when students continue instruction in their winter sites with teachers familiar with their performance. As a result of coursework completed in summer school, 149 students graduated from high school. Under the Division of Diversified Community Schools, over 90 students from the adjudicated youth program were served.

5. The Grade 8 Summer Literacy Program used the Olympics as the theme for student achievement and curriculum. 93% of the students who enrolled in this program successfully completed the program and were promoted to high school. The students had a passport that won an international 2004 Printing Innovation with Xerox Imaging award for the MPS Office of Communication and Public Affairs. The passport outlined the tasks the student needed to complete for promotion. The students received a passport stamp of the word "Peace" in 15 different languages as each task was accomplished.

6. Through additional funding from the Safe and Sound Program, students in the Grade 8 Summer Literacy Program were able to participate in learning activities beyond the traditional academic classroom. All students participated in the Ropes and Challenges curriculum, and some students went to Potters Forest to experience the high elements. The grade-eight students engaged in a service-learning project by reading books to early childhood students from the recreation program. At the end of summer, the grade-eight students conducted a Kinder Olympics event for their early childhood reading buddies. The older students also attended an AODA Workshop and Safe Night Dance.

7. 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 parents the program 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.

8. Fifty-four (54) elementary and middle-grade summer school programs hired two local teachers to work with small groups of students attending the recreation or Community Learning Center (CLC) programs. Students received one hour of reading and one hour of math instruction daily.

9. For the purpose of assessing the summer school students' response to instruction, 49 schools, with the support of the Problem Solving staff, used the DIBELS oral reading and number fluency measures as pre- and post-test benchmark indicators of growth across the intervention period of four weeks of summer school. Eighty-one percent (81%) of the sites demonstrated at least a 1% student gain on total words read. Eighty-nine percent (89%) of the sites demonstrated at least a 1% student gain on total number-fluency skills.

10. Summer School 2005 Plans

    a. Plans for the 2005 summer school are underway. Subject to Board approval and negotiation with the various bargaining entities, it is estimated that the approximately $7.1 million of Board and Title 1 funds will be used to fund the following:

High-School Program ..... 2.0 million
Elementary and Middle-Grade Program ..... 3.5 million
Special Education ESY and IEP Team ..... 1.6 million

b. The proposed dates for the high-school summer school program are July 1 to July 29, 2005. 14 sites will serve approximately 3,000 high-school students for an estimated cost of $2.0 million in Board funds.

c. The six-week Grade 8 Summer Literacy Program to promote grade-eight students to high school will operate from June 27, 2005, to August 5, 2005. It will serve approximately 500 students at two sites for an estimated cost of $750,000 in Board and Title 1 funds.

d. The special education extended-school-year (ESY) program will operate from July 1, 2005, to July 29, 2005 at seven locations. 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.

e. An elementary and middle-grade non-promotional summer school will be offered from June 27 to July 29, 2005, at 60 sites for approximately 4,800 students. Students will have an academic program four days per week and a full-day recreation program on the fifth day. The program is estimated to cost $3.5 million from Title 1 funds.

* * * * *

COMMITTEE ON SPECIAL EDUCATION

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

TO THE BOARD OF SCHOOL DIRECTORS:

(Item 1) Monthly Report on Special Education Compliance

Administration's Report

1. Service Information

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

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

	2/05	3/05
Population Served	16,957	17,180

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.

	2/05	3/05
Initial Evaluations (Completed since 7/04)	1686	2057
Percentage Identified Special Education	67%	67%
Active Initial Referrals	829	877
Re-evaluations (Completed since 7/04)	2410	3021
Active Re-evaluations	1257	1358

2. Special Services Information Management System (SSIMS) — Project Status Report as of February 1, 2005

a. SSIMS (Encore) Database and Forms

- MPS production database is currently running version 6.2.0.51.

- 4GL test server environment was recently upgraded to version 6.5 (which includes 6.3 and 6.4 upgrades) and is currently being tested by 4GL.
- MPS test server environment has been upgraded to version 6.5 and is currently being tested by MPS.

b. SSIMS Training/Roll-out

- Encore and Forms training is anticipated to start 2nd semester (2005) via a "roll-out" to a limited number of pilot schools.

c. 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 — to be tested

d. 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.

e. Network Access

- Approximately 2/3 of surveys have been collected and are being analyzed.
- SSIMS is working with Department of Technology with regards to SSIMS requirements.

3. Accommodations and Modifications for Classroom Support

a. The IDEIA (Individuals With Disabilities Education Improvement Act-2004) requires that each child with a disability receive special education and related services in the least restrictive environment (LRE). The least restrictive environment refers directly to two aspect of the school environment: (1) the access to non-disabled peers, and (2) access to general education curriculum.

b. The IEP team determines the extent to which a student can and should access the general education curriculum. The team makes important suggestions regarding needed accommodations and modification that may be necessary to ensure that a student can access the curriculum and achieve success. General and special education teachers work collaboratively to develop and implement the needed accommodations and modifications within the classroom setting.

c. Some general types of categories of adaptations include:

1) Size — Adapt the number of items that a learner is expected to learn or complete

2) Time — Adapt the amount of time allotted to, or allowed for, learning, task completion, or testing

3) Level of Support — Increase the amount of personal assistance with a specific learner

4) Input — Adapt the way instruction is delivered to the learner

5) Difficulty — Adapt the skill level, problem type, or the rules on how the learner may approach the work

6) Output — Adapt how the student can respond to instruction

7) Participation — Adapt the extent to which a learner is actively involved in the task

8) Alternate goals — Adapt the goals or outcome expectations while using the same materials

9) Substitute curriculum — Provide different instruction and materials to meet a student's individual goals.

d. Additional attention is often given to development of strategies to modify the environment, and therefore increase the student's ability to stay on task, by reducing classroom distractions or assigning preferential seating as well as facilitating methods to increase the student's personal organization to increase success.

e. Assistive technology (AT) provides additional opportunities for students to participate in classroom activities that may not otherwise be accessible to them. One of the keys to helping all students to achieve is identifying and removing barriers from teaching methods and curriculum materials. To help students access information and demonstrate learning, educators must provide flexible methods of presentation, expression, and engagement. Assistive technology can help provide this flexibility.

f. An assistive technology item is described as "any item, piece of equipment, or product system — whether acquired commercially off the shelf, modified, or customized — that is used to increase, maintain, or improve functional capabilities of a child with a disability." (34 CFR Sec. 308.5 (a)). Examples of assistive technology devices include a variety of low-tech, no-tech solutions such as highlighters, page-turners, book rests, and picture communication boards. Additional solutions could include computer adaptations (touchwindows, switches, voice-output software programs), switches used for alternate access, augmentative communication devices, assistive listening devices, and adaptive seating.

g. There are an endless variety of assistive technology devices. Equipment can be modified in limitless ways to accommodate the needs of an individual student. Appropriate selection of assistive technology devices is determined through student use with ongoing staff observation. A trial period using selected assistive technology devices, with proper documentation, can determine if the student can accomplish an educational task better.

h. Assistive technology also encompasses an endless variety of computerized programs designed to support, modify, or adapt existing curriculum. These programs are another strategy and tool to improve access to the general curriculum for students with disabilities and *all* diverse learners.

i. The Department of Special Education has purchased a number of Assistive Technology resources that are being distributed district-wide. Early interventions and ongoing intervention are important strategies for all students, both with and without disabilities. In recognizing this, the Department of Special Services has purchased come important and highly useful tools that can assist in modification to curriculum across grades and age levels. The selected tools support students with a wide spectrum of learning styles and learning differences, including English-language learners. The tools offered include subscriptions to web-based resources and software that can be added to every computer in the district. The district-wide AT tools provide accommodations for both instruction and assessment, and opportunities for multi-sensory practice.

j. These tools, which are offered to every teacher in the District, include:

- www.ReadingA-Z.com, the web-based subscription. ReadingA-Z.com offers thousands of printable teacher materials to teach guided reading, phonemic awareness, reading comprehension, reading fluency, alphabet, and vocabulary. The teaching resources include professionally developed downloadable leveled books and lesson plans:

- *Read&Write GOLD* is a software program for the 'one-stop solution' for reading and writing needs, offering the most comprehensive set of support features available to the user with literacy or learning difficulties.
- *Premiere Accessibility Suite* offers accessibility tools that support individuals who find reading and writing a challenge, whether they are blind, low-vision, learning-disabled, or at-risk.

(For complete information, see, Attachments 1, 2, and 3, attached to the minutes of your Committee's meeting.)

k. The Department of Special Services has made these tools available to each general education and special education teacher and is providing ongoing staff training and professional development throughout the district to support the use of these tools.

* * * * *

COMMITTEE ON STRATEGIC PLANNING AND BUDGET

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

TO THE BOARD OF SCHOOL DIRECTORS:

(Item 1) Informational Report on the District's School Nutrition Services Program

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

Administration's 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.

2. As an enterprise fund, the Division is supposed to be self-supporting. Its major sources of revenue are subsidies from the National School Lunch and Breakfast programs.

3. SNS has run deficits for several years, peaking at about $2.3 million for FY04. Cumulatively, as of June 30, 2004, the SNS deficit approached $5 million. The district's Operations Fund has been used to subsidize the program.

4. The Administration and Board included in the FY05 budget a SNS subsidy of $1.14 million in recognition of the program's fiscal difficulties. The Administration and Board also called for changes in SNS operations to reduce or eliminate the subsidy required.

5. The Administration in December projected a deficit of about $1.5 million for FY05. A new projection will be completed in April.

6. The recent annual deficits are attributable to minimal increases in federal subsidies and a "status quo" SNS operation.

7. Major concerns regarding SNS were identified during last fall's community forums, which generally were dominated by SNS employees. Comments made at the meetings and at subsequent meetings with SNS staff made it clear that the Division needed to improve its image, communicate with the community, and eliminate the deficit.

8. New SNS management was installed in November 2004. The five-member management team reports directly to the district's Chief Financial Officer.

9. The team established strategic goals as follows:

   a. improve overall operation functions of the Division

   b. update systems for monitoring and capturing information

   c. increase revenues;

   d. decrease food expenses;

   e. decrease labor expenses;

   f. develop a district nutrition policy and nutrition education program.

10. The following items have been put into place to begin to address these goals:

   a. Improve Overall Operation Functions of the Division

      A hotline was set up in November 2004 in an effort to elicit from SNS staff and customers ideas for improvement. The hotline has been a tremendous success. Fifty calls, about four to five a week, have been recorded since November. If the caller leaves a name and number, the call is returned so suggestions can be discussed. Some of the suggestions from the hotline, such as providing more e-mail training for staff, have already been implemented.

   b. Update Systems for Monitoring and Capturing Information

      District-wide implementation of a new meal-count software program, Fast Lane, began on February 7, 2005. All district mainframe applications are being phased out. The Division of Technology and the Division of School Nutrition Services are working together on the ambitious goal of placing the system in all MPS schools by June 2005. Technology has also worked with SNS to improve communication with the food service managers. Most information is being sent by e-mail, and labor-intensive paper mailings have been reduced. Information is now received in a timely manner.

   c. Increase Revenues

      (1) March 7-11 was National Breakfast Week. New breakfast menu items were featured at district schools. The goal was to increase breakfast meal counts at all MPS sites, resulting in improved nutrition for our children as well as an increase in revenues. SNS will provide further information about the results of the breakfast effort when it is available. Successful breakfast programs, such as the bagged breakfast program at Muir Middle School, are models for replication at other sites.

      (2) Ways to increase revenues at secondary sites are being reviewed.

      (3) SNS also is collaborating with the Hunger Task Force and MPS Division of Recreation and Community Services to increase participation in the SummerFood Program.

   d. Decrease Food Expenses

      (1) The Division has always prided itself on being able to serve “home-made” bread products district-wide; however, other large urban districts across the country and the state have eliminated bun baking because of high labor costs. A suggestion made through the district’s nutrition hotline offered a compromise: production of labor-intensive hot dog and hamburger buns has been eliminated at several sites, but kitchens continue to make pan rolls, cookies, and coffee cakes.

(2) The new management team determined that SNS was being charged higher prices than other districts for standard food products such as chicken patties and chicken nuggets because unique MPS specifications were requiring producers to make special products just for MPS. Two item specifications were updated to meet more common industry standards for the Child Nutrition (CN) Label designated by USDA. The changes resulted in significant savings as shown below.

	Chicken Nuggets		Chicken Patties	
Cost	Per Pound	Total Bid	Per Pound	Total Bid
Former (MPS label)	$2.145	$66,949.00	$2.545	$177,238.00
Current (CN label)	$1.5733	$40,905.80	$1.603	$111,635.50
Savings	$0.5717	$26,043.20	$0.942	$65,602.40

(3) SNS management is evaluating MPS specifications for other food items in an effort to identify other potential savings.

(4) School Nutrition Services and Purchasing Services are seeking proposals to move to a "prime-vendor" concept for SNS. Under a prime-vendor system, the district would contract with a single vendor to deliver most of the products the district needs to the MPS at a specified markup.

(5) Shifting to a prime-vendor system would be a substantial change in the Division's approach to purchasing. Currently, SNS issues separate bids for individual items and purchases enough of each product to last three to six months. SNS must process the paperwork, warehouse the purchased items, deliver them to individual school sites, and bill those budget locations.

(6) The district normally maintains a three- to-four-month inventory of food and supplies, valued in excess of $2,000,000.

(7) Advantages to a prime-vendor system include eliminating the need for a warehouse and its inventory; increased menu flexibility; reduced clerical tasks associated with ordering; reduced food costs, due to decreased turnover time; availability of nutritional analysis; and improved cost containment and monitoring on a site-by-site basis.

(8) The Division's goal is to move to a prime-vendor system during the 2005-06 school year.

e. Decrease Labor Expenses

SNS has been able to reduce the assigned hours of food service assistants by offering labor-intensive menu choices less frequently and by using commercial bread products at several school sites. Some vacant positions were eliminated, while others were not filled. By March 15, 2005, the staffing will be reduced by 23.3 food service assistants.

f. Develop District Nutrition Policy and Education Policy

(1) It is well documented that good nutrition plays an essential role in the health and development of students and in improved academic performance.

(2) The 2004 Child Nutrition Reauthorization Act mandates that schools participating in the federal school meal program have a local wellness policy in place by the first day of the 2006-2007 school year.

(3) A core team is developing a local wellness policy. Team members are from the MPS Division of Recreation and Community Services, Office of Wellness and Prevention, Office of Bilingual and Multicultural Services, Nursing, Public Affairs and Communications, School Nutrition Services, and the City of Milwaukee's Health Department. The team also will work with the coordinated school health teams and the school governance councils to obtain input from principals, counselors, teachers, parents, and students.

11. Summary

The Division is evolving, and the management team has assumed the name Leadership Team of School Nutrition Services. Its members believe that much more needs to be done to improve SNS and acknowledge that there are many challenges yet to be faced. The Leadership Team asks the Administration and the Board to support efforts and changes that will be made during the remainder of the current and future school years.

12. Future Projects and Challenges

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. Evaluation of how to decrease costs associated with the lunch-application process. This has been a very labor-intensive and lengthy process. The Division is evaluating software programs that will assist in streamlining this process, which determines students' eligibility for free and reduced-price meals. The data collected are used in many other district programs, and students, parents, and the district desire more timely information ;

d. Working to evaluate the opportunity for the Universal Free Meal Program;

e. Evaluation of outdated production equipment in light of limited capital resources. Some equipment will be transferred from non- production sites to production sites. Costs are associated with these moves;

f. Working without 120 hours of assigned professional staff (including one full-time secretary, one full-time staff dietitian, and an administrator);

g. Continuing to operate a high-quality program in an era of fiscal limitations. A reduction in the workforce will occur.

(Note: this report was considered in conjunction with Item 8 of the Report of the Committee on Finance and Facilities.)

* * * * *

(Item 2) Informational Follow-Up Report on Community Meetings Held by Board Members to Discuss Significant Budget-Related Issues

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

Administration's Report

1. At the Committee on Strategic Planning and Budget's retreat on August 21, 2004, the majority of school board directors agreed to hold two community meetings in each of their districts to get public input on the budget challenges which the district faces.

2. A press conference was held on September 9 to announce the meetings. Individual meetings were publicized through information and fliers sent to the school and to families through their children. Individual directors also made efforts to publicize the meetings.

3. Some 22 community meetings were held. All but one of the meetings was staffed by professional facilitators, or by Finance Department staff when no facilitator was available. Translation services, security, and childcare were provided where requested.

4. The meetings were structured to focus on particular critical budget areas: transportation, school nutrition services, student fees, and under-enrolled schools. The district provided information about potential changes in those areas and solicited other ideas from those attending the meetings.

5. Public attendance at the meetings ranged from 0 to several dozen. Some who attended were interested in particular topics — for example, many School Nutrition Services workers attended the meetings.

6. The facilitators and staff assigned to the meetings took notes on comments and suggestions made by those in attendance and noted any general consensus on steps the district should or should not take to deal with its fiscal crisis.

7. In most instances, no clear consensus was reached among the participants. A lack of consensus generally did not indicate disagreement, but occurred because time for the discussion ran out or talk moved away from a particular topic.

8. Generally, participants expressed willingness to change the district's methods of operations if those changes allowed additional funds to be directed to schools and classrooms.

9. Discussions, which were wide-ranging, touched on a number of factors related to each topic. For example, at one community forum, the following comments and questions were related to the topic of transportation:

a. Not good for high-school students to start earlier in the morning

b. Don't make transportation part of the per-pupil cost

c. Don't reduce the number of city-wide schools

d. Need to educate more people about the district's budget crisis

e. Must we provide transportation for private-school children?

f. What is the cost or feasibility of swiping IDs on MPS buses?

g. What are the cost savings or increases for the district or the Milwaukee County Transit System to run the yellow bus routes?

h. Should the district offer bus passes for parents and little kids to come via MCTS bus?

10. In October, the Administration presented to the Committee on Strategic Planning and Budget a summary of comments made about under-enrolled schools. Since then, the Administration has sought feedback from the facilitators and board members on the format of the community meetings and has sought suggestions for improvement. The facilitators' feedback was provided to the Board in a memo dated December 28. No suggestions or comments were made by board members.

11. A summary of community meeting comments regarding the other topics the other topics follows.

Potential Transportation Changes

12. There were many questions as well as many comments. At one meeting, for example, among the questions were whether buses were filled and whether drivers were screened.

13. Some of the questions could be interpreted as suggestions. These questions included whether parents could be responsible for after-school and sports transportation and whether there could be centralized busing for middle- and high-school students.

14. There were several comments and questions concerning who should pay for students transported outside their attendance areas and for sports and after-school activities buses.

15. There were concerns expressed about transportation changes as they may relate to childcare and safety. Some people said high-school students should have the later start time.

16. As was the case with under-enrolled schools, there seemed to be an understanding that some changes in transportation policies may be needed, although there was no clear consensus on what those changes should be.

Activity Fees

17. The possibility of instituting fees for school activities was the least-discussed topic at the community meetings. The few comments collected indicated an awareness that other districts collect fees for some activities.

Student Nutrition Services

18. Food Service employees dominated attendance at some of the meetings.

19. There was a strong consensus that food service should not be outsourced.

20. There were some suggestions that a tiered fringe-benefit system be implemented for School Nutrition Service employees.

21. A few participants commented that the free or reduced lunch application was too complicated and that better marketing efforts could be made. One person suggested the district make applications available off-site.

Usefulness of Community Meetings

22. Participants generally found the community forums very useful, but asked for more advance notice. Many also asked that notices of the meetings be mailed.

* * * * *

(Item 3) FY06 Pupil Transportation Report, Budget Review, and Request for Authorization to Revise Transportation Regions and to Change School Start and End Times

Administration's Analysis

1. This item presents an overview of the MPS transportation program and details steps which the Administration is pursuing to reduce transportation costs in the FY06 budget. The Administration is also seeking authorization to modify district transportation regions in order to reduce transportation costs in future years.

2. An executive summary of the transportation program report is provided here. The full report is included as an attachment. The report will detail the success which the Neighborhood Schools Initiative (NSI) has achieved in reducing transportation costs, as well as identify programs that are increasing its transportation requirements. Pupil transportation is a major expenditure of the district. Since a focal point of the Superintendent's FY06 budget will be to reduce operational expenditures such as transportation and direct more fiscal resources to the classroom, the Administration is presenting information regarding changes in student school-day start and end times that will reduce transportation expenditures in FY06. The Administration also is proposing to modify transportation regions to reduce costs in future years.

3. An review of pupil transportation shows that:

a. Since the start of the NSI in 2001, the number of students receiving transportation has declined by 8,755. This is 88% of the decline in ridership projected by the NSI after full implementation.

b. The district has saved a total of $16.5 million in transportation costs since the start of the NSI in FY01. Transportation savings realized through NSI are at 58% of projections. Full savings have not yet been realized due primarily to delays in the start of various construction projects. As these projects are completed, the anticipated savings should be realized. By FY08, the district should be close to achieving the NSI transportation savings goal of $15 million annually.

c. District-wide, 54% of students receive transportation services. Some 91% of high-school students receive transportation services, either on school buses or on Milwaukee County Transit System (MCTS) buses. Sixty-nine percent of middle-school students receive bus service. (As more students attend K-8 schools, the number of students transported to middle schools will decline.) Forty percent of elementary school students receive bus service.

d. Annual high-school transportation costs average $447.48 per pupil; the middle-school per-pupil average is $536.83; and the elementary school average is $663.85. The elementary and middle-school figures include city-wide school transportation costs. City-wide transportation costs are the most expensive on a per-capita basis.

e. Special education transportation services and costs are growing as more students require special door-to-door services. The number of special education students requiring door-to-door service increased by 262 in FY05, from 3,623 to 3,885 This service, which cost an average of $2,685 per pupil, drove transportation costs up about $703,470 for FY05. A similar increase in the number of special education students requiring door-to-door service is projected for FY06.

f. Service for homeless/shelter students in response to McKinny-Vento legislation is projected at $1.4 million for FY06.

4. The transportation budget request for FY06 is projected to decrease by 5.5%, or $3 million, even after adjusting for a 2.5% inflation rate and continued high fuel prices. The FY06 budget request assumes the changes in school times outlined below.

5. Adjusting school times would significantly reduce transportation costs. Currently, a large number of buses make one run in the morning and one run in the afternoon. The time change would save money by enabling almost all buses to make two runs in the morning and two runs in the afternoon, reducing the total number of buses needed. The projected savings of $2.7 million would be in addition to the estimated NSI savings.

6. In addition to reducing transportation costs, the proposed changes reflect community input from discussions on school start times and the desire to be as consistent as possible across grade levels. Participants at community forums last fall said high-school students should have later start times than do other students.

7. Schools most affected by the changes would be the district's high schools and eight of the 22 middle schools, which would start and end their day more than an hour later than they do now. Most elementary schools would start and end 75 minutes earlier than now. Two schools — Browning Elementary and Academy of Accelerated Learning — will shift to the 9:00-am-to-3:40-pm school day from the current schedule of 8:00 am to 2:40 pm. A summary chart of the FY06 school-day schedules is provided below. The full report (Attachment I) includes a chart detailing current start and end times.

Attendance-Area Elementary Schools and FY05 "early" City-wide Schools ..... 7:45 am to 2:25 pm

High Schools ..... 8:35 am to 3:45 pm

Middle Schools ..... 8:45 am to 3:38 pm

FY05 "late" City-wide Schools ..... 9:00 am to 3:40 pm

8. The new school day start-and-end schedule would require adjustments to the interscholastic athletic and academic programs. Since high schools would end more than one hour later than they do now, practices and events also would be later. This could pose scheduling difficulties with the use of gym facilities and scheduling meets with non-MPS schools. Most students would have to arrive home from practices an hour later. This could be a concern, especially for winter programs and sports. The later practices may also restrict use of some school facilities for recreation programs.

9. The Community Assessment Training Program (CATP) would also be affected by the time changes. CATP provides students with work experiences and training by placing them with various business partners. Students attend school for part of the day and then are transported to the work site. Annually, 190 students participate in the program. CATP staff estimate that two thirds of the business partners may no longer be able to employ students, as many of the business partners are in the food-service industry. Students work in kitchens and cafeterias, and the shift to a later time will place students outside of the lunch-serving period, thus limiting the need for workers.

10. The Administration also is proposing a revision to the current transportation regions, increasing the number of regions from five to eight for the 2006-07 school year (FY07). The Administration is proposing the changes now to give parents time for planning and coordination. The change in transportation regions will not affect current school assignments. A map of the proposed transportation regions is found as an attachment to the full report (Attachment 1).

11. The Board approved the current transportation regions in 1991. Since that time, projected enrollments and building capacities have changed considerably. NSI recognized that schools must be accessible to parents. Neighborhood schools clearly represent the school option that should be most accessible for parents. Nevertheless, parents also expressed strong support for parental choice. The proposed transportation regions complement and build on the NSI. As the Neighborhood School Plan states,

> MPS will encourage each neighborhood school to establish educational and support partnerships with other neighborhood schools clustered nearby. Such collaborations are an efficient way to pool resources and efforts, and thus, to offer the greatest success in maintaining educational programs and stability.

The Administration believes that the proposed transportation regions will expand neighborhood schools into neighborhood communities.

12. The existing regions have color-coded designations — red, blue, green, violet and yellow. Each region in the Administration's proposal would be associated with a high school in the area. This may be helpful to parents trying to identify school locations and regions. The regions are also intended to promote a "feeder" pattern to neighborhood high schools, enabling more students to walk to high schools, thus further reducing high-school transportation costs.

13. The proposed transportation regions, which would cover grades K through 8, would eliminate the need for separate middle-school transportation regions. Each proposed region would contain K-8, elementary, and middle-school options. The new regions would also eliminate the restriction on community schools that allows them to recruit only students from their attendance areas. With the high level of student mobility prevalent in the district, elimination of this restriction enables families to have continuity in schools for all their children. Transportation policies for citywide schools would not change.

14. If approved, the proposed transportation regions could generate nearly $1 million in transportation savings beginning in the 2006-2007 school year (FY07). The proposed transportation regions cover a smaller geographic area, thus enabling more students to be transported within the designated time. Fewer buses would be required to transport the same number of students.

Strategic Plan Compatibility Statement

15. The changes to school start and end times and the proposed transportation regions supports MPS Strategic Plan Goal #1, to improve student achievement, by redirecting resources from operations to student educational programs.

Statute, Administrative Policy, or Board Rule Statement

16. Chapter 119.18(7), School Hours, of the Wisconsin Statutes states:

The board may establish rules scheduling the hours of each school day during which the schools shall be in session. The board may differentiate between the various grades in scheduling such school hours.

17. The recommendation is consistent with Administrative Policy 4.04, Student Transportation Services; Administrative Policy 10.1, Student Admissions; and Administrative Policy 7.04, School Day.

Fiscal Impact Statement

18. This item does not authorize expenditures. The Administration projects that the new start and end times will result in a $2.7 million savings for FY06. Board approval of the revised transportation regions will result in FY07 savings of approximately $1 million.

Implementation and Assessment Plan

19. Pupil Transportation Services will monitor expenditures for transportation services to ensure that they are within the FY06 approved budget. Upon approval of the new transportation regions, the Administration will begin to inform and direct parents and students to schools within their transportation regions.

Committee's Recommendation

Your Committee recommends that the Board approve the establishment of student start and end times as proposed in #7 above and the establishment of transportation regions as proposed in #10 above.

Vice President Hardin in the Chair.

Director Blewett moved to divide the question.

The motion failed on a tie vote:

Ayes—Directors Blewett, Morales, O'Neil and Vice President Hardin—4.

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

Director Spence moved to approve the Committee's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Dannecker, Hardin, Horton, Johnson, Morales, O'Neil, Spence and Vice President Hardin—7.

Noes—None.

Voiting "present"—Director Blewett—1.

President Blewett resumed the chair.

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(Item 4) Action on Resolution 0405R-043 by Director Balistreri to Develop an Alternative Budget with a Zero Increase in the Tax Levy

Background

At its meeting on January 27, 2005, the Board referred Resolution 0405R-043 by Director Balistreri to the Committee on Strategic Planning and Budget:

WHEREAS, Wisconsin State Statute 119.16(8) dictates that the Board must adopt and submit and publish an annual budget; and

WHEREAS, The purpose of the annual budget process is to identify adequate financial resources for the district's educational programs and to provide a basis for accountability in fiscal management; and

WHEREAS, The Milwaukee Public Schools' current financial structural deficit will require additional monitoring by the Board with respect to the allocation of funds throughout the district; and

WHEREAS, An important aspect of this process is to ensure that the annual budget be developed in a manner that provides for the full participation and understanding of all stakeholders; and

WHEREAS, As the Milwaukee Board of School Directors enters into another fiscal year with less than adequate state and federal funding, it is imperative that successful educational programs and services remain at the forefront of decision making during the budget process; and

WHEREAS, The Board maintains its commitment to provide schools with the resources necessary to provide high-quality educational programs for children; now, therefore, be it

RESOLVED, That Administration develop at least one budget scenario which shows a balanced budget with no increase to the tax levy; and be it

FURTHER RESOLVED, That this budget be developed without any decreases in school funding; and be it

FURTHER RESOLVED, That this budget be constructed to be as transparent as possible for easy identification of services lost if the district proposes no tax increase; and be it

FURTHER RESOLVED, That the proposed budget be presented to the Board prior to the start of public hearings regarding the proposed FY06 budget.

Administration's Analysis

1. Although the Administration makes its best estimate regarding state and federal revenues, there is a high degree of uncertainty in the figures because of budget deliberations on both the federal and state levels. The Administration will revise revenue estimates in April, but actual FY06 aid, revenue, and grant numbers will likely not be available until this summer or later, well after the preliminary adoption of the MPS budget, scheduled for May 26.

2. It is not known at this time how much would have to be cut from the budget to achieve a zero tax levy increase.

3. The Administration is working with a principal advisory group to develop priorities and alternatives for the FY06 budget. The advisory group is developing a list of potential cuts to be made in the budget, should final revenue figures make those cuts necessary. The principals in the advisory group are developing the list to reflect what cuts should be made first, second, third, etc. in a manner they feel will best protect educational programs in the schools and the district as a whole. The Principal Advisory Group's recommendations will inform the Superintendent's recommended budget, which is to be presented to the Board in April. The group's recommendations also will be reflected in the amended FY06 budget to be presented to the Board in October.

4. The Board may amend the Superintendent's recommended preliminary and amended budgets as it sees fit.

5. The proposed allocation method for FY06 distributes 95% of the School Operations Fund revenue, net of School Nutrition, to the schools.

6. If cuts to the Superintendent's proposed budget are necessary to achieve a zero tax levy increase, and if the Board wants to maintain school funding at current levels, additional non-school tax levy savings could be achieved by reducing or eliminating the Construction Fund property tax levy, estimated at $13.2 million for FY06, and/or the Extension Fund levy, estimated at $8 million.

   a. Large decreases in the Construction Fund would have a negative impact on the condition of MPS buildings, including schools. It also could jeopardize borrowing by the City on behalf of the schools. The City has agreed to borrow $11.5 million in 2005 for school improvements. Since 1989, the City has provided MPS with a total of $178.3 million in borrowing authority to help fund school improvements.

   b. A smaller Extension Fund would limit the recreational opportunities which the district is able to provide to city residents.

7. The Administration plans to present broad budget alternatives when more information about state and federal funding is available. The alternatives will include a potential budget with a 0% tax levy increase to be achieved in the most fiscally responsible manner the Administration can identify.

8. The Central Service budget allocation has been reduced by $5 million for FY06, from $88 million in FY05 to $83 million. The Administration believes the allocated FY06 Central Services budget is appropriate to its mission of supporting schools in improving educational achievement and reducing the achievement gap. The Administration believes its FY06 proposed Central Services allocation will allow it to continue its core academic functions of facilitating leadership development, building capacity for data-driven decision making, identifying and disseminating research-proven best practices and innovations supporting academic enrichment, and coordinating accountability.

9. Further reductions would seriously jeopardize the Administration's ability to carry out those functions, as well as to comply with state and federal mandates and requirements. Additional large cuts would lead the Administration to recommend that the Board explore outsourcing Central Services operations.

Strategic Plan Compatibility Statement

10. The recommendation is consistent with the practice of fiscal responsibility and informed decision making concerning the allocation of district resources.

Statute, Administrative Policy, or Board Rule Statement

11. This item is consistent with state statutes and MPS policies and rules.

Fiscal Impact Statement

12. This item does not authorize expenditures. Preparation of an additional budget could require overtime expenditures for staff. That amount cannot be determined at this time.

Implementation and Assessment Plan

13. The Administration will prepare the budget requested in the resolution if directed to do so. In the alternative, the Administration will present broad budget alternatives when more information about state and federal funding is available. The alternatives will include a potential budget with a 0% tax levy increase to be achieved in the most fiscally responsible manner the Administration can identify.

Committee's Recommendation

Your Committee recommends that the Board direct the Administration to develop, in addition to its proposed budget, a budget scenario without an increase in the tax levy and without a decrease in school budget allocations.

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

Award of Contracts

BOILER REPLACEMENT

Marshall High School

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

Low Bidder, Base Bid of.....$385,000.00

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

Funds are budgeted for the Marshall project from FY05 account code FAR-0-0-980-MR-ECNCHVA5 (W.O. 2-633834). The project, which is to begin on April 4, 2005, is scheduled for completion on September 30, 2005.

MASONRY RESTORATION

Franklin School

Prime Contractor
Pukall Co., Inc.
752 Beech Street
Grafton, WI 53024

Second-lowest Bidder, Base Bid of.....$128,530.00

(Upon review of the low bidder's information, bid numbers were found to have been superimposed, which was the reason for rejection of the bid.)

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	15%	15% MBE	20	2	1	Corporation	1

Funds are budgeted for the Franklin project from FY05 account code FAR-0-0-980-BF-ECNCMSN5 (W.O. 2-636687). The project, which is to begin on April 4, 2005, is scheduled for completion on June 30, 2005.

Keefe Avenue School

Prime Contractor
R. D. Woods Company Inc.
6420 South Howell Avenue
Oak Creek, WI 53154

Low Bidder, Base Bid of.....$103,750.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	15%	15% MBE	20	6	2	Corporation	1

Funds are budgeted for the Keefe Avenue project from FY05 account code FAR-0-0-980-KE-ECNCMSN5 (W.O. 2-637742). The project, which is to begin on April 4, 2005, is scheduled for completion on June 30, 2005.

2005 COIL & UNIT VENT REPLACEMENTS

Green Bay Avenue School

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

Low Bidder, Base Bid of.....$77,500.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	11% MBE	165	12	8	Corporation	3

Funds are budgeted for the Green Bay Avenue School project from FY05 account code FAR-0-0-MM2-GB-ECNCHVA5 (W.O. 2-636877). The project, which is to begin on April 4, 2005, is scheduled for completion on August 19, 2005.

Hi-Mount School

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

Low Bidder, Base Bid of.....$50,500.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	12% MBE	165	12	8	Corporation	1

Funds are budgeted for the Hi-Mount School project from FY05 account code FAR-0-0-MM2-HI-ECNCHVA5 (W.O. 2-636878). The project, which is to begin on April 4, 2005, is scheduled for completion on August 19, 2005.

Humboldt Park School

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

Low Bidder, Base Bid of.....$57,500.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	12% MBE	165	12	8	Corporation	1

Funds are budgeted for the Humboldt Park School project from FY05 account code FAR-0-0-MM2-HU-ECNCHVA5 (W.O. 2-636879). The project, which is to begin on April 4, 2005, is scheduled for completion on August 19, 2005.

Sherman Multicultural Arts

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

Low Bidder, Base Bid of.....$57,400.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	15% MBE	165	12	8	Corporation	1

Funds are budgeted for the Sherman Multicultural Arts School project from FY05 account code FAR-0-0-MM2-SE-ECNCHVA5 (W.O. 2-636886). The project, which is to begin on April 4, 2005, is scheduled for completion on August 19, 2005.

Zablocki School

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

Low Bidder, Base Bid of.....$55,400.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	14% MBE	165	12	8	Corporation	1

Funds are budgeted for the Zablocki School project from FY05 account code FAR-0-0-MM2-ZA-ECNCHVA5 (W.O. 2-636881). The project, which is to begin on April 4, 2005, is scheduled for completion on August 19, 2005.

FACILITY REMODELING

Sholes School Facility

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

Low Bidder, Base Bid of.....$303,793.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	15%	17% MBE	8	1	0	Corporation	3

Funds are budgeted for the Sholes project from FY04 account code FAR-0-0-MRP-SH-ECNCHSD4 (W.O. 2-675369). The project, which is to begin on April 4, 2005, is scheduled for completion on June 30, 2005.

NEIGHBORHOOD SCHOOLS INITIATIVE — ADDITION AND RENOVATION

Lancaster School

Prime Contractor
Platt Construction, Inc.
7407 South 27th Street
Franklin, WI 53132

Low Bidder, Base Bid of.....$1,717,334.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	30% MBE 5% MBE	32% MBE 21% WBE	85	14	9	Corporation	17

Funds are budgeted for the Lancaster project from account code FAR-0-0-NSI-LA-ECNC (W.O. 2-545498). The project, which is to begin on April 4, 2005, is scheduled for completion on August 19, 2005.

NEIGHBORHOOD SCHOOLS INITIATIVE — NEW BUILDING ADDITION

Anna Doerfler School

Prime Contractor
Platt Construction, Inc.
7407 South 27th Street
Franklin, WI 53132

Low Bidder, Base Bid of.....$1,571,232.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
Yes	30% MBE 5% WBE	31% MBE 5% WBE	85	14	9	Corporation	18

Funds are budgeted for the Anna Doerfler project from account code FAR-0-0-NSS-DF-EOTH (W.O. 2-545399). The project, which is to begin on April 4, 2005, is scheduled for completion on August 12, 2005.

Construction Contracts

Total construction contract dollars awarded.....$4,507,939.00
Total dollars HUB participation $3,350,097.78
% of MBE participation.....27.03%
% of WBE participation 10.12%
% Minority employees within company.....14.00%
% Women employees within company 4.58%

Authorization to Make Purchases

Copies of all bids are sent to ten resource centers for minority- and women-owned businesses for posting and distribution to any interested suppliers:

African-American Chamber of Commerce
Business Educational Consortium Inc.
The Business Council Inc.

Disadvantaged Business Development for Milwaukee County
Hispanic Chamber of Commerce
Milwaukee Indian Economic Development Agency
Milwaukee Minority Chamber of Commerce
Milwaukee Urban League
Wisconsin Business Resource Center Inc.
Wisconsin Women's Business Initiative Corporation

Authorization to Enter into a Contract to Provide CLC Services

The Administration requests authorization to enter into two contracts with Northcott Neighborhood House to administer the Community Learning Center (CLC) programs at Douglas Community Academy and Jackie Robinson Middle School. The previous CLC provider for these schools was Opportunities Industrialization Center (OIC), which recently closed its doors. The contracts are for the remainder of the FY05 school year only.

The amount of the Douglas contract is $41,476.52, and the amount of the Robinson contract is $44,605.49. The budget codes to be charged are GEN00215DA-ECTS (Douglas — Contracted Services) and GEN00215RB-ECTS (Robinson — 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

Contract is for service through a non-profit community organization. Non-profits are ineligible for MBE or WBE certification.

Authorization to Extend a Sole-Source Contract to Pilot Bicycle and Pedestrian Safe Routes Programs

The Administration is seeking authorization to extend a sole-source contract with the Bicycle Federation of Wisconsin to December 2005, at a total cost not to exceed $54,000.

The Milwaukee Public Schools began participating last year with the Milwaukee Police Department, the Bicycle Federation of Wisconsin Inc., the City of Milwaukee, and a number of other public and private agencies to implement a Safe Routes to School pilot walking program at six schools: Westside Academy II, Browning, Doerfler, Forest Home, Hopkins, and Sherman Multicultural. Subsequently, the Office of Neighborhood Schools contributed $30,000 to develop a bicycling component to the Safe Routes program. MPS entered into a $30,000 sole-source contract with the Bicycle Federation of Wisconsin to help implement that component. The sole source was awarded because the Bicycling Federation is the only organization in the state with nationally certified and insured League Cycling Instructors.

The Milwaukee Public Schools has been awarded a $50,000 grant from the Office of Justice Assistance to further pilot bicycle and pedestrian Safe Routes programs. The Administration would like to extend its sole-source contract with the Bicycle Federation at a total cost not to exceed $54,000. The extension will allow the Bicycle Federation to provide pedestrian and bicycling training at the six pilot schools. As the principal of Doerfler has indicated that he is not interested in having the bicycle component offered at his school, the Administration will select another school in the general geographic area to participate. Funds for the NSI portion of the contract are budgeted in NSI-0-0-OGA-00-NSP-NP-EOTH. The budget code for the Office of Justice Assistance's portion of the contract will be CSV-0-S-SA5-RC-ECNS.

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

B-5386 Authorization to Award a Bid for the Purchase of John Deere Tractors

The Administration requests authorization to award a bid to Esch Economy Inc. for the purchase of four John Deere tractors, four cabs, and one trailer. Esch was the second-lowest bidder, the low bid having been rejected because it did not meet bid specifications. These tractors are for use at various MPS schools.

The cost of the tractors, cabs, and trailer is $51,148. The budget code to be charged is GLMTN00VRP11-ERVH (Facilities & Maintenance — Vehicle Replacement).

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

B-5376 Authorization to Award a Bid for the Purchase of Panel Vans

The Administration requests authorization to award a bid to Hiller Ford for the purchase of two panel vans. Hiller Ford was the lowest bidder. The vans are replacement vehicles.

The cost of the two vehicles is $31,222. The budget code to be charged is MTN00VRPNL-ERVH. (Facilities & Maintenance — Vehicle Replacement)

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

B-5374 Authorization to Award a Bid for the Purchase of Pickup Trucks

The Administration requests authorization to award a bid to Hiller Ford for the purchase of six 4X4 pickup trucks. Hiller Ford was the lowest bidder. The trucks are replacement vehicles.

The cost of the six vehicles is $104,292. The budget code to be charged is MTN00VRPNL-ERVH (Facilities & Maintenance — Vehicle Replacement).

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

B-5377 Authorization to Award a Bid for the Purchase of a Stake Truck

The Administration requests authorization to award a bid to Badger Truck for the purchase of a stake truck. Badger Truck was the lowest bidder. The stake truck is a replacement vehicle.

The cost of the vehicle is $51,090.60. The budget code to be charged is MTN00VRPNL-ERVH (Facilities & Maintenance — Vehicle Replacement).

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

B-5375 Authorization to Award a Bid for the Purchase of Step Vans

The Administration requests authorization to award a bid to Hiller Ford for the purchase of three step vans. Hiller Ford was the lowest bidder. The vans are replacement vehicles.

The cost of the three vehicles is $91,185. The budget code to be charged is MTN00VRPNL-ERVH. (Facilities & Maintenance — Vehicle Replacement)

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

B-5387 Authorization to Award a Bid for the Purchase of Student Chairs

The Administration requests authorization to award a bid to Virco Inc. for the purchase of student chairs. This purchase will provide chairs for eleven schools in the Neighborhood Schools Initiative. The three lowest bids were rejected as not meeting bid specifications. Virco's bid was the lowest qualifying bid.

The cost of the chairs is $116,787.32. The budget code to be charged is 1100000000-AISP (In-House Special Billing).

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

B-5385 Authorization to Award A Bid for the Purchase of Student Desks

The Administration requests authorization to award a bid to ADI Inc. for the purchase of 944 Bretford desks and 415 Bretford door kits. This purchase is for eight schools in the Neighborhood Schools Initiative. ADI was the lowest bidder.

The cost of the desks and door kits is $94,383.07. The budget code to be charged is 1100000000-AISP (In-House Special Billing).

HUB-Certified Prime?	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION				
	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
YES*	5	3	3	0%	100%	$94,383	Office Supply	Furniture

*ADI is an M/WBE firm

Purchasing Request Summary December 2004

Total contract dollars to be awarded.....$680,190
Total dollars eligible for HUB participation.....$680,190
Total HUB dollars .....$ 94,383
% of MBE participation.....0
% of WBE participation 0
Total HUB Participation.....14%

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, 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[2]	$870,427,089	$80,394,964	$950,822,053	$199,548,452	$439,809,712	$511,012,341	46%
Categorically Aided	178,654,593	15,052,148	193,706,741	21,277,722	63,460,470	130,246,271	33%
School Nutrition	29,852,872	1,511,895	31,364,767	3,587,865	10,421,198	20,943,569	33%
Construction	28,796,054	44,294,936	73,090,990	12,422,054	12,586,911	60,504,079	17%
Extension	11,366,461	377,452	11,743,913	8,063,040	9,088,482	2,655,431	77%
Total All Funds	$1,119,097,069	$141,631,395	$1,260,728,464	$244,899,133	$535,366,773	$725,361,691	42%

Below Is a summary of expenditures as of January 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 Expenditures & Encumbrances	Unexpended Balance	Percent Expended
School Operations[2]	$870,427,089	$80,394,964	$950,822,053	$90,075,415	$532,391,507	$418,430,546	56%
Categorically Aided	178,654,593	15,052,148	193,706,741	12,848,544	96,457,248	97,249,493	50%
School Nutrition	29,852,872	1,511,895	31,364,767	2,240,566	16,558,669	14,806,098	53%
Construction	28,796,054	44,294,936	73,090,990	1,193,957	70,648,230	2,442,760	97%
Extension	11,366,461	377,452	11,743,913	467,721	7,470,136	4,273,777	64%
Total All Funds	$1,119,097,069	$141,631,395	$1,260,728,464	$106,826,203	$723,525,790	$537,202,674	57%

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

[2] The adopted budget includes a $1.2 million adjusting entry to the internal income account for "Other accounts," balancing the impact of Fall adjustments to revenue.

Respectfully submitted,

Chief Finance and Operations Officer

The monthly Expenditure control Report for February 2005 is attached to the minutes of your Committee's meeting. This is an informational report, and no action is required.

Report on Administrative and School Fund Transfers

The listing of administrative and school transfers required by Administrative Policy 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
Allen-Field	Jean Friedlander	$250	Donation to the school
Browning	Rose Mary and Dean Muller	$1,246	College Scholarship Fund
Burbank	Mrs. Menore	$320	Uniforms for basketball team
Curtin	Northwestern Mutual Life Insurance Company	$500	Donation to Sign Fund
Dover	Cedarburg HS	$3,345	For use in Dover's Music Program
Edison	Wal-Mart	$500	Supplies for student use
Edison	Wal-Mart	$400	Sports equipment for Physical Education classes
Fernwood	John Mitchell	$20	Monetary greenhouse expenses
Fernwood	Dorothy Goelzer	$30	Monetary greenhouse expenses
Hopkins	Calvary Baptist Church	$300	Student Supplies
Maryland	St. Mary's Hospital	$10	Used fish aquarium w/gravel for classroom use
Milwaukee French Immersion	Beckwith Architecture PC	$100	Donation for Room 209
Mitchell	Badger Mutual Insurance Company	$1,000	Donation towards Mitchell's Reading Is Fundamental (RIF) Program
Parkview	Aerospace Education Foundation, Inc.	$250	Educator Grant to be used for field trip
Riley	Garth Stevens, Inc.	$74	Library Books
Riverside	Chuck Behlendorf	$30	Spring Baseball Trip
Riverside	Men's Bible Study at Astor Hotel	$100	Spring Baseball Trip
Riverside	Bonnie Krill	$25	Spring Baseball Trip
Riverside	Lawrence Clancy	$25	Spring Baseball Trip
Riverside	Kay Gardner	$100	Spring Baseball Trip
Riverside	Ronald Polan	$25	Spring Baseball Trip
Riverside	Milwaukee Belt-Tech Company, Inc.	$100	Spring Baseball Trip
Riverside	Dennis Leonard	$100	Spring Baseball Trip
Riverside	Thomas O'Connor, M.D.	$100	Spring Baseball Trip
Riverside	Bruce Blunt	$1,052	Spring Baseball Trip
Riverside	Jaren Hiller	$500	Spring Baseball Trip
Riverside	Greg Leszczynski	$526	Spring Baseball Trip
Riverside	Timothy Taylor	$250	Spring Baseball Trip
Riverside	Samuel Keller	$1,376	Spring Baseball Trip
Riverside	Robyn O'Neill	$213	Spring Baseball Trip
Riverside	Sal Bando	$100	Spring Baseball Trip
Twenty-first	Mr. & Mrs. Richard Gardner	$1,000	Student Activities
Washington	Barbara Stein	$250	National Honor Society

School	Donor	Amount	Gift or Purpose
Washington	Johnson Controls	$500	Purgold Robotics Team 1268
Washington	MSOE	$1,000	Purgold Robotics Team 1268
Washington	WHS Scholarship Foundatioin	$1,000	Health/Dental 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; Approval of Certificated Personnel Appointments; Approval of Leaves of Absence; Approval of Prevailing Wage Rates; Report on Resignations; and Affirmative Action Report

Approval of Classified Personnel Transactions

Name and Assignment	Position and Salary	Date
	APPOINTMENTS	
Angelica Luna Bay View	School Secretary I $19,442.44/yr.	02-14-05
	PROMOTIONS	
Dorothy Scaife Lincoln Middle	Building Service Helper II $26,929.76/yr.	02-28-05
Anthony J. Triplett Fac. & Maintenance Services	Insulator Crew Leader $55,860.00/yr.	02-14-05
Marshall Walker Grand Avenue	Building Service Helper II $26,929.76/yr.	02-14-05
Lamel Ward Hamilton	Building Service Helper II $26,929.76/yr.	02-27-05
	REINSTATEMENTS	
Edward Purdy Building Operations	Boiler Attendant $35,892.74/yr.	02-28-05
	CHANGES IN STATUS	
Deborah Jennerjohn Bay View	School Secretary I $29,403.17/yr.	02-14-05

Cheri Makurat Lowell	Handicapped Children's Assistant $14,609.70/yr.	02-09-05
Maria Muniz Kosciuszko	School Secretary I $27,397.50/yr.	03-21-05
Cassandra Riley Milw. German Immersion	Handicapped Children's Assistant $14,609.70/yr.	02-09-05
Veronica Teagues Bradley Tech.	Handicapped Children's Assistant $14,609.70/yr.	02-09-05

Approval of Certificated Appointments — Teachers

Code	Teachers	Division	Salary	Yrs. Exp. Credit	Start Date
r	Paige C. Brown Physical Education	B	$29,224.00	0	02/07/05
r	Daniel L. Busch Cross-categorical	B	$35,448.00	5	02/10/05
r	Heidi M. Cumbajin Cross-categorical	B	$29,224.00	0	02/14/05
nr	Kayla F. Czerwonka Social Studies, Grades 6-8	B	$29,224.00	0	01/28/05
r,a	Manjula R. Dammanna Cross-categorical	B	$29,224.00	0	02/14/05
nr	Kyle T. Garland Mathematics	B	$29,224.00	0	01/27/05
r,a	Lena M. Jackson Cross-categorical	B	$29,224.00	0	01/31/05
r	Christopher M. Johns Cross-categorical	B	$29,224.00	0	02/22/05
r,a	Alisha G. Jones Upper Elementary	B	$29,224.00	0	02/07/05
r	Carly L. Kramer Grades 3/4	B	$29,224.00	0	01/27/05
r	Joshua J. Kraner Physical Education/Health	B	$29,224.00	0	02/14/05
r	Sharon J. Kusmirek Cross-categorical	B	$29,224.00	0	01/31/05
,r	Pauline W. Nyaga EC:EEN	B	$29,224.00	0	02/23/05
nr,a	Jacqueline Ocasio Grade 3	BB	$37,176.00	5	01/31/05
,r,a	Deborah J. Palm Special Education	B	$29,224.00	0	02/14/05
nr	Joe R. Plahmer Physical Education	B	$29,224.00	0	02/10/05
r,a	Maria D. Sanchez PK-Grade 6	B	$29,224.00	0	02/01/05

r	Jessica A. Schnake Physics	B	$29,224.00	0	02/14/05
r	Susan A. Schram Music	B	$29,224.00	0	02/09/05
nr	Marilyn J. Trubac Cross-categorical	BB	$30,643.00	0	02/07/05
r,a	Robin L. Waeltz English/Reading	B	$38,214.00	7	02/07/05
r,a	Takisha Q. Weatherall Grade 4	C	$39,943.00	5	01/31/05
nr	Michael J. Weaver Mathematics, Grades 7/8	B	$29,224.00	0	02/07/05
r,a	Ryan J. Wilson Chemistry/Physics	B	$29,224.00	0	01/31/05
r	Kaela A. Zielinski Grade 5	B	$29,224.00	0	02/07/05

Approval of Certificated Appointments — Occupational Therapists

r,a	Deanna M. Fritsche Occupational Therapist	B	$29,224.00	0	02/07/05

Approval of Certificated Appointments — School Social Workers

r,a	Keith R. Defatte Social Worker	2A	$41,180.00	0	2/21/05
r,a	Wayne Porter Social Worker	2A	$41,180.00	0	02/07/05

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 17, 2005:		
Sheila Harris	DSSC — Social Work Office	February 2, 2005
Maternity Leave, to June 17, 2005:		
Angela Daines	Elm	February 22, 2005
Megan Gonzales	Walker	February 15, 2005
Sabbatical Leave, to January, 2006:		
Evelyn Williams	Fritsche	August, 2005
Sabbatical Leave, to June, 2006:		
Phillip Due	Milwaukee Sign Language	August, 2005
Anne Marie Gonzales	Fratney	August, 2005
Lesa Hull Windom	Lancaster	August, 2005
Susan Kraeblen	Siefert	August, 2005
Dona Laufer	Milwaukee Education Center	August, 2005
Monica Pallo	Kagel	August, 2005
Jeff Sokolowski	Silver Spring	August, 2005
Jennifer Yang	Webster	August, 2005

Approval of Prevailing Wage Rates

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

Building trades workers employed at the Facilities and Maintenance Services Division are also paid the prevailing wages pursuant to the action of the Board on May 3, 1932 (Proc. pp. 555-556). This policy was incorporated in Section 2.32 of the Board's Rules (currently Administrative Policy 6.21(1)) and was further affirmed by the Board in December 1962 (Proc. 12-11-62, pp. 301-302; 12-19-62, pp. 303-304). A communication from the Milwaukee Building and Construction Trades Council listing the new wage rates for building trades workers (elevator constructors and contractors) and their effective dates is provided below:

ELEVATOR CONSTRUCTORS

Please be advised that the Elevator Constructors and their Contractors have reached an agreement providing for the following rates of wages and fringe benefits effective January 1, 2005.

	1-1-05 PER HOUR
Elevator Mechanic in Charge	$ 37.81
Elevator Mechanic	33.61
4th-Year Apprentice	26.89
3rd-Year Apprentice/Helper	23.53
2nd-Year Apprentice	21.85
1st-Year Apprentice	18.485
Probationary Apprentice	16.805

Employer contributions paid into the various fringe benefit trust funds for Elevator Constructors are as follows, effective January 1, 2005, and paid on all hours worked.

	1-1-05 PER HOUR
Health and Welfare Trust Fund	$ 7.275
Pension Trust Fund	3.42
Education	0.37
Work Preservation	0.10
Annuity	0.95
Holidays	1.125
Dues Check-off (deducted from wages)	

Effective January 1, 2005, the Dues structure will be as follows: $49.08 per pay period; $106.33 per month; $319 per quarter; or $1,276 per year.

	OVER 5 YRS — 8%	**UNDER 5 YRS — 6%**
Vacation Fund	$ 2.69 — Mechanic	
	1.88 — Helper	$ 1.41 Helper

Report on Resignations

Name	Position	Effective Date
Laura J. Battles	Teacher	06/17/05
Gerladine Carter	Teacher	01/20/05
Ava Evans	Teacher	06/17/05
Robert J. Helminiak	Specialist	07/01/05
David A. Kucej	Soc. Worker	06/23/05
Stephanie H. Loehr	Soc. Worker	11/16/04
Bruce W. Manly	Teacher	06/17/05
Erin McNulty	Teacher	02/11/05
Cruz M. Negron	Teacher	06/17/05
Yvonne M. Palacio	Teacher	02/21/05
Robert L. Peters	Principal	07/01/05
Elyse M. Roman	Teacher	06/17/05
Arleen L. Temple	Teacher	06/17/05
Grant D. Tews	Teacher	06/17/05
Elizabeth L. Tucker	Soc. Worker	06/23/05
Tammy Unrein	Teacher	02/02/05
Sandra S. Weber	Teacher	06/17/05

Affirmative Action Report

6. The Affirmative Action Report for February 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:

1. approve the classified personnel transactions, certificated appointments, and leaves of absence as listed above; and
2. authorize the Administration to pay the prevailing wage rates detailed in the communications in contracts with contractors and subcontractors and authorize increases for MPS construction craftsmen as of the date(s) indicated on the above-mentioned communications.

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

* * * * *

(Item 3) Action on Recommended Administrative Appointments and Promotions

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)	Donald Wojczulis	Principal Barton School	Schedule III, Range 13Z $79,534.49

2(r)	Bridgette Hood	Assistant Principal Walker International Middle School	Schedule III, Range 11Z $61,805.72
2(r)	Janice Odom	Assistant Principal WCLL	Schedule III, Range 10Z $57,883.41
2(r)	Tyrone Dumas	Project Manager Neighborhood Schools Initiative	Schedule III, Range 12A $96,994.70
2(r)	Suzann Landingham	Special Education Supervisor Division of Special Services	Schedule III, Range 8C $62,121.05
5(r)	David Todryk	Special Education Supervisor Division of Special Services	Schedule III, Range 8C $69,040.39
5(r)	Mary Ellen Ruzga	Recreation Supervisor — Extended-Day Academic Programs Div. of Rec. & Community Services	Schedule III, Range 7A $76,754.00
5(r)	Beth-Marie Kurtz	Assistant Recreation Supervisor — Community Learning Centers Div. of Rec. & Community Services	Schedule III, Range 4A $53,571.06

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) Receipt of the Fiscal Year-End 2004 Audit Reports

Background

1. On February 29, 2000, the Milwaukee Board of School Directors authorized the Office of Board Governance to retain the services of KPMG, LLP, (KPMG) to perform audit services for the years ending June 30, 2000, 2001, and 2002. On January 30, 2003, the Board authorized an extension of the KPMG contract to cover the June 30, 2003 and 2004, year-end audits.

2. KPMG has completed the June 30, 2004, year-end reports identified below. The reports are presented for Board consideration.

- Basic Financial Statements
- Management Letter dated June 30, 2004 (Auditor's Commentary Report)
- Auditor's Report on the Status of the Prior Year's Commentary Report Recommendations
- Early Retirement Supplement and Benefit Improvement Plan

- Supplemental Early Retirement Plan for Teachers
- Comprehensive Annual Financial Report

3. The Federal and State Single Audit Report has not been completed. It is anticipated that this report will be completed within the next three weeks and, upon completion, will be presented for Board consideration.

4. The reports, as well as the district's corrective action plans, have been transmitted to the Board under separate cover.

5. Representatives of KPMG will be present at the Committee's meeting to answer any questions from Board members.

Receipt of the basic financial statements for the year ended June 30, 2004

6. 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.

7. The report, which was issued to the Board on January 26, 2005, is presented tonight for discussion.

Receipt of the Management Letter and Action on District Administration's Response to the Comments

8. During the annual audit, KPMG 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.

9. The district has submitted responses to the KPMG Management Letter's observations and recommendations. The responses, which are included in the Management Letter, were reviewed by KPMG 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.

Receipt of the Summary Report on the Status of FY03 Commentary Report Recommendations

10. Annually, Audit Services is required to report to the Board the status of progress on the district's implementation of the recommendations contained in the prior year's auditor's Commentary Report.

11. On March 15, 2005, the Chief Auditor received a report dated December 8, 2004, from KPMG entitled, "Status of Year Ended June 30, 2003 Commentary Report Recommendations."

12. The prior year's Commentary Report contained 12 recommendations. KPMG has reported that management's actions resolved three of the recommendations. Eight recommendations which require additional management action are being carried forward to the current year's Commentary Report. KPMG reported that additional actions are required by MPS management to fully address the conditions identified in the report. The remaining recommendation was deleted, as Audit Services will be conducting an IFAS security evaluation in July 2005.

Receipt of Audit Reports for the Early Retirement Plans

13. The district administers two early retirement plans — The Early Retirement Supplement and Benefit Improvement Plan and The Supplemental Early Retirement Plan for Teachers. A separate audited financial statement is issued annually for each plan. The audits were completed and are presented tonight for Board discussion.

RECEIPT OF THE COMPREHENSIVE ANNUAL FINANCIAL REPORT

14. The Department of Finance has completed and issued to the Board on January 28, 2005, the district's Comprehensive Annual Financial Report (CAFR). The CAFR includes the Basic Financial Statements, the auditor's opinion on the Basic Financial Statements, and other statistical and general information about the district and its operations.

Committee's Recommendation

Your Committee recommends that the Board receive:

1. The Basic Financial Statements for the Year Ended June 30, 2004;
2. The KPMG Management Letter for the Year Ended June 30, 2004, and accept the district administration's response to the KPMG Management Letter;
3. The Summary Report on the Status of the Year Ended June 30, 2003, Commentary Report Recommendations;
4. The Early Retirement Supplement and Benefit Improvement Plan for the Year Ended June 30, 2004;
5. The Supplemental Early Retirement Plan for Teachers for the Year Ended June 30, 2004; and
6. The Comprehensive Annual Financial Report for the Year Ended June 30, 2004.

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

* * * * *

(Item 5) Response to and Action on Resolution 0405R-021 by Directors Johnson, Blewett, Hardin, and Morales Regarding the Communities-In-Need Initiative (COIN) and Follow Up to Resolution 0203R-023 by Director Morales to Establish Contracts to Include Unemployed Residents of the City of Milwaukee

Background

At its meeting on August 26, 2004, the Board referred the following Resolution 0405R-021 by Directors Johnson, Blewett, Hardin, and Morales to the Committee on Finance/Personnel:

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 were bid 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.

Administration's Analysis

1. In April 2003, the Milwaukee Board of School Directors approved Administrative Policy 3.13, Communities in Need Initiative — Phase One: NSI (Neighborhood Schools Initiative). This policy was proposed in response to resolution 0203R-023 by Director Morales to establish contracts to include unemployed and underemployed residents of the City of Milwaukee.

2. Board action as a result of the approval of Resolution 0203R-023 directed the Administration to have the NSI's Independent Monitor prepare a 12-month report on the results of the Communities in Need Initiative (COIN), as applied to NSI projects. Subsequent project delays required a delay in the COIN report in order to ensure sufficient data on targeted workforce participation. Resolution 0405R-021 by Director Johnson et al. also requests this report to come forward at this time.

3. The results of Phase 1 of COIN, as applied to NSI projects, are contained in the attached report, "Coin Program Review." A summary of the key points contained in the report follows:

a. Former MPS students, their parents, and other unemployed and underemployed individuals received training and were hired either temporarily or permanently by MPS contractors as a direct result of the MPS workforce initiative.

b. Relatively few prime contractors have been sanctioned for lack of COIN participation. All current COIN projects are exceeding the 25% workforce requirements without sanctions.

c. To date, a combined total of 269 individuals — 138 RPP (Residence Preference Program) and 131 COIN — have been employed as a result of the MPS workforce initiative.

d. There is clear evidence that COIN-certification criteria were more effective in targeting unemployed and underemployed individuals who were actually at or below the policy-established poverty level than was RPP.

e. Several adjustments should be made to the project participation plan, including improved communication, possible training and employment alliances between MPS and the trades, and the determination of acceptable COIN worker positions.

4. HUB vendor participation on NSI contracts fully managed by MPS, as of the December 2004 report, equals 47.3% (39.8% MBE [Minority Business Enterprises and 7.5% WBE [Women's Business Enterprises]).

5. Student participation on NSI projects equals 105 individuals from various MPS high schools throughout the city.

6. Resolution 0405R-021 directs Administration to draft a plan for the Board's approval that extends indefinitely the same levels of HUB, COIN, and MPS student participation, as well as compliance monitoring and sanctions for noncompliance, as were prescribed for NSI to all future construction contracts let by the Milwaukee Public Schools.

7. The attached "COIN Program Review" and "Preliminary NSI Contracting, Employment and Educational Opportunities Review," which documents HUB participation percentages, COIN participation, and student education and employment on NSI projects, supports continuation of all efforts identified in Appendix G of Board-adopted Neighborhood Schools Plan Final Report.

8. The Independent Monitor's monthly report on student participation, HUB participation, and COIN individual (MBE and WBE) participation for district contracts has proven through the Neighborhood Schools Initiative to be valuable in ensuring that MPS meets the goals originally established with the Board adoption of NSI. This independent monitoring has been a valuable asset to the credibility of the community-engagement program. Should the Board wish to continue this level of reporting, an RFP for independent monitoring services will be issued where quarterly IM reports to the Board will be required.

9. Extending the same levels of HUB, COIN, and MPS student participation as prescribed for NSI to all future construction contracts entered into by Milwaukee Public Schools would have an impact primarily on the Historically Underutilized Business (HUB) Program Office, the Division of Facilities and Maintenance Services, the Department of Technology, and Accounting and Payroll Services. Uniform coordination of efforts among these areas is essential to the success of extending HUB, COIN and MPS student participation to all future MPS construction contracts.

10. The HUB Program Office will take on the responsibility of NSI end-of-program activities, including continued monitoring and reporting through program completion. In addition, the office must work collaboratively to develop efficient in-house tracking of performance with the Division of Facilities and Maintenance Services and the Department of Technology.

11. In order to more appropriately define the duties that will fall to the current HUB Program Office, that office's name will change to the Division of Diversity and Community Engagement. The Division of Diversity and Community Engagement will be the primary area responsible for the monitoring, reporting, and application of all activities related to HUB, COIN and student participation/education goals specific to MPS contracts, as well as for conducting regular community, contractor, and in-house information sessions.

12. Administrative Policies 3.09, Purchasing and Bidding Requirements; 3.10, Historically Underutilized Business Program; and 3.13, Communities in Need Initiative — Phase One: NSI, would have to be revised and approved by the Board before moving forward.

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 Rule Statement

14. If Resolution 0405R-021 is adopted by the Board, revisions to the following administrative policies would have to be revised and approved by the Board before moving forward:

- Admin. Policy 3.09, Purchasing and Bidding Requirements;

- Admin. Policy 3.10, Historically Underutilized Business Program; and
- Admin. Policy 3.13, Communities in Need Initiative — Phase One: NSI.

Implementation and Assessment

15. Upon adoption of this resolution by the Board, the Administration will initiate steps to revise the relevant administrative policies, as specified above.

16. Should the Board approve the continued practice of having an independent third party report monthly on student participation, HUB participation, and COIN individual (MBE and WBE) participation for district contracts, the Administration will issue an RFP for such services.

Fiscal Impact Statement

17. This item does not authorize expenditures. Funding for the reconfigured office will be included in the Administration's FY06 budget. Positions will include two management and two clerical employees. All positions are currently budgeted, and it is anticipated that some of the four positions proposed for the office will be reassigned from other divisions.

18. Costs of single agency certification of COIN individuals is estimated to be $15,000/yr per agency. Current NSI costs are $45,000 for three agencies.

19. Independent Monitor services are estimated to cost $150,000. The Independent Monitor will perform duties similar to those performed by the NSI Independent Monitor, but at a reduced level. The NSI Independent Monitor contract, which is for the term of NSI, calls for additional reporting at the end of the program. The NSI independent monitoring contract is for a total cost of $1,097,629, or an average of $219,526 annually.

Committee's Recommendation

Your Committee recommends that the Board:

1. adopt Resolution 0405R-021 and direct the Administration to revise Administrative Policies 3.09, 3.10, and 3.13 based on the analysis presented and to bring the revisions forward to the Committee on Legislation, Rules and Policies for approval as prescribed in Board Rule 2.08(1); and
2. approve the continued practice of having an independent third party report monthly on student participation, HUB participation, and COIN individual (MBE and WBE) participation for district contracts.

Director Johnson moved to approve the Committee's recommendation, with the addition of the following:

1. that the administration offer the services of COIN to others for a fee;
2., that the administration report quarterly on any responses for a period not to exceed two years regarding requests made for these services; and
3. that this item and response be sent to the City.

The motion prevailed, the vote being as follows:

Ayes—Directors Dannecker, Hardin, Horton, Johnson, Morales, O'Neil and President Blewett—7.

Noes—None.

Temporarily absent—Director Spence—1.

* * * * *

(Item 6) Action on Resolution 0405R-007 by Director Horton Regarding a System-Wide Analysis of Human Resources' Policies, Procedures and Current Practices

Background

At its meeting on May 27, 2004, the Board referred Resolution 0405R-007 by Director Horton to the Committee on Finance/Personnel:

WHEREAS, The Milwaukee Board of School Directors established a Compensation Administration Committee to monitor compensation and benefit levels to ensure that the district remains competitive in attracting valuable employees; and

WHEREAS, The most recent compensation study, which was initiated during the previous Administration, is outdated and does not reflect the district's current operational structure; and

WHEREAS, The staffing requirements, recruitment needs, and fiscal resources and allocation methods of the district have changed significantly; and

WHEREAS, District policies, procedures, and practices also need to be aligned to these changes to ensure efficient and effective operations throughout the district; and

WHEREAS, It is the Board's fiscal obligation to ensure that compensation levels match position descriptions for all district employees; and

WHEREAS, The district's current organizational structure lists many new positions that are similar to those found in other urban school district's as well as in major business corporations in the metro Milwaukee area; and

WHEREAS, Researching and performing a comparative analysis of job descriptions and compensation and benefit levels from the business industry as well as other urban school districts would be beneficial in helping the district to remain competitive in recruiting highly qualified individuals for employment; and

WHEREAS, The Milwaukee Public Schools continues to operate under various fiscal constraints which place restrictions on the district's ability to raise funds to meet its education objectives and requirements; now, therefore, be it

RESOLVED, That the Board direct the Administration to contract with a Board-approved independent consultant to 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; and be it

FURTHER RESOLVED, That the Administration bring a recommendation for contracting back to the Board by September 1, 2004; and be it

FURTHER RESOLVED, That the consultant report the findings of the analysis to the Board.

Administration's Analysis

1. In 2003, the 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 to

still be a relevant tool for evaluating positions. Therefore, in light of the information obtained from the consultant, the Administration believes that the MPS Department of Human Resources can develop 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.

Strategic Plan Compatibility Statement

2. 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 Rule Statement

3. The Administration's analysis supports the Board Governance Policy BG 4.10, Employee Reclassification; Administrative Policy 6.20, Contracts, Employee Benefits and Compensation Plans; and the contract between the Milwaukee Board of School Directors and the Administrators and Supervisors Council (ASC).

Fiscal Impact Statement

4. If the Administration completes this process, any costs would be minimal and would be absorbed as part of the Human Resources operating budget.

Committee's Recommendation

Your Committee recommends that the Board adopt the resolution as amended below, with the additional amendment that the Administration, not an outside independent consultant, 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:

RESOLVED, That the Board direct the Administration ~~to contract with a Board approved independent consultant~~ to 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; and be it

FURTHER RESOLVED, That the Administration bring a recommendation ~~for contracting~~ back to the Board by ~~September 1, 2004~~ July 1, 2005; and be it

FURTHER RESOLVED, That the ~~consultant~~ Administration report the findings of the analysis to the Board.

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

* * * * *

(Item 7) Action on a Recommended Information and Technology Strategic Plan for 2005-2008

Administrations Analysis

1. Milwaukee Public Schools is required by the Wisconsin Department of Public Instruction (DPI) to submit a three-year Strategic Information and Technology Plan for 2005-2008 to meet federal and state policies. The Plan must align strategies for both information (library media) and technology with the district's vision and reform priorities and focus on improving student achievement.

2. The district is required to submit this Plan to DPI in order to be eligible for about $60 million in Elementary and Secondary Education Act (ESEA) Title Program funds under the No Child Left Behind Act and to apply for approximately $10 million in E-rate funds and other federal and state grants. It is also a requirement of Wisconsin Statutes and Administrative Rules focusing on implementing Wisconsin Academic Standards related to school library media programs and services and technology literacy.

3. A copy of the Plan for 2005-2008 is being provided to the Board under separate cover. It must be submitted to DPI by May 1, 2005. The district's current Strategic Technology Plan expires on December 31, 2005.

4. Discussions with senior management began in the spring of 2004. In early fall, a core district planning team was assigned the responsibility of developing the Plan with broad input. The core team includes representatives from Academic Excellence, Teaching and Learning, Learning Technologies, Library/Media, Technology, Assessment and Accountability, Bilingual/Multicultural Education, Special Education Services, ESEA compliance, and the Grant Development office.

5. In addition, input was provided by a broad school/community planning team including parents, teachers, students, school administrators, and representatives from the city, county, higher education, public library, business, and the community. Approximately 30-35 school and community members have participated in four input sessions over the last 4 months. The Plan was also discussed with the Milwaukee Partnership Academy's Implementation Team, which includes representatives from UWM, MATC, Alverno College, Cardinal Stritch University, parents, and other partners. An overview of the planning process and list of the participants is included in the Plan in Section B, Background Information.

6. The Plan includes four broad goals:

Goal 1..... *Educator Proficiency:* Administrators, teachers, and staff will continually develop proficiency in information technology in order to enhance their effectiveness, increase student achievement, and close the achievement gap.

Goal 2..... *Student Proficiency:* Students will continually develop their academic proficiency through effective and appropriate use of 21st-century technology skills.

Goal 3..... *Access to Information Resources and Learning Tools:* Students, staff, parents, and community will have equal access to information resources and technology learning tools to construct knowledge as self-directed, continuous learners.

Goal 4..... *Support Systems and Leadership:* Technology systems will support visionary leadership and educator proficiency to improve student achievement and close the achievement gap.

7. The Plan includes an implementation action plan that outlines objectives and activities under each of the four goals. A one-page summary of the goals and objectives is attached.

8. The Strategic Information and Technology Plan supports the district's priorities established to build capacity for continued improvement at individual schools and at the district level. The Superintendent has identified the following *five capacity builders* to ensure that high-quality education is the standard in all schools, that student achievement continuously improves, and that the gap in achievement closes across subgroups of students and between the district and the state:

(1) Aligned Curriculum, Assessment, and Instruction;

(2) Effective Education Plan;

(3) Shared Decision Making;

(4) Professional Learning Communities; and

(5) Fiscal Responsibility.

9. The Plan is also in alignment with the district's Road to Reform and the broad initiative of the Milwaukee Partnership Academy to ensure through shared responsibility for student success that every child in MPS is performing at or above grade level in reading, writing, and mathematics. Section A, Introduction, of the Plan provides an overview with examples of how the Plan's strategies are aligned with the district's reform priorities.

10. DPI will review the Plan to ensure compliance with state and federal guidelines and will issue a letter to the district indicating that it has approved the Plan. If DPI requires the district to submit significant changes to the Plan, the Administration will inform the Board of those changes.

Strategic Plan Compatibility Statement

11. The Plan supports the MPS Strategic Plan, Goal 1, student achievement; Goal 2, student success in further education and employment; and Goal 3, family satisfaction, as measured by their choices in the education market place.

Statute, Administrative Policy, or Board Rule Statement

12. As a part of the planning process, a thorough review of the district's policies and procedures was conducted to ensure that the district is in full compliance with all state and federal statutes related to information (library media) and technology requirements. DPI requires seven policies pertaining to materials selection, materials reconsideration, technology concerns — students with special needs, copyright (use of copyright material in digital format), inter-library loan or resource sharing, Children's Internet Protection Act (CIPA) internet safety policy, and the acceptable use policy. The district, in administrative practice, complies with all seven of the policies and procedures required; however, the Board has not adopted the policies. The policies are being drafted and will be reviewed by the City Attorney's Office. They will be submitted to the Board for adoption as administrative policies at a later date.

Fiscal Impact Statement

13. Approval of this item does not authorize expenditures. The Plan includes estimated budgetary impact and indicates the source of funding to support the Plan's initiatives; however, specific recommendations related to any budget expenditures and contracts will be submitted to the Board, in accordance with Administrative Policy 3.09, for separate consideration in the future.

Implementation and Assessment Plan

14. The Strategic Information and Technology Plan is a three-year plan that will be continually implemented, monitored, and updated. The Office of Academic Excellence, including Teaching and Learning and Learning Technologies, and the Division of Technology are primarily responsible for implementation and evaluation of the Plan's objectives and activities. A report format was developed to facilitate this process. It is detailed in Section G — Monitoring, Evaluating, and Revising the Plan — of the plan.

Committee's Recommendation

Your Committee recommends that the Board approve the Milwaukee Public Schools' Information and Technology Strategic Plan for 2005-2008 and direct the Administration to submit the Plan to the Wisconsin Department of Public Instruction, with the understanding that specific recommendations related to any budget expenditures and contracts will be submitted to the Board, in accordance with Administrative Policy 3.09, for separate approval at later times.

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

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(Item 8) Action on a Request for Authorization to Enter into a Contract for Prime Vendor Services for School Nutrition Services

Administration's Analysis

1. During the past year, School Nutrition Services (SNS) has been discussing and researching a possible change in the way food and supplies are purchased. Currently food is acquired in different ways.

a. Group A: Items that would be consolidated under the Prime Vendor Contract

(1) Purchased frozen foods and refrigerated items are bid out on a quarterly basis and delivered by a contracted vendor. BVE Produce of Milwaukee has had the contract for the majority of the items for the past 14 years. Klement Sausage Co. Inc. has also delivered frozen meat items for the past 20 years.

(2) Produce is currently bid out annually and delivered by BVE Produce weekly. BVE has also had this contract for the past 14 years.

(3) Frozen and refrigerated government commodity items are stored at Hansen Storage and distributed by J&J Trucking.

(4) Purchased dry goods are bid annually and delivered quarterly to the 7th Street Warehouse. District Warehouse staff deliver the orders.

(5) Government commodity dry goods are delivered to the 7th Street Warehouse. District Warehouse staff deliver the orders.

Due to current purchasing practices and restrictive specifications, the availability of representatives to offer new products is limited, as are vendors willing to bid on delivering products. With a prime vendor contract, we would have the latest industry products, information, and trained personnel to assist in research to reduce our costs and maintain quality for the students of MPS.

b. Group B: Items not affected by the Prime Vendor Contract

(1) Milk and dairy products currently are delivered under an annually bid contract.

(2) Ice cream, sherbet, and novelty ice cream items (for *ala carte*) are bid on a quarterly basis for delivery as scheduled.

(3) Purchased buns are bid on an annual basis.

(4) Minute Maid and Turano Bakery specialty items for a*la carte* programs are contracted annually.

2. At approximately the same time when MPS was researching new purchasing methods, the Department of Public Instruction (DPI) announced changes in the USDA commodity distribution program. DPI will no longer warehouse and distribute commodities under state-contracted services and is moving to "main-line" distributors to handle USDA commodity distribution.

3. As the SNS Leadership Team reviewed the options available to deal with these changes and the need to reduce costs of food and related supplies, the prime-vending approach appeared to be the best solution. Prime vending would create a seamless system for the district's Food Service managers to order the products they need, while reducing the district's cost.

Advantages of Prime Vending

4. Prime vending would lower SNS's food and supply costs and increase revenues in the following ways:

a. increase access to competitive pricing;

b. decrease storage and delivery costs;

c. improve inventory management, a strategy identified at a recent employee budget meeting;

d. increase product options available to meet district needs;

e. provide ability to use manufacturer's rebates and coupons and school food-service-industry promotions and discounts (historically we have not taken advantage of these programs, which may have resulted in a loss of thousands of dollars);

f. reduce time between placing an order and receiving it in school, thereby reducing need and costs associated with warehoused inventory either at a central location or at an individual site. The district can reduce our current five-week order time to one week and, in some cases, 24 hours;

g. provide immediate substitution of products as needed to meet menu requirements;

h. increase flexibility for trying new menu items, including ethnic foods and student-requested menu items to increase participation; and

i. meet specialized needs for catering events, which can increase profitability as well as use of SNS staff and food-service facilities.

5. Computerized nutritional analysis of products would be available for most products. Nutrient analysis is currently being done manually by SNS dietitians.

6. Staff would receive training and facilitation of HACCP (Hazardous Analysis of Critical Control Points) for maintaining food safety and sanitation.

7. Recipes would be developed with computerized standardization for each site's needs and implementation of HACCP procedures.

8. Food Service managers and assistants would be trained in the areas of sanitation, management, customer service, cost-containment mechanisms, and use of new products.

9. USDA commodities could be ordered and handled together with a school's regular orders.

10. Food and supply costs would be identified for each individual site through customized reports and summaries of usage.

Selection Process

11. In January 2005, a team from Purchasing and School Nutrition Services collaboratively developed an RFP to identify vendor potential and interest. The notice of the RFP was sent to vendors on February 17, 2005. A Vendor conference was held on February 25, 2005, for vendors to ask questions and see delivery sites. Bidding was opened on March 11, 2005. A Review Committee composed of two staff dietitians, a food service manager, and two representatives from Purchasing met on March 11 and 13 to review vendors' proposals. On March 16, the Review Committee met with the three finalists, who had been selected based on the written proposals, for oral presentations and demonstrations of their ordering systems.

12. The Review Committee, after hearing the three finalists, voted and selected SYSCO Food Services of Eastern Wisconsin, LLC. This recommendation was based on both the lowest cost to the district and a high ranking in the areas of services provided.

13. Concurrently with the RFP process, a business case study was undertaken to determine whether contracting with a prime vendor would provide a cost savings over the current process of ordering, storing, and distributing food and supply items. The study is attached as Appendix A.

Strategic Plan Compatibility Statement

14. The Administration's 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 Rule Statement

15. According to Administrative Policy 3.09, Purchasing and Bidding Requirements, section (1b), formal bids or requests for proposal shall be solicited for the purchase of services with an estimated cost of $25,000 or more. According to Administrative Policy 3.09 (3), all formal bids required by section (1b), as well as all proposed sole-source purchases in excess of $50,000, shall be presented to the Board with the recommendations of the Superintendent. The contracts may be executed after approval by the Board.

Fiscal Impact Statement

16. Contracting with SYSCO is projected to lower the district's cost of ordering, storing, and distributing food and supply items by $1,015,747 annually. The total amount of the contract is expected not to exceed $10,000,000.

17. This action will affect seven Local 1616 positions and one ASC position at the 7th Street warehouse. Two Local 1616 employees will be offered positions as buyers in the Purchasing Division, one Local 1616 employee will be offered a position as inventory control manager within SNS. The cost of the remaining four Local 1616 employees has been subtracted from the prime-vendor cost savings. The Administration expects no layoffs as a result of this action.

Implementation and Assessment Plan

18. Upon approval by the Board, the Administration will negotiate a contract with SYSCO based upon the requirements listed in the RFP and SYSCO's response. Services are expected to begin in time for the MPS summer school program. At the end of FY06, SNS will compare the cost the first full year under the prime-vendor approach to the FY05 cost under the "status quo" approach to determine if the projected savings were realized. If necessary, SNS will enter into further negotiations with SYSCO before extending the contract for a second year.

Administration's Recommendation

The Administration recommended that the Board authorize it to enter into a contract, as supplied in the attachments to this item, for prime-vendor services with SYSCO Food Services of Eastern Wisconsin, LLC. The amount of the contract is not to exceed $10,000,000. The contract is for one year, to commence on June 1, 2005, with the option to extend for two additional one-year periods.

Committee's Recommendation

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

Vice President Hardin in the Chair.

Director Blewett moved to direct the Administration to improve the management of the current food service process of purchasing and warehousing and distribution during the next year.

The Board recessed from 8:23 to 8:40 PM.

Diector Blewett moved to refer the item back to Committee, pending receipt of requested information.

The motion to refer failed of adoption:

Ayes—Director Blewett—1.

Noes—Directors Dannecker, Horton, Johnson, Morales, O'Neil, Spence and Vice President Hardin—7.

Without objection, Director Blewett withdrew his original motion.

Director Johnson moved to approve the administration's recommendation.

The administration's recommendation was approved on the following vote:

Ayes—Directors Blewett, Dannecker, Horton, Johnson, Morales, O'Neil, Spence and Vice President Hardin—8.

Noes—None.

President Blewett resumed the Chair.

* * * * *

(Item 9) Action on a Request to Change the Name of Henry L. Palmer Elementary School to Dr. George Washington Carver Academy of Mathematics and Science

Administration's Analysis

1. At its meeting on January 27, 2005, the Board approved the merging of Garfield and Palmer Elementary Schools. Contained in the plan were several options to enhance the merger, one such option being to rename the Palmer school, currently located at 1900 North 1st Street, Milwaukee, Wisconsin 53212.

2. The Garfield and Palmer school communities, comprising the school governance councils, parents, and staff, have expressed their desire not to retain the Henry L. Palmer School name in the merger.

3. The school governance councils, parents, and staff were surveyed to determine the new name for the school. The deadline for the survey, which contained three names, was February 25, 2005. The name that received the most votes was Dr. George Washington Carver Academy of Mathematics and Science.

4. On February 25, 2005, the Garfield and Palmer school governance councils and school staff submitted a letter of support to the Office of Academic Excellence requesting that the Henry L. Palmer Elementary School name be changed to the Dr. George Washington Carver Academy of Mathematics and Science. The Garfield and Palmer school governance councils sent a letter, dated March 9, 2005, to the Superintendent, indicating the desire of the school communities to change the name of the new merged school site to Dr. George Washington Carver Academy of Mathematics and Science (see attachment).

5. The principal of Garfield and Palmer Schools obtained approval from Benjamin F. Payton, the President of Tuskegee University (where the Dr. George Washington Carver Foundation is located) to use the name of Dr. George Washington Carver to rename Henry L. Palmer Elementary School (see attachment). Margaret Washington Clifford, the great grand-daughter of Dr. Carver, was also notified of this request.

6. The Administration has reviewed the results and information submitted by the school communities and concurs with the recommendation from the schools.

Strategic Plan Compatibility Statement

7. The recommended name is compatible with the Board's support of the innovative schools proposals and involvement of parents, staff, and community in the planning and implementation of these proposals. The recommended name is appropriate to the school's educational focus.

Statute, Administrative Policy, or Board Rule Statement

8. The recommendation is compatible with Administrative Policy 5.01 (6), Facilities Development, which states:

a. When a school is named after a person, the person after whom it is named shall have been deceased for a period of not less than 10 years; shall have been a citizen of the United States, or shall have rendered valuable service to May 21, 2003 the United States; and shall have made an outstanding contribution to the public welfare. A school named after a person shall not be renamed, expect for compelling reasons. Once official action is taken to name a school, the name shall not be changed unless there is a confusion of names. Changing the name of a school building shall be limited to elementary and middle schools. The recommendation of a name change shall be brought to the Board through the local governance structure of the school.

Fiscal Impact Statement

9. The projected cost of the signage is $2,600. Changing of the name was anticipated as part of the merger, and funds for the new name are included in the budget for the building modification.

Implementation and Assessment Plan

10. Upon Board approval, the Administration will include the new name as part of the merger of the two schools.

Committee's Recommendation

Your Committee recommends that the Board approve the name change for the Henry L. Palmer Elementary School to Dr. George Washington Carver Academy of Mathematics and Science.

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

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(Item 10) Approval of a Purchase-and-Sale Agreement with Milwaukee Economic Development Corporation to Acquire Property to Expand the Fratney School Site

Administration's Analysis

1. La Escuela Fratney, built in 1903, is one of the oldest schools in the district. It has never received an addition and has received only minimal "modernization" over the years. With 297 students, every classroom is fully utilized. Because of its small size, there has been no room to provide Fratney students with an art or music room, a basic standard for MPS schools. School lunches must be trucked in

because there is no room for a kitchen. The gymnasium is on the third floor, and noise from the gymnasium is a distraction to first-floor classrooms. In order to offer its students basic computer literacy, the second-floor hallway has become the school's computer lab. In addition, the lack of meeting and recreational space has hindered efforts by the school to become fully involved with the Riverwest Community.

2. In 1995, the Fratney School and Riverwest community, with assistance from the University of Wisconsin-Milwaukee, came together in a massive planning effort to identify current and future physical-plant needs. The result was the development of a plan for a new addition and school remodeling to meet the twin goals of improving student academic achievement and transforming the school into a center to serve the entire community. In 2003, after non-tax-levy funding was identified as available for this project, the Board of School Directors approved the project concept, and project design commenced.

3. A key to the project design has been the acquisition of a strip of the former railroad right-of-way owned by CMC Heartland, which abuts the school boundary. This would allow the school to add an addition and to maintain playground space for students and neighborhood children. The right-of-way desired by the district is part of a four-block linear parcel that the City of Milwaukee had earmarked for green space and urban parkland.

4. The right-of-way was acquired from CMC Heartland Partners by the Milwaukee Economic Development Corporation (MEDC) in December of 2004. During the past several months, the Administration has been working with the City Attorney's office to develop a purchase-and-sale agreement with MEDC for acquisition of the Fratney parcel. Negotiations have now been completed on the purchase-and-sale agreement, which is attached.

5. The proposed agreement will permit the Board to acquire from MEDC a 75-foot wide, 21,750 sq. ft. parcel adjacent to Fratney School, as described in the purchase-and-sale agreement, at a cost of $1/sq.ft. This parcel will then be incorporated into the design of the new addition and playground expansion at Fratney School. The remaining 25-foot portion of the right-of-way will be incorporated into the development of the new park by the City of Milwaukee.

Strategic Plan Compatibility Statement

6. The recommendation is consistent with the practice of fiscal responsibility to make informed decisions about allocations of resources for the district's programs, functions, and operations.

Statute, Administrative Policy, or Board Rule Statement

7. Approval by the Board to purchase property is required by Wisconsin Statutes 119.16(3)(b). The Committee may wish to retire to executive session, as permitted under Wisconsin Statutes 19.85(1)(e), to discuss matters related to the acquisition of this panel.

Fiscal Impact Statement

8. The proposed agreement will permit the Board to acquire a 75-foot wide, 21,750 sq. ft. parcel adjacent to Fratney School, as described in the purchase-and-sale agreement, at a cost of $1/sq.ft. As part of the acquisition of the right-of-way, both the entire parcel and the Fratney parcel were appraised by the Appraisal Resource Group, Inc. The firm identified a fair market value for the parcel of $2.75/sq. ft.; therefore, the cost to the district is $1.75 per square foot below market value.

9. Total cost of acquisition is $29,118.33 broken down as follows:

Purchase Price	$ 27,150.00
Transfer and Recording Fee	98.45
Title Commitment	250.00
2004 Taxes (Prorated)	1,619.88
TOTAL	$ 29,118.33

10. Funds for the acquisition of the parcel are included in the project budget.

Implementation and assessment plan

11. Upon approval by the Board, the purchase-and-sale agreement will be executed by both parties. In accordance with the agreement, closing would occur within 30 days, and the property will be transferred to the Board.

12. Development of the site would occur as part of the construction of the Fratney project, which is scheduled to be completed by August 2006.

Committee's Recommendations

Your Committee recommends that the Board:

1. approve the purchase-and-sale agreement, as attached to the minutes of your Committee's meeting, to acquire property from the Milwaukee Economic Development Corporation to expand the Fratney School site at a cost of $29,118.33; and

2. authorize the City Attorney to take all necessary actions to execute the agreement and to acquire the parcel.

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

* * * * *

(Item 11) Action on Granting a Temporary Limited Easement to the State Department of Transportation for Work Associated with the Reconstruction of the Marquette Interchange Adjacent to the Facilities and Maintenance Services Building in Vacated North Tenth Street

Administration's Analysis

1. The purpose of this item is to seek authorization to grant a temporary limited easement (TLE) to the Wisconsin State Department of Transportation (WISDOT) for its use of Milwaukee Public Schools property adjacent to North Tenth Street to permit construction of work associated with the Marquette Interchange and to accept and receive reimbursement for work performed by MPS in association with granting of the TLE. The State Department of Transportation will pay the District $6,538 for the temporary easement and will reimburse the Division of Facilities and Maintenance $12,918 for expenses which the Division incurred in order to accommodate this easement

2. In June 2004, the Board approved a permanent utility easement for the City of Milwaukee for utilities located in vacated Tenth Street. Also approved in June 2004 was the sale of a small portion of property (357 square feet) and a TLE along the westernmost portion of the parking lot at the Facilities and Maintenance Services building located at 1124 North 11 Street.

3. WISDOT took possession of the eastern portion of the Facilities and Maintenance Services parking lot on October 25, 2004, when it began staging for work associated with the construction of a combined sewer in vacated Tenth Street. The total projected time of occupancy represented by the TLE is October 25, 2004, through May 25, 2005.

4. In order to accommodate the TLE, the DFMS incurred expenses associated with the relocation and reconfiguration of employee parking spaces. Under the proposed agreement, WISDOT will fully reimburse the district for its expenses in the amount of $12,928. The TLE is set to expire at midnight on May 25, 2005; however, it may be extended up to August 31, 2005. The district will be paid an additional amount for each day over the May 25, 2005, occupancy period.

5. Prior to the expiration of the TLE, WISDOT will restore the area at WISDOT's expense so that MPS may again use the TLE area for parking.

6. The City Attorney has created the appropriate documents associated with the TLE, restoration of the site, and reimbursement of district expenses related to this item. These documents can be found in the attachments to this item.

Strategic Plan Compatibility Statement

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

Statute, Administrative Policy, or Board Rule Statement

8. Board approval is required to execute the temporary limited easement.

9. Under Administrative Policy 5.01, after new or additional central costs that are not recovered through other sources have been recovered by the permanent or partial lease of vacant or non-school buildings or by permanent easement, the remaining revenue is credited to the Construction Fund.

Fiscal Impact Statement

10. Upon approval of the recommendation, the sum of $6,538 of will be deposited in the Construction Fund. The Division of Facilities and maintenance will be reimbursed for $12,918 of expenses incurred to accommodate the easement.

Implementation and Assessment Plan

11. Upon approval of the granting of the temporary limited easement, 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 a temporary limited easement on MPS property until no later than August 31, 2005, to the State of Wisconsin Department of Transportation for work in vacated North Tenth Street associated with the relocation of the Marquette Interchange;
2. authorize the City Attorney and other appropriate officials to execute the temporary limited easement documents;
3. direct that funds in the amount of $6,538 be placed in the Construction Fund; and
4. accept reimbursement in the amount of $12,918 from the State of Wisconsin Department of Transportation for expenses incurred by the district's Division of Facilities and Maintenance Services.

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

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NEW BUSINESS

REPORTS OF BOARD DELEGATES

(Item 1) Report of the Board's Delegate to the Milwaukee Partnership Academy (MPA)

Submitted by: Director Peter Blewett
Delegate to Milwaukee Partnership Academy
Date: March 24, 2005

Previous month's summary:

- Three NEA Foundation representatives made a site-visit to Milwaukee from February 28 through March 2 relative to our application for a $2.5 million grant. A decision on the award of the grant will be made on June 8.
- The Tennessee Department of Education invited the MPA to present and speak to PK-16 Councils from across the State of Tennessee on March 3 and 4 in Nashville. Knoxville presenters also did a presentation, which gave credit to the MPA for its progress thus far.
- The National Commission on Teaching in America's Future (NCTAF) has received funding for a study to examine the costs of teacher turnover. The Commission is working with five school districts, rural and urban (Milwaukee and Chicago), to determine the cost of teacher turnover and to identify factors that contribute the most to it, with the intent to put together a toolkit to help reduce teacher turnover. The first meeting took place at the beginning of March.
- The possible establishment of a Teacher Leadership Network to conduct teacher-action research is being considered.
- Wallace Grant funding was received in the amount of $425,000 to help support principal development.
- Basic coaching skills training was conducted again on February 22 and 23.
- The MPA will be hosting a joint legislative meeting.
- Focus groups are being conducted to evaluate the effectiveness of learning teams.
- District staff is involved in the process of changes being made to the WKCE and state tests.
- One of five Mathematics Fellowship for Middle Grade Teachers Grants in the state was received. Recruitment of math teachers in grades 5-8 has begun.
- Over 100 math teacher leaders attended training in both February and March, with emphasis on fractions, rational numbers, and CABS.
- Award of MMP mathematics mini-grants to schools has begun, with 11 funded thus far.
- A series of workshops for high-school teachers is being offered to discuss mathematics that students should learn and to consider strategies for teaching it in the current educational climate.
- A user-friendly survey is being created to collect data from community-based organizations for the tutoring and family literacy database, and discussions have begun on a campaign to advertise the database.
- Work continues on the characteristics of a high-performing urban classroom, including structuring of the Q&A.
- Work continues on the development of a reading intervention model for middle- and high-school students.
- A research proposal from Mathematica relative to teacher induction is being reviewed.

The next meeting is to be held on April 22, 2005

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(Item 2) Report of the Board's Delegate to the Alliance for Attendance

Submitted by: Director Peter Blewett
Delegate to Alliance for Attendance
Date: March 24, 2005

Previous month's summary:

Alliance for Attendance Planning Meeting, March 11, 2005
Herzfeld Foundation

Purpose: Workgroup leads met to set an agenda for the May 2, 2005, taskforce and stakeholders meeting at Alverno College and to generally discuss progress of the workgroups.

Attendees: Sister Joel Reed, Hughes George, Sid Hatch, Peter Blewett, Arnold Brownstein, Kevin Ingram (Students), E. Michael McCann, Maria Williams, Dashal Young, Tina Grace, Joan Huff, Roxanne Starks, Mark Warhus, Rep. Peggy Krusick, Dan Wiltrout, Carolyn Stanford Taylor.

The Alliance for Attendance continues work begun last school year with interviews and meetings and implemented in the current school year, with 10 workgroups initiating their action plans.

- Business workgroup prepared and sent to its members an invitation to:

  (1) review or develop HR policies that make certain that work time is available for employees to visit their children's school to get to know the children's teachers and to attend parent/teacher conferences in order to be appraised of their children's academic progress;

  (2) communicate the importance of supporting school attendance through their newsletters; and

  (3) engage in an activity of their own choosing to promote attendance among their constituent audience.

  The draft letter also invites businesses to work with the Herzfeld Foundation grantee schools and sponsor 10 children from up to 30 schools that may be part of the Herzfeld network. Support could be for students to have a summer treat based on the students' improved attendance and academic achievement.

- The African-American Chamber of Commerce's publication "The Chamber Speaks" included the Alliance for Attendance banner. It was suggested that future publicity include the website, www.allianceforattendance.org.

- Close monitoring of students at Bradley Tech High School is resulting in an improvement in student attendance. Principal Ed Kovochich will be invited to present data at the May 2 meeting.

- Parents are being surveyed at PTA/PTO meetings and when children who have been out of school return regarding:

  (1) the reasons their children don't go to school;

  (2) how they feel they should be held accountable for their children's truancy; and

  (3) tools needed for parents to get children to school.

  Forms are being collected in the PTA, Title I, and Student Services offices.

- In addition to the two pilot high schools, Vincent and Bradley, three elementary wrap-around program efforts were added to the Alliance for Attendance initiative — Hopkins St., Brown Street, and O.W. Holmes.

- The Herzfeld Foundation has added reducing truancy as an additional measure, along with academic achievement, for its 10 pilot schools: Byron Kilbourn Elementary, Hi-Mount Elementary, Pierce Elementary, Washington High, 68th Street Early Childhood Center, Twenty-First Street Elementary, Sarah Scott Middle, Happy Hill Elementary, Robert M. LaFollette Elementary, and Edison Preparatory Middle.
- Seventh District Milwaukee Representative, Peggy Krusick, joined the meeting. She is 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 now required before referring students. See: Wis. Stats. s. 118.16(5):

  (1) meet with child's parent or guardian to discuss the child's truancy;

  (2) provide an opportunity for educational counseling to the child to determine whether a curriculum change would resolve the child's truancy;

  (3) evaluate the child to determine whether learning problems may be a cause of the child's truancy and, if so, whether steps have been taken to overcome the learning problems;

  (4) conduct an evaluation to determine whether social problems may be a cause of the child's truancy and, if so, whether appropriate action has been taken or referrals made.
- D.A. McCann raised the possibility and engendered discussion about engaging child welfare services in truancy-reduction efforts by adding law to make truancy "neglect" under chapter 48.
- An impact study was proposed by Health workgroup to determine the number of excused absences due to health problems and what patterns or impact may be revealed for future action or policy development for services.
- A faith-based group is starting workshops for parents, especially of younger children who are truant, to address issues underlying truancy, such as lack of connection to school or community, low literacy levels of children, and language or literacy barriers for adults.
- An education group is involved in the monitoring of absences that are counted as truancy because parents are not providing excuses, to encourage parents to use the excused absence policy to enable a more accurate count of truancy and to enable planning of needed steps to increase attendance.
- Materials were shared for "Visit Your Child's School Week;" sponsored by the Metropolitan Milwaukee Alliance of Black School Educators, MPS, Office of the Mayor, Office of the Milwaukee County Executive, and the Technical Assistance & Leadership Center (TALC), to encourage parents to visit their schools March 14-18, 2005.
- Information was given about an expanded network of schools, including Milwaukee, that will meet as a peer-consultation network for improving attendance statewide.
- As part of a youth leadership initiative to change the conditions of dialogue among youth and adults, the Alliance student group will join with STRIVE to work on raising awareness and encouraging students to attend school.

Next meeting to be held on May 2, 2005, at Alverno College. The agenda will include:

- Coffee and networking
- Welcome, overview, and charge
- Progress — 5-minute highlight report by 10 workgroup leads
- Bradley Tech High School Pilot Results

- Sample of Student Media Campaign
- Break
- Small Group: Café style mix and match on issues and strategies, e.g., engaging existing resources around school to link those services to family needs, the school as the "hub' for communication and referrals.
- Legislative and Policy report and discussion
- Next steps: Sustaining the Alliance Drive
- Wrap-up, lunch, and networking

Upcoming issues:

The next planning meeting after the May summit, on August 24 or 25, 2005, will be to focus on next year's efforts to build Alliance initiatives and meet goals. Also, to consider presentation at the statewide New Wisconsin Promise Conference in Madison in January of 2006.

* * * * *

(Item 3) Report of the Board's Delegate to Head Start Policy Council

Submitted by: Director Peter Blewett
Delegate to Head Start Policy Council
Date: March 24, 2005

Previous month's summary:

1. The Policy Council held its monthly meeting on March 12, 2005. The following reports were submitted by the Executive Committee:
   a. Health and Human Service Communication
      I. Head Start Fact Sheet for FY 2004
      II. Cap on Employee Compensation
      III. Assessing the Head Start T/TA System
   b. Administrative Report
   c. Budget Report
   d. Old Business
   e. New Business

      Action to address concerns and solicit public input regarding the MPS Head Start Community Assessment and federal and state budgets
2. The Head Start Policy Council held a public forum on March 19, 2005.
   a. Community Assessment
   b. Budget for 2005-2006
3. The Head Start Policy Council Finance Committee met on March 21, 2005.
   a. Community Assessment
   b. Budget 2005-2006

4. The Head Start Policy Council held a public forum on March 21, 2005.

   a. Community Assessment

   b. Budget 2005-2006

The next meeting to be held on April 9, 2005

Upcoming agenda items will include:

- Credential Training for Head Start staff
- ERSEA (Eligibility, Recruitment, Selection, Enrollment and Attendance) training
- Wisconsin Head Start Association Quarterly meeting

Upcoming issues:

- Training Plan
- Strategic Plan

* * * * *

RESOLUTIONS

Resolution 0405R-053

by Director Johnson

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 amend Administrative Policy 8.10(2) to set a two-year limit for sibling preference in admissions for students who lose their eligibility for district-funded transportation to their schools.

Referred to the Committee on Legislation Rules & Policies.

Resolution 0405R-054

by Director Dannecker

WHEREAS, The Individuals with Disabilities in Education Act, as reauthorized in 2004, ("IDEA 2004") requires states to:

(1) identify any state-imposed requirement not required to implement federal special education law; and

(2) minimize the number of such requirements; and

WHEREAS, The Wisconsin Department of Public Instruction ("DPI") is gathering stakeholder input to decide if any state-imposed requirements are needed to implement federal special education law; and

WHEREAS, The Implementation of IDEA 2004 does not require the state to impose on school districts any legal obligations not expressly set forth in federal law; and

WHEREAS, The Milwaukee Public Schools may, at its own discretion, impose upon itself any additional requirements which it may deem useful to the delivery of services under, or in compliance with, the federal law, if it does so without impairing individual rights, without causing the need for other school districts that may not find such additional requirements useful to also adopt them; and

WHEREAS, Unnecessary or duplicative requirements and procedurally different requirements in the same subject drain resources away from serving students and may inappropriately detract from quality of service and from attaining the best possible outcome for students; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors direct the Superintendent and MPS Administration, both in their roles as stakeholders and in providing input on the implementation of IDEA 2004, to advocate for elimination of all state-imposed special education law requirements that differ in expression from, or impose upon school districts obligations or burdens not expressly set forth in, IDEA 2004.

Referred to the Committee on Special Education.

Resolution 0405R-055

by Director Blewett

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.

Referred to the Committee on Finance/Personnel.

Resolution 0405R-056

by Director Balistreri

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, Many MPS schools currently have budgetary deficits; and

WHEREAS, The Administration has so far failed to explain to the Board how it will deal with these deficits; now, therefore, be it

RESOLVED, That the Board direct the Administration to provide to the Board, prior to the presentation of the proposed FY06 budget, a detailed written report laying out the Administration's plans and processes to address the issue of school deficits, without reducing funding to MPS schools that are not running deficits, said report to include, but not necessarily be limited to, the following:

1. Exactly what schools have deficits. what is the amount of each, and how long has each school been in deficit?
2. What is the Administration's plan to deal with these deficits, including a proposed timeline for eliminating all deficits?
3. What is the Administration's plan to ensure that schools are no longer able to acquire deficits?; and be it

FURTHER RESOLVED, That the Administration seek the Board's approval of the plan before implementing it.

Referred to the Committee on Strategic Planning & Budget.

Resolution 0405R-057

by Director Blewett

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.

Referred to the Committee on Legislation, Rules & Policies.

Director Hardin left at 9:24 PM.

The Board adjourned at 9:35 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
APRIL 7, 2005

Special meeting of the Board of School Directors called to order by President Blewett at 5:44 PM.

Present—Directors Balistreri, Dannecker (5:58 PM), Hardin, Horton (5:47 PM), Morales, O'Neil, Spence and President Blewett—8.

Absent and excused—Director Johnson—1.

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

Office of Board Governance

April 5, 2005

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Peter Blewett, a special meeting of the Milwaukee Board of School Directors will be held at 5:30 p.m. on April 7, 2005, in Room 103 of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the following purposes:

1. to consider pending litigation concerning the validity of an agreement with Shannon's Fine Art Auctioneers, LLC; and
2. to discuss and take action on Resolution 0304R-037 by Directors Spence and Dannecker regarding a Board Code of Conduct.

In regard to Item #1, and pursuant to Wisconsin Statutes, Section 1985(1)(g), the Board may retire to executive session to confer with its legal counsel who is rendering legal advice concerning pending litigation in which the Board may become involved. The Board will reconvene in open session to take action on matters considered in executive session and to consider the second item on the agenda.

LYNNE A. SOBCZAK
Board Clerk

With respect to Item 1, Director Spence moved that the Board retire to executive session, pursuant to Wisconsin Statutes, Section 1985(1)(g), to confer with its legal counsel who is rendering legal advice concerning pending litigation in which the Board may become involved.

The motion prevailed, the vote being as follows:

Ayes—Directors Balistreri, Hardin, Morales, O'Neil, Spence and President Blewett—6.

Noes—None.

The Board retired to executive session at 5:48 PM.

The Board reconvened in open session at 7:00 PM.

Director Morales moved that the City Attorney be authorized to retain local counsel to assist in the defense of the case of Shannon fine Arts et al vs. Nancy Conner et al and to commence an action in Wisconsin to recover the two Sandzen paintings at issue.

The motion prevailed, the vote being as follows:

Ayes—Directors Balistreri, Hardin, Horton, Morales, O'Neil, Spence and President Blewett—7.

Noes—None.

With respect to Item 2, Director Spence moved that the Board adopt resolution 0304R-037:

Resolution 0304R-037:

WHEREAS, It is the stated vision of the Milwaukee Board of School Directors that our schools be centers of community activity, that they be safe and inviting places that attract families and staff to live in their neighborhoods, and that children will have the opportunity in the school and in the neighborhood to become competent, responsible, and generous, and to belong to a caring community; and

WHEREAS, The members of the Milwaukee Board of School Directors, in setting high standards for the district's school children — not only in education, but also in self-discipline and in showing regard and respect for self and others — are obligated to meet those standards themselves; and

WHEREAS, The Milwaukee Board of School Directors, by its nature and in fulfilling its duty to the children and citizens of the City of Milwaukee, must often deal with emotionally charged and even controversial topics; and

WHEREAS, It is often difficult for anyone with deeply held convictions and the sincere desire to do the best for those who have chosen them as their representatives to maintain their composure in the midst of heated debate; and

WHEREAS, Although spirited debate is a vital tradition of the American democratic process, it is necessary that governing bodies, at any level, maintain a high level of decorum to ensure the orderly conduct of public business; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors adopt the Code of Conduct for itself, as laid out below; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors direct the Office of Board Governance to create and to publish a new Board Rule in which this Code is to be promulgated; and be it

FURTHER RESOLVED, That the Board direct the Office of Board Governance to work with the Administration to articulate this Code of Conduct to the staff of the Milwaukee Public Schools and to the citizens of the City of Milwaukee.

Code of Conduct

(1) As the Milwaukee Board of School Directors, acting as a body, represents the public, so, too, is the Milwaukee Public Schools answerable to the Board as a body and not to individual member of the Board. The Board, in failing to uphold this principle, fails to be accountable to the public; therefore, the Board and its individual members are committed to ethical and businesslike conduct, including proper use of authority and decorum consistent with maintaining the integrity and discipline of effective Board leadership.

(2) As the Board commits itself to act as a body, rather than as a collection of individuals, the Board can determine its expectations for the conduct of individual members. Consequently, each board member is expected to:

(a) Support board decisions

1. Regardless of individual dissent, once the Board has made a decision, individual members will support the decision of the Board.

a. Board decisions are only those that have been voted upon or have been reached affirmatively through consensus. These decisions will be written as policies, or in the case of short-term projects or processes (e.g. a superintendent search), will be reflected in the minutes of the meeting. Comments by individual Board members, even if they are not challenged, will not reflect a board decision.

b. Although all members are obligated to register differences of opinion on Board issues at the board level, individual members may not direct their differences of opinion in a manner which would create polarization on the Board or within the organization or community or would undermine a decision of the Board majority.

c. Members' interactions with public, press, or other entities must recognize that individuals have no authority to speak for the Board unless specifically authorized by the Board. None of these official interactions shall expand Board decisions beyond what was authorized by the Board.

d. Members will not individually render judgments on the performance of the superintendent or staff apart from compliance with Board policies as monitored by the Board as a body.

(b) Make no attempt to exercise authority over the organization except through setting and following explicit written Board policies.

1. While the Board expects the superintendent and staff to give individual members common courtesy, it does not require that the superintendent and staff heed any individual member's opinions or instructions. Individual members' interactions with the superintendent or staff must recognize that individual members have no authority over staff and no authority to insert themselves into staff operations except when explicitly authorized by the Board.

a. In their dealings with district staff, at all levels, Board members shall always strive to be humane, fair, and dignified.

b. No member of the Board can place himself or herself between staff members in their disputes or negotiations.

c. No member of the Board can attend or serve on staff committees or engage in solving staff problems.

d. No member of the Board can direct staff or commit staff time or the resources of the district.

e. No member of the Board may become directly involved in solving a parent or citizen complaint at the staff level. Board members will ensure that the superintendent is informed of the issue so that he or she may have appropriate staff members respond.

2. Nothing contained in Section (2)(b)1 is intended to restrict or discourage normal and open communication among the governing board, staff, and community.

(c) Respect and never violate the confidentiality of executive session. This means that no information, however a member may feel about it, will be shared with any person not a part of the executive session.

(d) Focus on what needs to be accomplished at the Board table (e.g., policy development, monitoring adherence to policies, major issues relating to interaction with other governmental agencies). In order to accomplish this:

1. If issues are raised by community members or staff on which the Board already has a policy, the chair will state the policy. Discussion will center on whether the concerns justify needed changes to the policy or whether additional monitoring of the policy is needed.

2. The chair will keep a list of potential issues for policy discussion as they arise so that the Board may discuss issues in the context of policy making, at an appropriate time, with all necessary information.

3. Board members will follow through on responsibilities delegated to them and will provide a written update or report to the Board. Members serving on board-created committees will provide an update each month.

(e) Keep personal concerns and differences with other board members from affecting the functioning of the Board.

Director Morales moved a substitute, that the Board adopt Resolution 0203R-021, as introduced by Director Morales on June 27, 2002, amended by the addition of the following Item 7 under the heading "Code of Conduct:

7. The initiation of any investigation of alleged misconduct shall require an affirmative vote of two-thirds of the entire membership of the Milwaukee Board of School Directors.

Resolution 0203R-021

RESOLVED, That members of the Milwaukee Board of School Directors shall adhere to the following Code of Conduct; and be it

FURTHER RESOLVED, newly seated members will be asked to sign a copy of the Code indicating that they agree to adhere to its provisions.

Code of Conduct

1. The Board will conduct meetings in accordance with the parliamentary procedures set forth in the latest revised edition of *Robert's Rules of Order*, unless in conflict with the state statutes or the Board's rules.

2. Board members will adhere to the standards of conduct set forth in the section of *Robert's Rules of Order* on Decorum in Debate (§43), including the following standards:
   a. Confining remarks to the merits of the pending question.
   b. Refraining from attacking a member's motives.
   c. Addressing all remarks through the Chairperson.
   d. Avoiding the use of members' names.
   e. Refraining from speaking adversely on a prior action not pending.
   f. Refraining from speaking against one's own motion.
   g. Reading from reports, quotations, etc., only without objection or with permission.
   h. Yielding the floor during an interruption by the Chairperson.
   i. Refraining from disturbing the assembly.
3. Board members will refrain from using an official meeting of the Board for any purpose other than the business stated in the call of the meeting. Prohibited activities include election-related campaigning on one's own behalf or on behalf of others, and activities outlined in the Board's Code of Ethics.
4. The Chairperson will adhere to the rule against his/her participation in debate, and will relinquish the chair according to the Rules Governing Debate (§43) in Robert's Rules of Order.
5. The Chairperson will use the powers of the chair to enforce this Code of Conduct.
6. Board members have the right to request during a meeting that the Chairperson enforce this Code of Conduct, and to seek further relief, including censure of the offending member, if the violation is not satisfactorily addressed at the time of its occurrence.
7. The initiation of any investigation of alleged misconduct shall require an affirmative vote of two-thirds of the entire membership of the Milwaukee Board of School Directors.

At the request of Director Spence and without objection, the following language from Resolution 0304R-037 was added to the substitute resolution:

(b) Make no attempt to exercise authority over the organization except through setting and following explicit written Board policies.

1. While the Board expects the superintendent and staff to give individual members common courtesy, it does not require that the superintendent and staff heed any individual member's opinions or instructions. Individual members' interactions with the superintendent or staff must recognize that individual members have no authority over staff and no authority to insert themselves into staff operations except when explicitly authorized by the Board.

   a. In their dealings with district staff, at all levels, Board members shall always strive to be humane, fair, and dignified.

   b. No member of the Board can place himself or herself between staff members in their disputes or negotiations.

   c. No member of the Board can attend or serve on staff committees or engage in solving staff problems.

   ~~e~~ d. No member of the Board may become directly involved in solving a parent or citizen complaint at the staff level. Board members will ensure that the superintendent is informed of the issue so that he or she may have appropriate staff members respond.

2. Nothing contained in Section (2)(b)1 is intended to restrict or discourage normal and open communication among the governing board, staff, and community.

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

Ayes—Directors Dannecker, Hardin, Horton, Morales, Spence and President Blewett—6.

Noes—None.

Voting “present”—Directors Balistreri and O’Neil—2.

The Board adjourned at 8:28 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
APRIL 21, 2005

Regular meeting of the Board of School Directors called to order by President Blewett at 6:54 PM.

Present—Directors Balistreri, Dannecker (9:43 PM), Hardin, Horton, Johnson, Morales, O'Neil, Spence, and President Blewett—8.

Absent— None.

President Blewett requested that a moment of silence be observed in memory of Nikeemah Hubanks, a second-grade student at Palmer Elementary, who was tragically killed on April 17, 2005.

AWARDS AND COMMENDATIONS

Special Presentation of High-School Diploma to Mr. Marion Karch

1999 Wisconsin Act 73, sec. 120.13(37), Stats., which became law on April 26, 2000, provides that a school board may award a high-school diploma to veterans who:

- are at least 65 years old;
- have attended high school in the district;
- have left high school before receiving a high school diploma to join the U.S. armed forces during a war period, including, among others, World War II, Korean Conflict, Vietnam War, and Persian Gulf War; and
- have served on active duty under honorable conditions in the U.S. armed forces or in forces incorporated as part of the U.S. armed forces.

In August 2000, the Milwaukee Board of School Directors adopted revisions to Administrative Policy 7.37(2), Graduation Requirements, to reflect this change in state law.

Mr. Marion Karch, who served in the U.S. Army in World War II, is a former student of Boys' Tech (now Lynde & Harry Bradley Technology & Trade School). Mr. Karch left Boys' Tech in February 1946 to serve his country. He was honorably discharged in April 1947. The Milwaukee Board of School Directors is therefore honored to be able to present Mr. Karch with his high-school diploma this evening and to recognize the sacrifices which not only Mr. Karch, but thousands of students of the Milwaukee Public Schools have made in defense of their country over the course of its history.

To mark this special occasion, the Lynde & Harry Bradley Technology & Trade School Color Guard will present the colors and the National Anthem. After the National Anthem, Milwaukee Board of School Directors President Blewett — along with School Directors Tom Balistreri and Larry O'Neil, who are veterans themselves — will present the diploma to Mr. Karch. Mr. Ed Kovochich, Principal of Bradley Tech, and Mr. Domingo Leguizamon, Director of Veteran Services for Milwaukee County, will also be on stage for the presentation of the diploma.

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Excellence in Education Awards

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 awards for excellence in education.

The first "Excellence in Education Award" will be given posthumously in honor of:

John A. "Jack" Rosenberg
Supporter of Public School Education

John A. Rosenberg was a lifelong supporter and friend of public education and a proud graduate of Riverside High School. After graduating from Riverside, he earned a degree in mathematics from the University of Wisconsin-Madison. Mr. Rosenberg was a highly successful businessman, having been involved in a variety of ventures, including the Wisconsin franchise for the national check verification service "Tele-Check".

As an active civic leader, Mr. Rosenberg took special interest in education, business development, civil rights, and the arts. He believed in taking unique approaches to problem solving and in improving the lives of others. One of the more dramatic approaches he took to providing support to young people occurred in 1992 when he "adopted" an entire class of fifth-graders at Clarke Street School. His objective was to ensure that as many of the students as possible graduated from high school. The all-encompassing continuum of support he provided to the students included an emphasis on tutoring.

Mr. Rosenberg was especially dedicated to making Milwaukee a better community. His wife, Mrs. Lucille Rosenberg, stated the following to characterize this dedication: "He was very concerned with the rights of people all over the world. But he was particularly dedicated and devoted to the Milwaukee community."

To further support growth in the community, Mr. Rosenberg provided loans to small businesses owned by African-American men and women. This initiative, which started in 2001, was instrumental in the success of many small businesses that remain in operation. Perhaps more important than the monetary support he provided to the small business owners was the mentoring he offered them.

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

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The second "Excellence in Education Award" is being presented to:

Rufus King International Baccalaureate High School Community
for National Recognition by ACT & The Education Trust

In February 2005, a landmark report, titled *On Course for Success* and published by two major educational organizations — ACT and The Education Trust — cited Milwaukee's Rufus King International Baccalaureate High School as one of ten schools chosen from throughout the nation as a model of "doing things right" relative to student achievement for all students.

The report looked at nine high schools across the United States that have a diverse student population (40% or more minority and/or 50% or more low-income) and are already meeting high standards and overcoming the odds. The tenth school represented high schools that score at the top of ACT assessment results, regardless of population. The report listed four factors that all ten schools held in common:

1. *High-level, college-oriented content in core courses* — All schools offered coherent sequences of courses focused on college-readiness content at a level beyond most state and district standards;

2. *Qualified and experienced teachers* — All of the teachers were certified in their subject areas, and nearly all had a Master's degree or higher, with at least one degree in their subject areas.

3. *Teaching that is flexible and responsive to students* — Most teachers frequently asked and answered questions and checked for student understanding. In classroom discussions and lectures, they helped students make meaningful connections to the content by using examples that had meaning to students, making reference to prior learning, current events, and popular culture;

4. *Out-of-classroom support for students* — Students were provided with extra support outside the classroom through tutors, teachers, and other helpers, including peers and adults from the community. Teachers offered help outside of class and reminded students that they were available for assistance.

The Rufus King school community has worked hard to provide the necessary support and exemplary instruction as illustrated by the four factors listed above to prepare students for future academic and professional pursuits. The results of *On Course for Success* are a tribute to the dedication of the entire school community of Rufus King High School.

The report is available at *http://www.act.org/path/policy/reports/success.html.*

The Milwaukee Board of School Directors and the entire school community recognize the school community of Rufus King High School for its dedication, outstanding leadership, and commitment to excellence on behalf of the students of the Milwaukee Public Schools.

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Miss Jessica Hyde and Mr. Danny Hyde performed two selections on the piano in honor of their grandfather, Director Lawrence J. O'Neil, in celebration of his retirement upon the completion of the current Board year.

Mr. Jim Duff, the Deputy Director of Veteran Services, presented a proclamation to retiring Director Lawrence J. O'Neil from the Milwaukee County Veteran Services in honor of Director O'Neil's retirement after more than a quarter of a century on the Milwaukee Board of School Directors.

Special Excellence in Education Award to Lawrence J. O'Neil on His Retirement from the Milwaukee Board of School Directors

Director Lawrence O'Neil has always striven to achieve what is best for the whole MPS community — students, parents, staff, and the citizens of Milwaukee. As demonstrated by the outpouring of affection tonight, and the unwavering confidence of those in his district who have voted for his re-election over the last quarter of a century, he has been a positive force in the lives of those whom he has so actively served. His good work will live on for many generations to come.

Therefore, it is with extreme pride and gratitude that the Milwaukee Board of School Directors and the entire school community recognize Director Lawrence J. O'Neil for his dedication, outstanding leadership, and commitment to excellence on behalf of the students, families, citizens, and staff of the Milwaukee Public schools.

Special Recognition of Lawrence J. O'Neil on His Retirement from the Milwaukee Board of School Directors

On behalf of the Milwaukee Board of School Directors:

WHEREAS, Lawrence J. O'Neil has served on the Milwaukee Board of School Directors almost continuously since first being elected in 1977; and

WHEREAS, Lawrence J. O'Neil, as the elder statesman of the Milwaukee Board of School Directors, has been the model of dedication, diligence, and quiet dignity in a public servant; and

WHEREAS, Lawrence J. O'Neil has been a strong advocate of firm but fair discipline for disruptive students, of alternative educational programs, and of reducing student busing through the establishment of neighborhood schools; and

WHEREAS, Lawrence J. O'Neil has never allowed his energy to flag in his pursuit of educational excellence for the students of the Milwaukee Public Schools and of fairness and support for the District's teachers and staff; and

WHEREAS, Lawrence J. O'Neil has championed the cause of the students, staff, and parents of the Milwaukee Public Schools with unwavering faith and determination; and

WHEREAS, Lawrence J. O'Neil, both as a former president of the Board and as the chairman of various committees of the Board, has assisted his colleagues on the Board in successfully and expeditiously negotiating many long and complicated agendas; and

WHEREAS, Lawrence J. O'Neil, after more than a quarter-century of devotion to public duty and service to the families of Milwaukee, has decided that it is time for him to retire from the Board and to allow his own family to reap the benefits of more of his time and attention; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors commend and extend its heartfelt congratulations and appreciation to Lawrence J. O'Neil, Director for MPS District 7, for his twenty-six years of outstanding commitment to the Milwaukee Public Schools and to the citizens and families of the City of Milwaukee; and be it

FURTHER RESOLVED, That this resolution be spread upon the permanent proceedings of the Board of School Directors; and be it

FURTHER RESOLVED, That the Board instruct the Board Clerk to have an engrossed copy of this document, suitably signed and sealed, prepared and delivered to Director Lawrence J. O'Neil in tribute to his record of dedicated public service to the citizens of the City of Milwaukee and the boys and girls of its public schools.

Adopted by consensus.

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Other awards and Commendations

STUDENTS

Two teams from Milwaukee's Urban Underground, a non-profit organization that works for the educational and social advancement of youth entered a contest, sponsored by Missy Elliot and Break the Cycle Inc., in which young people from around the country submitted 15-second public service announcements (PSAs) to encourage teens to break the cycle of emotional, verbal, and physical abuse. The winning Urban Underground team included Rufus King High School student Sherron Johnson. The team's winning PSA was broadcast during "The Road to Stardom" television show. Over 150 teams comprising middle- and high-school students from throughout the country entered the contest.

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Breanna Alvarez, Briana Bearden, Cheniqua Jackson, Alexandre Kuhrt, and Selena Paez — students from Milwaukee Spanish Immersion School — produced a video entry, "La Marijuana y tu" (Marijuana and you)," that won second place in the 12th Annual Time Warner Cable Hang Tough Video Contest. The Milwaukee Spanish Immersion School's script and video was the fist all-Spanish script ever submitted to the competition. The contest is designed for students to produce public service announcements with anti-violence and anti-drug messages for young people. The students won tickets to Six Flags Great America and tickets to a Milwaukee WAVE game. The school received a television and DVD player.

STAFF

Christopher Napierala, a teacher at Morse Middle school, was been named as the *Wisconsin Teacher Excellence Award* winner at the Junior, High School/Middle School level during the Second General Session of the International Technology Education Association in Kansas City, Missouri, on April 4, 2005. This award is for exceptional accomplishments in teaching technology and education at the public-school level.

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Lola Kennedy, an art teacher at Sixty-eighth Street School, recently received the 2004-2005 *Wisconsin Art Educator of the Year* award from the Wisconsin Art Education Association (WAEA) and was honored at a reception at the Fall conference in Madison. Lola is a dedicated professional who has generously shared her knowledge and experience with many art specialists and early childhood teachers throughout the area.

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Jonathan Newcomb, a teacher at Clement J. Zablocki Elementary School, was awarded a $1,000 *Herb Kohl Educational Foundation* fellowship. An additional $1,000 grant will be awarded to Zablocki Elementary for use in innovative educational projects.

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Margaret Skare and Sandra Petricek, teachers at Pulaski High School, are this year's recipients of the *President's Award* from the Wisconsin Educational Media Association for outstanding contributions to the Library Media profession. By supervising student teachers, presenting at WEMA conferences, and collaborating with colleagues, Margaret and Sandra have served their profession well. Their programs are seen as prototypes that can be replicated across the state in other library media centers.

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SCHOOLS

Team partners Rufus King International Baccalaureate High School and Lynde & Harry Bradley Technology and Trade School have won the FIRST Robotics Competition's *Rookie All-Star Award,* which celebrates the rookie team exemplifying a young but strong partnership effort, as well as implementing the FIRST mission to inspire students to learn more about science and technology. A total of 36 teams took part in the FIRST Robotics Competition Midwest Regional. Bradley Tech teacher Mark Spoerk is the team advisor. Two Rufus King teachers, Paul Jutrzonka and Dean Dolence, also guided the team.

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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 program is funded mainly through contributions from MPS employees to the Milwaukee Public Schools Foundation Inc., as a part of the MPS Employees' Combined Giving Campaign. The grant program is also supported through contributions made to the MPS Foundation to a special fund established in memory of Ann Shansky, who was an elementary school teacher in MPS for 34 years. Mrs. Shansky was an advocate for early childhood education who dedicated her life's work to the education and development of children.

This is the fifth consecutive year in which the MPS Foundation has sponsored the grant program. Over the last five years, about 250 grants have been awarded, totaling about $200,000. This year, 53 grants were awarded. The following is a list of this year's grant award winners and a description of the projects funded:

Academy of Accelerated Learning	James Gross, Bao Xiong, and Charles Davison	$745
"Water for Survival"		
The Water for Survival project will help 30 third-grade students gain a deeper understanding of the water cycle and weather concepts. They will be able to apply this knowledge to their lives and know how to preserve our most natural resource: water. More than half of the student participants are English-language learners. The students will be engaged in hands-on experiments with water and weather and will take a field trip to a Milwaukee Water Works water purification plant.		
Audubon Middle School	Barbara Darby	$750
"Center for Success"		
The Center for Success project will provide an opportunity for approximately 70 students to receive individual tutoring help tailored to their specific learning needs. Students with the lowest grad- point averages will be recruited to participate in a tutoring class offered one hour daily for nine weeks. Funds will be used to purchase materials and resources for the center.		
Bradley School of Technology and Trade	Gerald Salaty	$750
"Construction Electric"		
Senior students in Electric Shop at Bradley Tech will plan, coordinate, and carry out a Construction Career Fair for 350 students to network and to obtain career information, job contacts, and other technical education experiences. The class will also recruit students from the junior class to assist in facilitating the career fair to gain experience in order to organize the event for next year.		
Brown Street Academy	Mark Samman	$750
"Let's Go to Hollywood!"		
Let's go to Hollywood is a creative writing program for all students in grades 3-5 which supplements the school's Multiple Intelligence and Comprehensive Literacy efforts. Students will learn to improve their writing by developing stories using storylines, characters, and dialogue.		
Browning Elementary School	Jennifer Roberts and Lisa Martin	$750
"Teaching and Learning Cooperatively"		
This project will enhance the school's Teaching and Learning Cooperatively Project by initiating a character education curriculum. Through teaching and learning cooperatively, teachers, students and parents will learn about and demonstrate social and emotional skills in order to improve student achievement. This project demonstrates the importance of a positive, caring, and safe learning environment and will help families create a supportive and stimulating environment at home.		

Burbank Elementary School	Thomas Klawien	$750
"Let's Get Working!"		
The "Let's Get Working" project will provide enhanced in-school and community-based learning experiences for autistic students in grades 1-7. Activities will focus on vocational and recreational skills, as well as life skills for independent living and community participation.		
Carleton Elementary School	Sherrelia M. King and Diane Johnson	$750
"Africa Dance Imani"		
First-grade through fifth-grade students will prepare and perform various styles of African-American dance movements. This program will be integrated in the African-American history program, in which students will conduct a dance created from the knowledge they acquire from research, technology, and hands-on training. Students will perform at parent nights, family fun events, and other occasions.		
Carson Academy of Science	Carrie Strohl and Jennifer Wensel	$620
"Milwaukee Then and Now"		
"Milwaukee Then and Now" is an integrated, interactive study of community geography and history. The activities include reading, language arts, technology, and art curricular connections that correlate to the MPS Learning Targets. The final experience expands the students' learning with a field trip touring Milwaukee's downtown and lakefront.		
Cass Street School	David Dulmes and David Kahn-Pettigrew	$730
"From Goo to Glue, Discovering States of Matter"		
Students in third grade will learn about the different properties of and changes in matter, magnetism, and electricity through hands-on experiments and observations. They will create and/or observe slimes and instant snow, static and solar electricity, and magnetic fields. The experiments will cover several science units, learning targets, and state standards.		
City Wide Deaf/Hard of Hearing Program	Cheryl A. Albers	$735
"Meet and Greet"		
Deaf and hard of hearing students from ages five to 18 from six schools will meet for a day of social interaction and relationship building through physical activity and a shared meal. Students will use this shared activity as a basis for writing activities. Student writing will be compiled, published, and distributed.		

Clarke Street School	Stefanie Miller-Ahmed and Carolyn Davis	$535
"Little School on the Prairie"		
Students in kindergarten through seventh grade will create a prairie with wildflowers. The project will provide hands-on learning experiences as well as beautify and unite the neighborhood. Students will conduct research about various plants and prairies, which will be incorporated into school-wide science fair projects. Students will learn about gardening tools and how to use them properly.		
Clement Avenue School	Barbara Silvernail, Kris Carstens, Cynthia Plennes, and Pamela Kotecki	$750
"Family Adventure Bag"		
The purpose of this project is to enrich and improve the home-school connection. Family Adventure bags will be created consisting of literacy, science, and math activities centered on a theme. These take-home bags will be filled with books, games, puzzles, math activities, and parent-friendly mini-lessons.		
Congress Extended Year-Round School	Jennifer Price, Jaime King, and Kristina Taylor	$750
"Weather Wizard Family Activities"		
The Weather Wizard will consist of ten activity kits that kindergarten students will take home monthly according to the seasons. The bags will consist of either a trade book or reproducible book, along with a correlating activity that is aligned with the MPS science learning targets. This program will expose students to a wide variety of weather-related science activities, provide opportunities for family involvement, and promote a life-long appreciation of science for students.		
Cooper Elementary School	Molly Follmer. Carol George, Mary Widen, and Erik Conner	$750
"Harlem Renaissance Project"		
The Harlem Renaissance Project will be a part of a rich, multicultural, cross-curricular teaching unit for 80 sixth- and seventh-grade students. Through dance, art, music, and literature, students will research, explore, experience, and re-create the artistic contributions of African Americans to American History from the end of WWI to the 1930s.		
Custer High School	Barbara Riebau	$750
"Resource Renaissance"		
The Resource Renaissance project will update the school's social studies audio-visual resources to create meaningful learning experiences for students. Video, map collections, and other resources covering civics, economics, U.S. history, world history, world cultures, geography, contemporary world affairs, and African-American studies will be enhanced.		

Doerfler Community School	Barbara McDonald and Edith Denison	$750
"Add More Sparc!"		
"Add More Sparc!" is a combined reading and writing project designed to broaden the connection between home and school for students in grades 2-4. Students will be able to take home a special bag filled with a variety of materials that will encourage families to spend more quality time together while experiencing the joy of reading and writing.		
Eighty-first Street School	Mark E. Foreman	$750
"West African Drum and Dance Ensemble"		
The Drum and Dance Ensemble has ten drummers and six dancers in grades 4-8 grade, which practices after school twice a week. The rhythms and dance choreography are derived primarily from West Africa, but students are encouraged to develop their own expressions as well. Drummers and dancers learn to compose and choreograph compositions. The program enhances students' self-esteem and reinforces cooperation and hard work.		
Elm Creative Arts School	Melissa Browning	$750
"Standard-Based Learning Centers"		
Supplemental materials and resources will be used to create standards-based learning centers within this second grade classroom across all subject areas. The project's goal is to educate and involve students in a learning style that will coach them to take responsibility for their learning.		
Fairview Elementary School	Laura Yale and Wendy Novak	$750
"Looking at our World with Art Eyes"		
Thirty first-grade students in a full-inclusion classroom will have the opportunity to incorporate the study of artists and the visual arts into the curricular areas of mathematics, science, and social studies. Literature, posters, prints, videos, and field trips to Art Museums will be integral components of this project. Students will share their acquired information through art projects, digital photography, and writing activities.		
Fernwood Montessori School	Sarah Chukka	$750
"Historical Roots of Mathematics"		
In this cross-curricular project, 25 first- through third-grade students will study the development and history of mathematics and geometry. The children will see that human beings are natural mathematicians and will discover the role that mathematics plays in their lives. Finally, the children will explore their own roles as mathematicians and will create a timeline and play to explain the history of mathematics for other students.		

Fifty-third Street School	Lisa Wood and Lauretta Waters	$750
"The Milwaukee Project"		
Forty-nine third-grade students will be involved in a cross-curricular project that incorporates social studies and language arts. Students will learn about the history of Milwaukee through visiting "The Streets of Old Milwaukee" at the Milwaukee Public Museum, taking a tour of historic Milwaukee, and learning about the events that led to the development of Milwaukee. As a final project, students will research and write about a person, place, or event that has had a profound impact on our city.		
Forest Home Avenue School	Anne Piojda	$750
"Good News at Forest Home Ave."		
Third-grade students will practice their reading and writing skills while learning techniques of being good citizens and developing skills of kindness and respect for others. Through this community-service project, students will write letters, make friendship cards, and address envelops to elders in nursing homes and to children at Children's Hospital in Milwaukee.		
Fritsche Middle School	Dorothy L. Schuller and Susan O'Brien	$750
"Math/Literacy Festival"		
Sixth-, seventh-, and eight-grade students will participate in a MATH/LITERACY festival. This project will emphasize and showcase the strong connection between literacy and mathematics, reinforce math topics through literature, and use writing to explore and assess mathematics concepts. Math-based literature sets will be created for every math classroom. The entire student body and families will be engaged in activities scheduled in conjunction with the week of parent conferences in March.		
Gaenslen School	Rachel J. Fenwick	$750
"Read a Tree"		
Sixth-grade students will work together in small teams to produce a hand-made paper personal journal using a step-by-step process. Through integrated literacy and science activities, students will research trees as a natural resource, learn about recycling, and use recycled paper to make their own hand-made paper journals.		
Gaenslen School	Ashod Vartanian	$750
"Project Hammer and Nails"		
"Project Hammer and Nails" is an intervention program for middle-school students focusing on project-based learning. The program uses woodworking as a vehicle to integrate reading, writing, and math into real-life projects. Emphasis is also placed on improving interpersonal skills, communication skills, and problems-solving skills. The goal is to have students develop a positive attitude and create a connection between school and success.		

Granville Elementary School	Margaret Genske	$640
"Classroom Art Project"		
The Classroom Art Project will provide first-grade students with art materials and resources that will expose them to a variety of art mediums. Students will be provided art experiences including the use of clay, watercolors, tempera and acrylic paints, oil pastels, collage, and printing. As a culminating activity, the class will go on a field trip to the Milwaukee Art Museum.		
Hampton Elementary School	Amelia Emmerich	$750
"Getting from Here to There and Everywhere"		
To enhance the social studies and language for learning curriculum, students in kindergarten and first grade will be provided with several field trip opportunities. A visit to the airport, a trip on the Iroquois boat on Lake Michigan, taking public transportation, and many other activities will increase students' knowledge about cities and transportation.		
Happy Hill School	Mary Ventresco	$750
"Improved Speech and Language through Literature"		
Through the use of rich literature and related materials, special education students in an early childhood speech and language classroom will engage in learning through thematic units. These units will encourage vocabulary building, pre-reading skills, and self-expression. Take home materials will further help integrate the skills learned in the classroom with the child's home environment.		
Hawley Environmental School	Amy Fare	$750
"Hawley's Tomato Garden"		
Kindergarten through fifth-grade students will study, create, and maintain a tomato garden through this cross-curricular project. Families will also be engaged by growing a tomato plant at home. The project includes hands-on science activities, creative writing lessons, researching information, and math skills. Students will keep a journal about the garden, including data, writing, and drawing. Updates about the garden will be published in the school newsletter.		
Kilmer South High School	Deneice Campbell and Dominque Smith	$750
"Childcare Licensing Program"		
High-school seniors will participate in an innovative program that helps students earn a childcare license prior to graduation. A pilot cohort of students will complete an intensive state-approved childcare program provided through the Wisconsin Early Childhood Association. Students will explore, interpret, and evaluate childcare rules and regulations. In addition, they will review and design age-appropriate materials and lessons. Upon completion, they will be equipped with a childcare license and valuable skills that can be used to launch a career in childcare.		

Lancaster Elementary School	Brenda Scharping and Kelly McMahon	$600
"Good Touch / Bad Touch"		
Sixty kindergarten students will be instructed in the differences between good and bad touches and words. Through pictures, puppet plays, role-play, and classroom practice, the children will learn what type of touches and words are hurtful and what to do if they are exposed to such behavior from adults or children.		
Lincoln Avenue School	June Litkowski, Monica Czyzewski, & Debra Bruno	$750
"Traits of Writing"		
Students in a full-inclusion 5th-grade class will work with students in a full-inclusion first-grade class on the Six Traits of Writing. Together the classes will form mentor partners who will work together as tutor/buddy pairs.		
Lowell Elementary School	Yesenia Bordas-Murphy	$705
"Thematic Integration Through the Use of Literature in Reading and Writing Across the Curriculum"		
Supplemental materials and resources will be used to expose fifth-grade students to different writing styles to improve their reading and writing skills across the curriculum. Students will learn how all the subjects they are studying are interconnected, strengthen their oral and written skills by completing a research project, and take responsibility for their own learning.		
Manitoba School	Christine Swannell	$750
"Listening / Recording Center"		
Third-grade students will exhibit improved receptive, expressive, and oral language skills by listening to accomplished readers and authors reading books in a listening center. They will also be able to record their own voices in an oral reading of short stories or chapters to improve their own skills and evaluate their own performance.		
Maple Tree Elementary School	Robin Booth and Jessica Wondra	$750
"Listen and Learn for Success"		
Supplemental materials and resources will be used to create an in-classroom interactive listening and learning center. Students will work with specific tools and teacher-made materials to strengthen their reading skills. Each student will have an individualized plan that will be updated as skills are mastered. Students will work independently, with a partner, or in a group, depending on the activity.		

Milwaukee Education Center Middle School	Odell Ball	$750
"Project Math"		
Project Math is a comprehensive computer math lab program developed to address the academic needs of 300 students in grades 6 through 8 at MEC. This project promotes critical thinking skills and seeks to dramatically improve the math test scores of all of the participants.		
Milwaukee French Immersion School	Jane E. Nickodem	$630
"Parent-Student Write Night"		
Parent-student "Write Night" will provide 100 third-, fourth-, and fifth-grade students and their parents with important materials, information, knowledge, and skills relating to the process of writing, writers workshops, and the assessment of writing. The purpose of "Write Night" is not only to motivate students to become eager and skilled writers, but also to assist families in supporting the school's efforts to foster the development of superior writing skills in all students.		
Milwaukee School of Languages	Patrick Jones	$700
"Biological Inquiry"		
Students in ninth- and tenth-grade Biology and 12th-grade AP Biology will participate in hands-on, inquiry-based laboratory experiments. The activities will develop students' critical reasoning and problem-solving skills. Students will observe, question, illustrate, and summarize observations and results of the experiments.		
Milwaukee School of Languages	Carole Kincaid, Guy Dayen, and Donald Johnson	$750
"Exploring World Music"		
In conjunction with the Festival of Nations program, music students will enhance their language study by exploring and performing music of diverse cultures. Funds will be used to purchase music packs, ethnic musical instruments, and props for the stage. Working together, students integrate language study, art, and music into a comprehensive cultural project with performances. Students will take field trips to perform at other MPS elementary schools and in the community.		
Milwaukee Sign Language School	Deborah Tillman	$750
"African American Voices in U.S. History"		
Fifth-grade students will analyze the experiences and contributions of African Americans through U.S. history using literature circles. Students will participate in in-depth group discussions, explore historical events through different perspectives, and build comprehension and vocabulary skills.		

Neeskara Elementary School	Jerry Cigliana and Anne Desotelle	$750
"Bringing Background to the Forefront"		
Second-grade students will deepen their understanding of science and social studies concepts and strengthen comprehension skills. The project will engage students through a series of videos, discussions, simulations, and games directly related to grade-level content and the MPS Learning Targets.		
Pierce Elementary School	Katie Fitzpatrick	$750
"Wild About Wildlife"		
Third- and fourth-grade students will learn to become stewards of the planet. Project activities will help instill in them a love and appreciation of nature. In addition to classroom and take-home activities, students will participate in field trips to the Kettle Moraine State Forest, Audubon Society, Humane Society (wildlife section), and Havenwoods.		
Project Stay Senior Institute	Cathleen Hunt	$600
"Stock Market Simulation Participation"		
This project offers economic literacy to at-risk students through the participation in the Wisconsin Stock Market Simulation. Student teams will invest a hypothetical $100,000 in stocks and compete for the best portfolio performance. The project is offered by the Wisconsin Council on Economic Education and endorsed by the Wisconsin Department of Financial Institutions. Activities are aligned with state academic standards.		
Pulaski High School	Kevin Schenk	$750
"Transportation Career Fair"		
Junior students in auto shop will assist in planning, coordinating, and carrying out a transportation career fair for 300 high-school students to network with area transportation and related industries and to obtain career information, job contacts, and other technical education experiences. Middle-school students will be invited to attend in order to promote the auto program at Pulaski High School.		
Riley Elementary School	Greta Plicka, Mary Saindon, Cheryl Nelson, and Ned Sucevich	$750
"Jumanji Family Safari"		
Third-grade students and their parents will participate in a four-session jungle adventure based on the book and movie Jumanji. This after-school program is designed to encourage family literacy and to promote reading and research skills. Families will have the opportunity to use the Internet, and students will learn skills to develop a proficient research paper.		

Riverside University High School	Cheryl Brenner and Larry Burns	$700
"Patterns in Polygons"		
The project will enhance student understanding of geometric concepts using a hands-on, constructivist approach in teaching the lesson as part of the Core-Plus Mathematics Project. About 120 students will experience geometry using two-way kaleidoscope mirrors, Miras, and compasses. The equipment for this lesson will be used again, reaching about 450 students each subsequent year.		
Sherman Multicultural Arts School	Marti Anderson	$750
"Developing the Foundations for Printing"		
Young Children with special needs will engage in a variety of individual, small-group, and large-group activities to develop the fine motor and perceptual motor skills that are prerequisites to successful handwriting skills. Games, art projects, puzzles, and mazes are just a few of the enjoyable and challenging activities that will be used for skill building. Exploration plus play equals maximum learning.		
Stuart Elementary School	Marianne Soldavini and Robin Shepich	$750
"Milwaukee Memories"		
Twenty-five English as a Second Language and regular education students from third and fourth grade will go on field trips to explore places in Milwaukee. Students will gain knowledge about the city and attain background knowledge in social studies and science topics. Students will publish a group memory book with photos and essays about their experiences.		
Tippecanoe School for the Arts & Humanities	Sara Lovas	$650
"Sewing in Science"		
"Sewing in Science" will make sewing fun and exciting while educational and beneficial for sixth- through eighth-graders. Students will develop necessary lifelong skills as they learn how to sew. The students will sew stuffed animals as part of a cross-curricular unit of study on Animals (grade 6), adaptations (grade 7), and water and electricity (grade 8).		
Trowbridge Elementary School	Jane Wisniewski	$750
"Science in the Park"		
This is a school-wide activity for all students in grades K4 through grade seven. Eight learning centers will be set up in South Shore Park, which is near the school. Students will experience hands-on activities related to physical science, earth and environmental science, and life science. Learning centers will include lake/water study, sand/shoreline, art in nature, lakeshore habitats, animals and insects, nature poetry, birds of the park, and plants and trees. The project will be repeated yearly.		

Twenty-first Street School	Jayne E. Jaskolski	$750
"Family Connection Literacy"		
The "Family Connection Literacy" project will develop two cross-curricular units to improve literacy skills and the love of reading fabulous and exciting books. Students will be able to take home a book-connection packet that will contain activities the families can complete together. Activities involve science, math, art, language, and speech. Each unit will end with a culminating family night that will highlight the material learned. It will include sharing a meal together, doing a related activity, and providing a book for each child to take home.		
Whitman Elementary School	Erica Mucino	$750
"Wildcat Chitchat"		
Wildcat Chitchat is a school newspaper that will be researched, written, edited, and published by fourth-grade students. Different genres of writing will be incorporated into the newspaper. Students will apply for jobs in various departments and go through the entire interview process, using portfolios that contains samples of their work. The main objectives are to enhance reading and writing skills while preparing and editing articles.		
Wisconsin Conservatory of Lifelong Learning	Michelle Markiewicz	$750
"Vending for Academic Success"		
Seventeen first- through sixth-grade students with special educational needs will establish a vending machine business. This project will allow students to learn, improve, and increase math and writing skills. An opportunity for community etiquette, public relations, and business management will be offered to the students on a weekly basis and provide a self- sustaining educational activity for years to come.		

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APPROVAL OF MINUTES

The minutes of the regular and special Board meetings of March 1, 22, and 24, 2005, 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 25 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 24, 2005, and April 4, 5, 6, 7, 8, 11, 12, 14, 15, 18, and 19, 2005.

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

Ayes—Directors Balistreri, Hardin, Horton, Johnson, Morales, O'Neil, Spence, and President Blewett—8.

Noes—None.

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REPORTS OF STANDING COMMITTEES

Separate consideration was requested of the following items:

Legislation, Rules and Policies Committee, Item 1, a resolution to allow voluntary contributions deduction authorizations for political committees of MPS Bargaining Units;
Finance/Personnel Committee, Item 6, a resolution regarding school bus safety inspections; and
Finance/Personnel Committee, Item 7, authorization to enter into a contract for community-engagement services.

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

Ayes—Directors Balistreri, Hardin, Horton, Johnson, Morales, O'Neil, Spence and President Blewett—8.

Noes—None.

COMMITTEE ON INNOVATION/SCHOOL REFORM

Director O'Neil 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 Initiate the Renewal Process for the Non-Instrumentality Charter School Contract with Veritas High School

Administration's Analysis

1. On May 30, 2000, the Board approved a five-year charter school contract 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 2004-2005 school year. The current contract specifies services for 170 FTEs (full-time-equivalent students) in grades 9 through 12. During the 2004-2005 school year, the school, which is located at 3025 W. Oklahoma Avenue, enrolled 172 students in grades 9 through 12.

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

3. From January through March 2005, members of the MPS Charter School Contract Review Team met to review and evaluate Veritas High School's compliance with its contract. Documentation relative to compliance and performance was provided to the Team by Veritas High School, the Diversified Community Schools Charter Schools Office, Audit Services, and various Central Services staff. The Review Team visited Veritas High School on January 12, 2005. On March 21, 2005, the Review Team met with Seeds of Health and school representatives to discuss the preliminary findings and recommendations relative to Veritas High School's compliance with its non-instrumentality charter school contract and its renewal.

4. The school emphasized the following information for the Team:

a. Seeds of Health's partnership with the Milwaukee Public Schools over the past 18 years has nurtured the development of several programs, including Veritas High School.

- Seeds of Health, Inc., has the structure, personnel, and expertise to continue with Veritas High School and to provide an ever-improving and refined program based on the school's conceptual design.

b. Veritas High School presently has a waiting list of 30 students for the 2005-06 school year.

c. The educational program is designed to give students the academic content and intellectual learning skills which they need to fulfill their promise as individuals and to succeed in personal, business, professional, and civic relationships. To meet this mission, Veritas High School provides 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.

d. Special intercession programs offer students an innovative approach to gaining elective opportunities for enrichment and for remediation.

e. Parents express extremely high satisfaction with their children's education, as reflected in systematic and consistent input through telephone interviews and surveys administered regularly each year. Students express high satisfaction with their education, as reflected in systematic surveys administered regularly each year.

f. 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.

5. The Charter School Contract Review Team's review record, which documents the Veritas High School 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 School; 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 that Veritas High School demonstrates sound academic success; therefore, the Charter School Contract Review Team recommends a five-year contract renewal to the Board, the Superintendent, and the charter school. 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. The school has indicated its intent to request two additional student FTEs, for a total of 172 FTEs to be funded in the contract.

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 being presented to the Board pursuant to Administrative Policy 9.12, Charter Schools.

Implementation and Assessment Plan

10. Upon the Board's approval of this item, the contract renewal process will be initiated in anticipation of developing a renewed contract to be presented to the Board 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 172 student FTEs for the 2005-2006 school year.

Fiscal Impact Statement

11. This item authorizes expenditures. The funds for this charter school contract will be approved as part of the school budgets in the 2005-2006 Board-adopted budget.

Committee's Recommendation

Your Committee recommends that the Board approve the recommendation of the Charter School Contract Review Team and authorize the Superintendent's designee to initiate the contract renewal process and draft a renewed charter school contract with Veritas High School, to include a maximum of 172 student FTEs, to begin with the 2005-2006 school year and to end with the last regularly scheduled school day of the 2009-2010 school year.

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

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(Item 2) 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 Milwaukee Leadership Training Center

Administration's Analysis

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, to begin in January 2001 and to end with the last regularly scheduled school day of the 2004-2005 school year. The current contract specifies services for 200 FTEs (full-time-equivalent students) in grades 5 through 12. During the 2004-2005 school year, the school enrolled 100 students in grades 5 through 11. MLTC currently leases space at the Milwaukee Public Schools Steuben facility, 2360 N. 52nd Street.

2. On February 23, 2004, the Board revised Administrative Policy and Procedures 9.12, Charter Schools, to include the process for renewal of MPS charter school contracts. In accordance with the policy, 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.

3. From January through March 2005, members of the MPS Charter School Contract Review Team met to review and evaluate MLTC's compliance with its contract. Documentation relative to compliance and performance was provided to the Team by MLTC, Diversified Community Schools Charter Schools Office, Audit Services, and various Central Services staff. The Review Team visited MLTC on January 10, 2005. On March 1, 2005, the Review Team met with Leslie Seib, teacher leader, to discuss the preliminary findings and recommendations relative to MLTC's compliance with its non-instrumentality charter school contract compliance and its renewal.

4. The school also emphasized the following information to the Team:

a. Since its inception, MLTC has worked with more than 400 boys and girls, most of whom had been chronic truants or disrupters at their previous schools of attendance. The school is focused on serving troubled youth.

b. Diagnostic test data show that students begin MLTC with math and reading skills ranging from below to far below grade level. Students enrolled at MLTC, overall, realize gains of one to three grade levels in these subject areas over the course of a calendar year.

c. MLTC's daily physical fitness routine provides students and staff with stretching, calisthenics, Pilates, and running activities that contribute to their overall well-being and ability to focus.

d. Teaching students leadership principles and traits that have been proven effective by the U.S. military — with a focus on teaching team and trust building; personal respect and responsibility; punctuality and perseverance; integrity and pride through integration of instruction in military protocol, customs, and courtesies (basic manners); and drills and ceremonies in the daily programming — has a significant impact on successfully reaching and retaining children who had previously been dismissed as failures or troublemakers. MLTC's daily programming is in large measure project- and ability-based, which has aided in strengthening students' interest in school and their motivation to learn.

e. The intent is to continue to serve boys and girls in grades 5 through 12 and to grow the enrollment to no more than 175 students.

f. The school will continue to emphasize project- and technology-based learning within a quasi-military school framework.

(1) The vocational training program in culinary arts, which integrates all core subjects and technology, will continue, and the school plans to establish training in a similar fashion in the areas of healthcare (certified nursing assistant) and administrative services (administrative assistant/customer service).

(2) Technical skills training in basic carpentry, plumbing, and electric will continue to provide students with skills in basic home maintenance and repair.

g. MLTC currently has partnerships with Zablocki V.A. Medical Center, St. Joseph's Hospital, the State of Wisconsin's Adopt-a-Highway program, and the Wisconsin Humane Society.

5. The Charter School Contract Review Team's review record, which documents MLTC's 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; asbestos management; and budget submission for FY05.

6. The Charter School Contract Review Team has determined that a shorter contract term is appropriate due to the challenge of compliance with the contract's performance standards and the developing program; therefore, the Charter School Contract Review Team recommends a one-year contract renewal to the Board, the Superintendent, and the charter school. 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. The school has indicated its intent to request a reduction from 200 FTEs to a total of 175 FTEs to be funded in the contract. The 2005-2006 projection, however, is 140 FTEs.

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 being presented to the Board pursuant to Administrative Policy 9.12, Charter Schools.

Implementation and Assessment Plan

10. 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 June 2005, for the 2005-2006 school year. Funds have been reserved as part of the FY06 budget development process to cover the anticipated 140 student FTEs (per the confines of the original contract) for the 2005-2006 school year.

Fiscal Impact Statement

11. This item authorizes expenditures. The funds for this charter school contract will be approved as part of the school budgets in the 2005-2006 Board-adopted budget.

Committee's Recommendation

Your Committee recommends that the Board approve the recommendation of the Charter School Contract Review Team and authorize the Superintendent's designee to initiate the contract renewal process and to draft a renewed one-year charter school contract with the Milwaukee Leadership Training Center, to begin with the 2005-2006 school year and to end with the last regularly scheduled school day of the 2005-2006 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 Request to Extend the Non-Instrumentality Charter School Contract with Wings Academy

Administration's Analysis

1. On September 26, 2002, the Board approved a three-year charter school contract establishing Wings Academy as a non-instrumentality charter school to begin with the 2002-2003 school year and to end with the last regularly scheduled school day of the 2004-2005 school year. The current contract specifies services for 120 FTEs (full-time-equivalent students) in kindergarten through grade 12. During the 2004-2005 school year, the school enrolled 73 students in grades 3 through 12. The school is currently located in the St. Joseph's Center at 1501 S. Layton Boulevard.

2. On February 23, 2004, the Board revised Administrative Policy and Procedures 9.12, Charter Schools, to include the renewal process for MPS charter school contracts. In accordance with the policy, 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.

3. From January through March 2005, members of the MPS Charter School Contract Review Team met to review and evaluate the Wings Academy's compliance with its contract. Documentation relative to compliance and performance was provided to the Team by Wings Academy, Diversified Community Schools Charter Schools Office, Audit Services, and various Central Services staff. The Review Team visited Wings Academy on January 19, 2005. On March 1, 2005, the Review Team met with the teacher leaders and school representatives to discuss the preliminary findings and recommendations relative to the Wings Academy's compliance with its non-instrumentality charter school contract and its renewal.

4. The school also emphasized the following information to the Team:

a. The Wings Academy community believes that the school's ability to meet the needs of children with disabilities effectively and efficiently is one of the most compelling reasons to justify continued charter status with MPS. Their relationship with MPS has allowed them to target a challenging and traditionally underserved population in an effort to provide more individualized and specialized care. Approximately 51% of the students have identified special education needs.

b. The success experienced by students correlates with the unique instructional program, including the positive school climate; small class size; the empowerment of teachers, students, and parents; and a belief in the abilities of the children who attend Wings Academy.

c. The vast majority of students who come to Wings Academy read, write, and calculate well below grade level. As a means of tracking academic growth and assessing effectiveness, Wings tests students at least once a year with the Woodcock-Johnson III standardized assessment battery. The aggregate data from the first two years of operation indicate that:

(1) 10% of the students in grades 4-6 improved by at least one year in reading, 20% improved by at least one year in math, and 30% improved by one or more years in writing.

(2) Of the 9^{th}- through 11^{th}-graders, 50% of the students made at least one year's growth in reading, 37% improved by a year or more in math, and 50% improved by a year or more in writing.

Many students had not made one year's progress during three-years of attending traditional schools. Students were amazed and proud of their accomplishments.

d. Many students who enrolled at Wings had previously been identified as at-risk due to chronic truancy. At least two-thirds of these students no longer have truancy issues. They feel emotionally safe at Wings Academy. They know that they will not be harassed for their learning differences. As a result, student behavior has significantly improved.

e. It is crucial that Wings Academy continues to grow to a kindergarten-through-twelfth-grade program: Students who have attended Wings Academy have made gains not previously achieved in regular schools with a traditional curriculum and instructional approaches. The staff is very flexible and quickly adapts to the needs of Wing's students. Parental involvement has been extraordinary.

5. The Charter School Contract Review Team's review record, which documents the Wings Academy 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; asbestos management; and budget submission for FY05.

6. The Charter School Contract Review Team recommends a one-year contract extension to the Board, the Superintendent, and the charter school, in order to allow the district to explore contract specifications appropriate for schools, such as Wings Academy, with high percentages of students with special needs. The school concurs with the findings and recommendation of the Team.

7. At this time, the Administration requests approval of the attached amendment to extend the charter school contract through the 2005-2006 school year for Wings Academy.

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 being presented to the Board pursuant to Administrative Policy 9.12, Charter Schools.

Implementation and Assessment Plan

10. Funds have been reserved as part of the FY06 budget development process to cover the anticipated 101 student FTEs (as per the confines of the original contract) for the 2005-2006 school year.

Fiscal Impact Statement

11. This item authorizes expenditures. The funds for this charter school contract will be approved as part of the school budgets in the 2005-2006 Board-adopted budget.

Committee's Recommendation

Your Committee recommends that the Board approve the amendment to the Wings Academy's non-instrumentality charter school contract for a one-year contract extension, to begin with the 2005-2006 school year and to end with the last regularly scheduled school day of the 2005-2006 school year, to allow the district to explore contract specifications appropriate for schools, such as Wings Academy, with high percentages of students with special education needs.

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

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(Item 4) Action on a Request for Authorization to Renew the Charter School Contract with Westside Academy I/II

Administration's Analysis

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

2. On September 26, 2000, the Board approved a three-year charter school contract establishing Westside Academy I/II as an instrumentality charter school. Westside Academy I/II opened as a charter school beginning with the 2000-2001 school year and ending with the last regularly scheduled school day of the 2002-2003 school year. By request of the school, the Board granted a one-year contract extension to include the 2003-2004 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. On June 30, 2004, members of the MPS Charter School Contract Review Team met regarding the Westside Academy Charter School's performance and its compliance with its contract. The Team recommended the renewal of the Westside charter contract after reviewing compliance and performance documentation, as well as additional information provided by the school.

4. Westside emphasized the following information to the Team:

a. Westside Academy I/II has shown notable gains in the standardized test scores during the last three years and is significantly above the MPS average scores for students in most areas. The third-grade WRCT scores have increased from 67% proficiency rate in 2002 to 94% proficiency rate in 2004.

b. The increased test scores in large part are due to curriculum decisions based on the students' needs rather than on the district's adaptations. Currently the Westside Academy I/II staff uses a different reading, mathematics, and science series than does the rest of the district.

c. Westside Academy I/II's parental participation has grown since its having become a charter school, with an increased number of parents attending the Parent-School Organization meetings and the Family Leadership Academy, while six parents have committed to the Shared Governance Council for this school year. This increase in participation is due in part to the tenets of the status of a charter school, whereby parents have significant input into the school's budget, curriculum, and evaluation of the principal.

d. The audit procedures that are required of charter schools have enabled Westside Academy I/II to make improvements in its educational plan and financial procedures that hold the school more accountable to the accepted MPS practices. The school was not audited in the previous eight years before becoming charter, and the information and recommendations have led to an improvement in the delivery of services.

e. The charter status has improved staff morale, which results in higher staff retention. The last two years' turnover rate has been less than 10% — a notable improvement, considering that many of the teachers are new to the profession.

f. As a charter school, Westside Academy I/II has created a climate in which many innovative practices — such as the GE email mentoring program, the academically talented eighth-grade students' taking classes at a high school, and the Web Grader internet grade book report card — have been accepted and have flourished. This innovative climate allows the freedom to pursue strategies that are increasing the educational impact of its program on its students.

g. Charter status will allow flexibility in devising a school discipline plan. The Westside Academy I/II staff, with parental input, will develop a policy that will improve the school's climate and reduce the school's suspension rate. The plan will be reviewed by Student Services and the Office of the City Attorney before being presented to the Board as an amendment to the charter contract.

5. On August 26, 2004, the Board authorized the Superintendent's designee, in consultation with the Office of Board Governance and the Office of the City attorney, to enter into negotiations with representatives of Westside Academy I/II to draft a renewed charter school contract which was to begin with the 2004-2005 school year and to end with the last regularly scheduled school day of the 2008-2009 school year. In addition, the Board approved the extension of the current contract terms for Westside Academy until a renewed contract for the school could be presented for Board consideration. Contract negotiations have now been completed.

6. Changes in the contract language reflect a difference between the model contract in 2000 and the currently approved model contract. Westside Academy I/II accepts the current approved MPS instrumentality model charter school contract, with the following modifications in terms:

a. Westside Academy I/II requests a five-year contract term, to begin with the 2004-2005 school year and to end on the last day of regularly scheduled school the 2008-2009 school year; and

b. the school is requesting a decrease in its contracted enrollment from 900 FTE (full-time-equivalent) to 750 FTE students enrolled in Head Start through grade eight.

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 Statement

8. The renewal of this charter school 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.

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

Implementation and Assessment Plan

10. The charter school contract for Westside Academy I/II will become effective upon Board approval.

Fiscal Impact Statement

11. This item authorizes expenditures. The funds for this charter school contract have been approved in the 2004-2005 Board-adopted budget.

Committee's Recommendation

Your Committee recommends that the Board approve the attached charter school contract with Westside Academy I/II as an MPS instrumentality charter school, to begin with the 2004-2005 school year and to end with the last regularly scheduled school day of the 2008-2009 school year, with the following modifications in terms:

1. Westside Academy I/II requests a five-year contract term, beginning with the 2004-2005 school year and ending on the last day of regularly scheduled school the 2008-2009 school year; and

2. the school is requesting a decrease in its contracted enrollment from 900 FTE to 750 FTE students enrolled in Head Start through grade eight.

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

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(Item 5) Action on a Request to Enter into Negotiations to Mutually Terminate the Non-Instrumentality Charter Contract with Learning Enterprise Vocational and Technical Institute

Administration's Analysis

1. On April 25, 2002, the Board approved a five-year charter school contract establishing Learning Enterprise Vocational and Technical Institute (LEVTI) as a non-instrumentality charter school, to begin with the 2001-2002 school year and to end with the last regularly scheduled school day of the 2005-2006 school year. The current contract specifies services for 100 FTEs (full-time-equivalent students) in grades 11 and 12. The school enrolled 80 students in September 2004 and 91 students in January 2005 in grades 11 and 12. LEVTI is located at 8920 W. Brown Deer Road.

2. On February 23, 2004, the Board revised Administrative Policy and Procedures 9.12, Charter Schools, to include the process to revoke and terminate MPS charter school contracts. The policy also established an MPS Charter School Contract Review Team.

3. In accordance with Administrative Policy 9.12, a revocation-and-termination review may be requested by the Superintendent at any time during the term of the charter school contract. The Board may alternatively use a procedure other than the one set forth in section 12(a) of the Administrative Policy 9.12, Charter Schools, at any time during the term of the charter school contract.

4. On March 21, 2005, staff in the Milwaukee Public Schools' Office of the Superintendent learned that LEVTI was not open. Representatives of the charter school and Milwaukee Public Schools administrators held an emergency meeting on March 22, 2005. At that meeting, MPS staff learned that the school had been unable to meet the March 17, 2005, payroll for its employees. Also at the meeting, Learning Enterprise's Chief Executive Officer described a plan that had been developed to address the fiscal crisis, a plan that intimated significant violations of the law and the charter school contract which gave cause for serious concern about the school's welfare as well as that of the affected students, staff, and parents. These concerns were communicated to the Chief Executive Officer of Learning Enterprise in a letter from the Superintendent dated March 24, 2005.

5. On March 25, 2005, the Chief Executive Officer of Learning Enterprise communicated an alternative plan in a letter to the Superintendent. The alternative plan involved significantly reducing staff compensation and establishing a bank line of credit.

6. On March 30, 2005, the Superintendent communicated in a letter to the Chief Executive Officer of Learning Enterprise that the Charter School Contract Review Team would convene on April 5, 2005, to make a determination of how to proceed relative to the charter contract findings.

7. The Learning Enterprise Chief Executive Officer sent a letter, dated April 1, 2005, to the Superintendent which stated, "I have decided to accept the option you offered in your first correspondence with the school to mutually terminate the present contract."

8. On April 5, 2005, the Charter School Contract Review Team met. They reviewed the correspondence from March 24 through April 1, 2005, between the Superintendent and the Learning Enterprise Chief Executive Officer discussed above; the Learning Enterprise Vocational and Technical Institute 2003-04 Compliance with Contracted Financial Audit Requirements; the August 2, 2004, and January 14, 2005, Learning Enterprise Vocational and Technical Institute Deficit Contingency Plans; and the March 22, 2005, proposed budget for Learning Enterprise Vocational and Technical Institute for the remaining school year 2004-05. The Charter School Contract Review Team's recommendation to the Superintendent, which is included to the attachments to this item, was for the immediate revocation of charter school status and for the immediate termination of the charter school contract.

9. At this time, the Administration requests authorization to negotiate the revocation of the Learning Enterprise Vocational and Technical Institute's charter status and the termination through mutual agreement, as stated in the charter school contract, Section III.C.1, of the non-instrumentality charter school contract between the Milwaukee Board of School Directors and Learning Enterprise Vocational and Technical Institute.

10. Learning Enterprise Vocational and Technical Institute is currently closed. Students are being reassigned to other Milwaukee Public Schools and partnership schools with the assistance of staff in Student Services.

Strategic Plan Compatibility Statement

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

Statute, Administrative Policy, or Board Rules Statement

12. This item is being presented to the Board pursuant to Administrative Policy 9.12, Charter Schools.

Implementation and Assessment Plan

13. Upon the Board's approval of this item, the Administration will negotiate the termination of the non-instrumentality charter school contract between the Milwaukee Board of School Directors and Learning Enterprise Vocational and Technical Institute, including the development of an agreement to terminate, with assistance from Audit Services and the Office of the City Attorney.

Fiscal Impact Statement

14. The agreement to terminate will stipulate the financial obligations of Learning Enterprise Vocational and Technical Institute and Milwaukee Public Schools.

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration to negotiate the termination of the non-instrumentality charter school contract between the Milwaukee Board of School Directors and Learning Enterprise Vocational and Technical Institute.

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

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(Item 6) Action on a Request to Enter into Negotiations to Terminate the Partnership School Contract with Learning Enterprise High School

Administration's Analysis

1. On June 26, 2004, the Board approved a one-year partnership school contract with Learning Enterprise High School, which had opened as a partnership school in the 1989-90 school year. The contract specifies services for 150 FTEs (full-time-equivalent students) in grades 9 through 12. Learning Enterprise High School is located at 4744 N. 39th Street, Milwaukee, WI.

2. On March 21, 2005, staff in the Milwaukee Public Schools' Office of the Superintendent learned that the Learning Enterprise High School was not open. Representatives of the partnership school and Milwaukee Public Schools administrators held an emergency meeting on March 22, 2005. At that meeting, MPS staff learned that the school had been unable to meet the March 17, 2005, payroll for its employees. At that same meeting, the Executive Officer of Learning Enterprise described a plan that had been developed to address the fiscal crisis, a plan that intimated significant violations of both the law and the partnership school's contract, causing serious concern about the school's welfare as well as that of the affected students, staff, and parents. These concerns were communicated to the Chief Executive Officer of Learning Enterprise in a letter from the Superintendent dated March 24, 2005.

3. On March 25, 2005, the Chief Executive Officer of Learning Enterprise communicated an alternative plan in a letter to the Superintendent. The alternative plan involved significantly reducing staff compensation and establishing a bank line of credit.

4. On March 30, 2005, the Superintendent communicated in a letter to the Chief Executive Officer of Learning Enterprise that the Partnership School Contract Review Team would convene on April 6, 2005, to make a determination of how to proceed relative to the partnership contract findings.

5. The Learning Enterprise Chief Executive Officer sent a letter to the Superintendent, dated April 1, 2005, and included in the attachments to this item, which stated, "I have decided to accept the option you offered in your first correspondence with the school to mutually terminate the present contract."

6. On April 6, 2005, the Partnership School Contract Review Team met to review the correspondence from March 24 through April 1, 2005, between the Superintendent and the Learning Enterprise Chief Executive Officer, as present above; the Learning Enterprise High School 2003-04 Compliance with Contracted Financial Audit Requirements; and the March 22, 2005 proposed budget for Learning Enterprise High School for the remaining school year 2004-05. The Partnership School Contract Review Team's recommendation to the Superintendent, which is attached, was for immediate termination of the partnership school contract.

7. At this time, the Administration requests authorization to negotiate the termination of the partnership school contract with Learning Enterprise High School through mutual agreement, as stated in the Partnership school contract between the Milwaukee Board of School Directors and Learning Enterprise High School, Section III.B.

8. Learning Enterprise High School is currently closed. Students are being reassigned upon request to other Milwaukee Public Schools and Partnership Schools with the assistance of staff in Student Services and Diversified Community Schools.

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.

Implementation and Assessment Plan

10. Upon the Board's approval of this item, the Administration will negotiate the termination of the partnership school contract between the Milwaukee Board of School Directors and Learning Enterprise High School, including the development of an agreement to terminate, with assistance from Audit Services and the Office of the City Attorney.

Fiscal Impact Statement

11. The agreement to terminate will stipulate the financial obligations of Learning Enterprise High School and Milwaukee Public Schools.

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration to negotiate the termination of the partnership school contract between the Milwaukee Board of School Directors and Learning Enterprise High School.

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

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COMMITTEE ON SPECIAL EDUCATION

Director Spence presented the following report for the 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

I. Monthly Update

1. Service Information

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

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

	3/05	4/05
Population Served	17,180	17,249

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.

	3/05	4/05
Initial Evaluations (completed since 7/04)	2,057	2,528
Percentage Identified Special Education	67%	65%
Active Initial Referrals	877	1,187
Re-evaluations (completed since 7/04)	2,410	3,810
Active Re-evaluations	1,257	1,398

2. Special Services Information Management System (SSIMS) Project Status Report As of April 1, 2005

a. SSIMS (Encore) Application

- The MPS production server was upgraded to version 6.5.2.12 on Friday, March 4, 2005.
- The MPS test and training server environments continue to be used for training and test purposes.

b. SSIMS Training/Pilot

- Encore FORMS and ENCOUNTER TRACKER training for pilot school staff was completed on March 24, 2005. Encore training for pilot school supervisors and Special Services administrators will be completed during the first week of April 2005.
- Pilot schools will initiate all new IEP activities using Encore FORMS and ENCOUNTER TRACKER starting on April 4, 2005.

c. 504 and INTERVENTION Modules

- MPS is completing its 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.
- We are in the process of developing additional customized reports based on district needs and requests.

f. Network Access

- SSIMS technology surveys are being used to ensure that schools have provided meeting rooms or 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.

II. Audiology Services

1. Related services are those services that are required for students with disabilities to benefit from their special education services. Audiology services are one of the related services required under the Individuals With Disabilities Education Improvement Act-2004 (IDEIA).

2. Typically, educational audiology services fall within the following six categories of services:

a. identification of children with hearing impairments;

b. determination of the range, nature, and degree of hearing loss, including referral for medical and other professional and educational attention for the habilitation of hearing;

c. hearing evaluation and habilitative activities;

d. administration of programs for prevention of hearing loss and the promotion of auditory skill development for all children;

e. counseling and guidance of children, parents, and teachers regarding hearing loss; and

f. determination of children's needs for group amplification, selection and fitting of appropriate amplification, and evaluation of the effectiveness of amplification.

3. The underlying foundation of these service categories is summarized as follows:

a. Audition is essential to auditory learning for all children. Schools are primarily auditory/oral environments.

b. Language, academic achievement, and psychosocial development are particularly affected when children have unidentified auditory needs or unmanaged hearing losses or auditory processing disorders.

c. The potential negative impact of poor or underdeveloped auditory skills in children must be minimized.

d. To ensure optimal use of residual hearing and the development of appropriate auditory and verbal communication, audiology services must be available and designed to meet the specific needs of the child and family/guardian(s) involved.

e. Educational audiology serviced should be provided by persons who have knowledge and experience in pediatric or educational audiology.

f. Multifaceted and ongoing audiological assessment, management, and education needs of school-age children should be delivered in the school environment whenever possible.

g. Audiological services should be comprehensive in scope, designed to address the child's individual IEP communication, academic, and psychosocial needs.

h. Related and support services are necessary to address the needs of most children with hearing loss.

4. MPS audiology services are provided by two city-wide audiologists housed at the MPSSS Center. We oversee the district-wide K5 hearing conversation program. In addition, we perform comprehensive audiological assessments for any MPS student referred due to failed hearing screenings in school.

5. We typically receive 300-350 referrals annually for hearing evaluations from failed hearing screenings. Of those actually seen, we discover 15-20 educationally significant permanent hearing losses annually and advise that 110-200 students seek medical follow-up for chronic middle-ear disease.

6. We also supervise an audiology paraprofessional, whose main responsibility is to assist schools in completing their K5 hearing screenings during the first semester. The audiology paraprofessional also performs follow-up in-school hearing screenings of those students referred to MPS audiology and of students who failed to schedule or keep an appointment. In 2003-04, 160 follow-up hearing screenings were performed for previously referred students.

7. In addition, we annually service the audiological and amplification needs of 250-300 students enrolled in the MPS hearing impaired special education program throughout the district. We have also developed a unilateral and minimal hearing loss evolution and monitoring project in conjunction with the hearing impaired program to help assess the academic and amplification needs of students with permanent hearing losses who may not require enrollment in the hearing impaired program. We have evaluated over 300 students through this project to date.

8. Our services also include acoustic-related consultation to schools and evaluation of technology to promote auditory learning and academic improvement for all students. In spring, 2004 we were asked to consult on the overall acoustic qualities of Bradley Tech High School because of the presence of tremendous background noise interfering with student instruction. Our observations and coordination of an independent evaluation by an acoustic consultant (performed as a professional courtesy to MPS Audiology) resulted in bringing the excessive background noise issue to the attention the school's principal and building committee. We also provided information on a hearing conservation program for the school.

9. During the 2002-03 and 2003-04 school years, this office coordinated two projects to look at the benefits of class sound-field technology, which is an educational tool that allows control of the classroom's acoustic environment, making spoken instruction equally accessible to all the children.

a. A sound-field unit looks similar to a public address system, but is engineered to ensure that the entire speech signal (consonant and vowels) reaches every child in the room. This is accomplished through 2 to 4 wall- or ceiling-mounted speakers strategically installed in the classroom. The teacher uses a wireless microphone or transmitter (the size of a pager) which broadcasts his/her voice at a constant loudness throughout the classroom.

b. This technology was developed to enhance classroom performance in classrooms for the following reasons:

(1) Normal-hearing students function with immature auditory/brain systems until the age of 13-15 years. Because children are not just “mini-adults,” they do not come to the classroom with fully developed brains rich in auditory fibers.

(2) Children do not possess years of language and life experiences to help them fill in missing information. The background noise in the classroom has a negative impact on word recognition and speech perception by masking and smearing soft consonant sounds and making phonemic awareness and fine auditory discrimination difficult. This developmental issue is further complicated for students who are learning English as a second language, are learning-disabled, have ear infection(s), or suffer a minimal or unilateral (one-sided) permanent hearing loss;

c. The student’s distance from the teacher is also a major factor in classroom listening. Simply stated, the farther a student is seated from the sound source, the softer or less audible the instruction is at his/her ear level.

d. After reviewing a growing body of supportive research on this technology, and with the knowledge that students are engaged in listening activities 45%-60% of the school day, we wanted to see how classroom sound-field enhancement could help lay the ground work for reading readiness, literacy development, and academic progress in our classroom environments.

(1) During the 2002-03 school year, four elementary schools participated in a project comparing literacy growth of four K5 through third-grade classrooms with four similar non-amplified classrooms at each school. The results indicated that students who received literacy instruction in sound-field-enhanced environments showed advances over the students of the non-amplified classrooms. In addition, teacher-vocal-related absenteeism was decreased dramatically in amplified classrooms. All 16 sound-field systems loaned for this project were purchased by the participating elementary schools.

(2) A smaller preschool K4 literacy sound field project grew from this experience for the 2003-04 school year. Again, the most positive results were seen for K4 students receiving phonetic instruction in sound-field environments.

e. These projects — together with an MPS-sponsored presentation by Carol Flexer, Ph.D, from the University of Akron, who is an expert on enhancing listening literacy and learning for all children and a strong proponent of classroom sound-field technology — were well received and have spurred district staff to pursue funding for systems for their individual schools. At the present time there are 35-40 sound-field systems in use across the district, with interest in this valuable technology continuing to grow.

III. Parental Complaint Procedures — IEP Team Process

1. Overview

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

b. Parents and MPS administrative staff are encouraged to attempt to resolve issues at the school level using informal means to reach mutual agreement. If parents are not satisfied, more formal measures may be pursued. It is important to note, however, that state and federal laws mandate that parents may access the more formal problem-resolution methods at any time in the resolution process.

2. Resolving Special Education Complaints and Disagreements

1. Where should I start my complaint?	
Action	Outcome
Contact the school principal. You may make a verbal or written complaint. The school will log the complaint and give you a copy for your records.	An attempt will be made to resolve the complaint within five days. If the principal cannot resolve the complaint within five days, a request for assistance will be made to the Special Education Leadership Liaison.
2. What if I am not comfortable taking my complaint to the school?	
Action	Outcome
You can always call the Parent Information Center at 475-8467 or visit the Parent Information Center at MPS Central Services, Room 135, 5225 West Vliet Street. Staff will talk with you about your complaint, then give it to your principal or to some other school person who can help with the problem.	Staff at the Parent Information Center will help you write down your complaint. They will also write down how the problem was fixed. If your problem is given to someone else, the Parent Information Center will write down who it was given to and how to contact them. If you give your complaint to the Parent Information Center, they have 24 hours (or one school day) to give it to the right person to start to solve the problem.
3. What will the Special Education Leadership Liaison do?	
Action	Outcome
The Special Education Leadership Liaison has no more than five school days to either fix the problem or explain to you why the complaint is without merit or basis.	You will be informed about the resolution of the problem or why there appears to be no basis to your complaint. You will receive a written determination, if there seems to be no basis.
4. What other resources are available to help me resolve my dispute?	
Action	Outcome
Call the Parent Information Center at 475-8467	Staff from this office will be available to help you follow-up on your complaint. Assistance is also available from this office to help you prepare for and attend IEP team meetings.
5. What if I am not satisfied with the resolution of my complaint by the school or by the Special Education Leadership Liaison?	
Action	Outcome
You may contact the Special Education Ombudsman	The Special Education Ombudsman has been authorized by the Milwaukee Board of School Directors to do all that is necessary to ensure that the district is diligently fulfilling the Board's obligation to provide FAPE and is meeting the Board's goal of providing the best services feasible as are consistent with its mission

6. What are my other options?	
This new process for special education is in addition to all the other options you have as a parent. Your IEP team can advise you about all of the following procedural safeguard options.	
Action Advocate	Explanation You have the opportunity to receive the assistance of an advocate to help you understand your rights and to help you express your point of view. A list of current advocacy resources is available from your child's school.
Action IDEA Complaint	Explanation You have the right to file an official IDEA complaint with the Wisconsin Department of Public Instruction. An IDEA complaint must be in writing and sent to: DPI, Special Education Team P.O. Box 7841 Madison, WI 53707-7841 Telephone: (800) 441-4563
Action Mediation	Explanation You have the right to use the Wisconsin Special Education Mediation System. Mediation is a voluntary process that allows parents and the school to informally work out differences that they have about a child's special education needs with the help of a neutral third person, a mediator. Call (414) 288-1425
Action Due Process Hearing Request	Explanation You have the right to use a legal process to have a hearing officer evaluate the situation. You can find out about filing due process by calling one of the advocacy groups listed on a brochure available from your school or by calling or writing to DPI at: DPI, Special Education Team P.O. Box 7841 Madison, WI 53707-7841 Telephone: (800) 441-4563
Action Independent Educational Evaluation	Explanation You have the right to get a second opinion if you don't agree with the evaluation conducted by your child's school. To learn more about how to request this, talk to your child's IEP team.

a. Milwaukee Public Schools wants to help parents and families find solutions when there is a problem or disagreement about special education. We call this process "Dispute Resolution." By working in partnership, parents and school staff can quickly find solutions. All MPS personnel working on a complaint are required to keep the information confidential. A brochure explaining this process is available from the child's school or from the Parent Information Center.

b. During a recent meeting, the Milwaukee Board of School Directors' Committee on Special Education asked the Department of Special Services to report data relative to formal complaints filed by parents who are dissatisfied with the results of their children's IEP team meetings. Currently, parents express their disagreement with the results of IEP teams in one of several ways. Below is a two-year comparison of unduplicated counts of parent appeals of IEP team findings.

Description	Explanation	Number of Complaints	
		2003-04	2004-05
Complaint to Parent Center	Parent makes complaint to Parent Information Center. Parent Information Center specialist makes referral to appropriate district staff.	NA	2
Administrative Review	Review, facilitated by Equitable Educational Opportunities Liaison, of IEP team document by Special Education Leadership Liaison, Special Services Supervisor. Purpose of the review is to determine what, if any, additional information should be collected by team to resolve parental dispute. This option was reinstated in the 2004-2005 school year to explore the possibility of expedited resolution of concern.	1	6
Request for Independent Educational Evaluation	Parent is provided, at public expense, with an evaluation of student by a professional who is not employed by the district. The IEP team is reconvened to consider the new information.	5	7
Request for Mediation	Mediator is appointed by the state to act as a neutral party to attempt to resolve dispute. Can result in a confidential settlement agreement.	5	6
Request for Due Process	Administrative law judge is appointed by the state to hear the case. The results can be appealed to federal or circuit court.	7	0

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(Item 2) Informational Update in Response to Resolution 0405R-054 by Director Dannecker To Advocate for the Elimination of All State-Imposed Special Education Law Requirements Not Expressly Set Forth in IDEA 2004

Background

At its meeting on March 24, 2005, the Board referred Resolution 0405R-054 by Director Dannecker to the Committee on Special Education:

WHEREAS, The Individuals with Disabilities in Education Act, as reauthorized in 2004, ("IDEA 2004") requires states to:

(1) identify any state-imposed requirement not required to implement federal special education law; and

(2) minimize the number of such requirements; and

WHEREAS, The Wisconsin Department of Public Instruction ("DPI") is gathering stakeholder input to decide if any state-imposed requirements are needed to implement federal special education law; and

WHEREAS, The Implementation of IDEA 2004 does not require the state to impose on school districts any legal obligations not expressly set forth in federal law; and

WHEREAS, The Milwaukee Public Schools may, at its own discretion, impose upon itself any additional requirements which it may deem useful to the delivery of services under, or in compliance with, the federal law, if it does so without impairing individual rights, without causing the need for other school districts that may not find such additional requirements useful to also adopt them; and

WHEREAS, Unnecessary or duplicative requirements and procedurally different requirements in the same subject drain resources away from serving students and may inappropriately detract from quality of service and from attaining the best possible outcome for students; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors direct the Superintendent and MPS Administration, both in their roles as stakeholders and in providing input on the implementation of IDEA 2004, to advocate for elimination of all state-imposed special education law requirements that differ in expression from, or impose upon school districts obligations or burdens not expressly set forth in, IDEA 2004.

Administration's Analysis

1. The passage of the No Child Left Behind Act (NCLB) represented a commitment to all students, no matter of what race, family background, or disability, that all children will learn at high levels. In that same spirit of high expectations, President Bush created a Commission on Excellence in Special Education on October 2, 2001, to examine special education delivery on a national level. The charge of the committee was to make recommendations to improve America's special education system and move it from a culture of compliance to a culture of accountability, thus bringing many of the IDEA provisions in line with NCLB.

2. Some of the findings of the Commission are as follows:

a. IDEA-97 basically provided legal safeguards and access for children with disabilities, but often put process above results, and compliance over student achievement.

b. The special education process was an antiquated model that waited for children to fail, rather that a model that provided for prevention and intervention.

c. Children who were receiving special education services were general education students first and foremost.

d. The culture of compliance had developed out of the pressures of litigation, which diverted many resources from the primary mission of educating children.

3. The Commission on Excellence in Special Education made the following recommendations to form the foundation of the IDEIA:

Recommendation #1:	Focus on results, not on process and paperwork
Recommendation #2:	Embrace a model of prevention, not a model of failure
Recommendation #3:	Consider children with disabilities as general education children first

4. The IDEIA-2004 was signed into law in December 2004. The process of developing rules and regulations at the federal level has begun. Preliminary estimates are that the final rules and regulations will be made available in December 2005.

5. The reauthorized IDEIA-2004 requires that each state conform its rules and policies to federal law. It further requires that each state identify and minimize any state-imposed requirements that are not required to implement federal special education law. Each state will identify in writing to local educational agencies the rules or policies not required by IDEIA-004. In addition, each state will be required to identify and justify to the Department of Education any additional rules and regulations (beyond those required at the federal level) that are developed on a state-wide level.

6. The Wisconsin Department of Public Instruction (DPI) has begun this process of developing suggested changes to the state laws relative to special education and has involved statewide stakeholders in a facilitated consensus-building process. The goal is to reach consensus on the proposed changes to state law by February 2006. The Department has a partnership with Dr. Alan Coulter, Director of the National Center for Special Education Accountability Monitoring (NCSEAM), to assist in the consensus-building process that will be used to guide the formulation of proposed changes to state rules and regulations.

7. DPI is committed to the stakeholder process as the most effective and appropriate way to gain consensus around various special education issues. The DPI has determined that it will not pursue state legislation without stakeholder agreement. The stakeholder group is composed of approximately 25 members from all areas of the state. The group includes individuals who represent parents, parent and child advocacy groups, professional associations, school districts, administrators, and service providers. The group will convene for a total of five two-day sessions over the next ten months.

8. One of the most important promises of the newly reauthorized IDEIA-2004 is a reduction in paperwork and procedural requirements in favor of an increase in attention to, and accountability for, high outcomes for students. This change signals a shift from a special education culture of compliance to one of high-quality teaching and meaningful results. State rules and regulations should remain true to this promise and provide the necessary support to ensure the full implementation of IDEIA-2004 at the local level.

9. In order to consider additional state rules, the consensus-building process must include careful analysis of each proposed rule or regulation. In keeping with the letter and spirit of the reauthorized IDEIA-2004, the analysis must include a commitment to minimize additional paperwork and unnecessary procedural requirements, to maximize flexibility at the local level, and to maximize the quality of non-instructional and instructional time for teachers and service providers in order to allow them to focus on reaching the highest learning outcomes for all students. Each proposed change in state rule must be supported by strong evidence that the change is required to ensure a free appropriate public education (FAPE) and will serve to guarantee higher outcomes for all students with disabilities,.

10. MPS stakeholder membership must strongly consider each proposed change in state law with respect to its impact on the ability of MPS to meet its mission and enhance its core beliefs, which include the necessity for a child-centered focus, high expectations for all students, fiscal responsibility, increased decision making at the school level, accountability for outcomes at all levels, and enhanced relationships and partnerships with parents and the community.

11. In order to ensure that proposed changes to the state law relative to special education are consistent with the MPS mission and core beliefs, items before the state stakeholder group will be reviewed by the Board Committee on Special Education, as the information becomes available. Board support and endorsement for changes in state law will be considered as information is reviewed and more definite recommendations are formulated by the stakeholder group.

* * * * *

COMMITTEE ON LEGISLATION, RULES AND POLICIES

Director Hardin 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-046 by Director Morales and Hardin to Allow Voluntary Contributions Deduction Authorizations for Political Committees of MPS Bargaining Units

Background

At its meeting February 24, 2005, the Board referred Resolution 0405R-046 by Directors Morales and Hardin to the Committee on Legislation, Rules and Policies:

WHEREAS, The Milwaukee Public Schools facilitates employee contributions to causes such as the United Way, Community Shares, and the United Performing Arts Fund through voluntary contributions deduction authorizations, commonly known as "payroll check-offs"; and

WHEREAS, Many employers in Wisconsin, including school districts, offer voluntary contributions deduction authorizations to their employees; and

WHEREAS, MPS Administrative Policy 6.04 affirms MPS employees' right to play a role in the political processes of our democratic society; now, therefore, be it

RESOLVED, That the District will make it possible for its employees to authorize, through payroll check-offs, voluntary contributions deductions for the work of their bargaining units' political committees; and be it

FURTHER RESOLVED, That nothing in Administrative Policy 6.04 will be construed to enjoin the District from providing this common opportunity to its employees.

Administration's Analysis

1. Administrative Policy 6.04(7), Political Participation, encourages MPS employees to participate in the political process in various ways, including donating time or services, provided that no MPS equipment, time, or work products are used to effectuate the donation. On its face, it appears that the actions required by the resolution would be prohibited by Administrative Policy 6.04(7):

   a. There would be a cost to the district to set up and maintain the payroll check-off proposed in Resolution 0405R-046. The exact cost cannot be determined at this time as it is dependent upon exactly how the check-off would be structured.

   b. MPS equipment and time would be used to carryout the payroll deduction.

2. Administrative Policy 9.08(2), Advertising in the Schools, prohibits political advertising or advocacy in school buildings or upon school premises if such activity interferes with employees' duties. It is unclear at this time if a payroll check-off directed toward a political action committee could legally be construed as political advocacy. The District has requested is awaiting an opinion from the Milwaukee City Attorney on this issue.

3. If the Board does adopt Resolution 0405R-046, Board members may be prohibited by Board Rule 3.01, Code of Ethics, from receiving political contributions from political action committees which have been identified for contribution via payroll check-offs. The District has requested and is awaiting an opinion from the Milwaukee City Attorney on this issue.

4. Adoption of Resolution 0405R-046 may threaten the District's ability to register as an "organization that employs lobbyist" under the state's lobbying law. The facilitation of the collection of monies by the District for the purpose of contributing to a political action committee could cause the District to be viewed legally as an "agent" or "conduit" of a political action committee under the state's campaign finance laws.

a. The State Ethics Board and campaign finance laws place certain restrictions on the ability of an agent or conduit of a political action committee to lobby. If the District is considered an agent or conduit it would be subject to the same restrictions.

b. In addition, if the District is viewed as an agent or conduit of a political action committee, the District would have to abide by the state's campaign finance laws, including requirements pertaining to reporting and disclosure of financial activity relative to its status as agent or conduit.

Consistent with the State Ethics Board's requirement, the District has requested that the Milwaukee City Attorney seek a formal opinion from the State Ethics Board on this issue.

5. The ability to make a contribution via payroll check-offs is currently an issue of bargaining between the District and the its employee's bargaining units. Adoption of Resolution 0405R-046 would make payroll check-offs a non-bargained issue.

Statute, Administrative Policy, or Board Rules Statement

6. To comply with state statutes, MPS administrative policies, and Board rules, this item may need to be amended.

Fiscal Impact Statement

7. Undetermined at this time.

Committee's Recommendation

Your Committee recommends that the Board adopt the resolution as amended below:

~~RESOLVED, That the District will make it possible for its employees to authorize, through payroll check-offs, voluntary contributions deductions for the work of their bargaining units' political committees; and be it~~

RESOLVED, That upon receipt of a voluntary written individual order from an employee, on forms provided by the union representing that employee, the Milwaukee Public School District will deduct from such employee's paycheck the amount authorized by the employee to be contributed to the union's COPE committee. The District shall remit to the union any such funds deducted from the employees' paycheck. Such remittances shall be made on a monthly basis and shall include the names of the employees for whom such deductions have been made and the amount for each employee. This resolution shall be implemented for employees in a bargaining unit upon agreement by the union to indemnify and save the District harmless against any and all claims, demands, suits, or other forms of liability which may arise out of any error or action taken or not taken by the employer under this section; and be it

FURTHER RESOLVED, That nothing in Administrative Policy 6.04 will be construed to enjoin the District from providing this common opportunity to its employees.

Director Morales moved to adopt the amended resolution as further amended below:

~~RESOLVED, That the District will make it possible for its employees to authorize, through payroll check offs, voluntary contributions deductions for the work of their bargaining units' political committees; and be it~~

RESOLVED, That upon receipt of a voluntary written individual order from an employee, on appropriate forms provided by the union representing that employee, the Milwaukee Public School District will deduct from such employee's paycheck the amount authorized by the employee to be contributed to the union's COPE committee. The District shall remit to the union any such funds deducted from the employees' paycheck. Such remittances shall be made on a monthly basis and shall include the names of the employees for whom such deductions have been made and the amount for each employee. This resolution shall be implemented for employees in a bargaining unit after any required collective bargaining upon agreement by the union to pay costs associated with deduction and to indemnify and save the District harmless against any and all claims, demands, suits, or other forms of liability which may arise out of any error or action taken or not taken by the employer under this section; and be it

FURTHER RESOLVED, That nothing in Administrative Policy 6.04 will be construed to enjoin the District from providing this common opportunity to its employees.

The amended resolution, as further amended, was adopted, the vote being as follows:

Ayes—Directors Balistreri, Hardin, Horton, Morales, O'Neil, Spence and President Blewett—7.

Noes—None.

Voting "present"—Director Johnson—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; Quarterly Report of Contracts between $25,000 and $50,000; 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

BOILER REPLACEMENT

Grantosa Drive School

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

Low Bidder, Base Bid of.....$192,600.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	15% MBE	15% MBE	165	12	9	Corporation	4

Funds are budgeted for the Grantosa project from FY05 account code FAR-0-0-980-GT-ECNCHVA5 (W.O. 2-633841). Project is to begin on May 2, 2005, and is scheduled for completion on September 30, 2005.

EXTERIOR DOOR REPLACEMENT (REBID)

Bay View High School

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

Low Bidder, Base Bid of $57,500, plus $15,000 Mandatory Alternate Bid #1, to replace the sidelights with new framing, glass and glazing, for a total contract of $72,500.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
	10%	10%	33	14	3	Corporation	2

Funds are budgeted for the Bay View project from FY04 account code FAR-0-0-980-BV-ECNCWND4 (W.O. 2-596366). Project is to begin on May 2, 2005, and is scheduled for completion on September 2, 2005.

EXTERIOR WINDOW & DOOR REPLACEMENT

Franklin School — Division 1 Windows

Prime Contractor
Simmons Building Products, Inc.
12100 West Dearbourn Avenue
Wauwatosa, WI 53226

Low Bidder, Base Bid of $444,247, plus $12,100 Mandatory Alternate Bid #1, to provide window shades at all new windows, for a total contract of.....$456,347.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	0%	38%	6	0	2	Corporation	1

Funds are budgeted for the Franklin School project from FY05 account code FAR-0-0-980-BF-ECNCWND5 (W.O. 2-636666). Project is to begin on May 2, 2005, and is scheduled for completion on November 4, 2005.

Franklin School — Division 2 Doors

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

Low Bidder, Base Bid of.....$80,438.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No MBE Yes WBE	0%	100% WBE	45	7	6	Corporation	0

Funds are budgeted for the Franklin School project from FY05 account code FAR-0-0-980-BF-ECNCWND5 (W.O. 2-636666). Project is to begin on May 2, 2005, and is scheduled for completion on November 4, 2005.

Hawley School — Division 1 Windows

Prime Contractor
Simmons Building Products, Inc.
12100 West Dearbourn Avenue
Wauwatosa, WI 53226

Low Bidder, Base Bid of $243,435, plus $5,390 for Mandatory Alternate Bid #1, to provide window shades at all new windows, for a total contract of.....$248,825.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	0%	43% MBE	6	0	2	Corporation	1

Funds are budgeted for the Hawley School project from FY05 account code FAR-0-0-980-HL-ECNCWND5 (W.O. 2-636669). Project is to begin on May 2, 2005, and is scheduled for completion on November 4, 2005.

Hawley School — Division 2 Doors

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

Sole Low Bidder, Base Bid of.....$63,850.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	0%	100% WBE	45	7	6	Corporation	0

Funds are budgeted for the Hawley School project from FY05 account code FAR-0-0-980-HL-ECNCWND5 (W.O. 2-636669). Project is to begin on May 2, 2005, and is scheduled for completion on November 4, 2005.

FAN & AIR-HANDLER REPLACEMENT

38th Street School

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

Low Bidder, Base Bid of $52,465, plus $16,605 for Mandatory Alternate Bid #1, to provide for the demolition of existing second-floor unit ventilator and installation of new blower coil, for a total contract of.....$69,070.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	27% MBE	60	5	4	Corporation	6

Funds are budgeted for the 38th Street School project from FY05 account code FAR-0-0-MM2-38-ECNCHVA5 (W.O. 2-645859). Project is to begin on May 2, 2005, and is scheduled for completion on August 19, 2005.

RECEIVING- & PARKING-AREA RECONSTRUCTION

Sherman Multicultural Arts School

Prime Contractor
Munson Inc.
6747 North Sidney Place
Glendale, WI 53209

Sole Bidder, Base Bid of $85,880.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% MBE	44	9	3	Corporation	3

Funds are budgeted for the Sherman Multicultural Arts School project from FY04 account code FAR-0-0-MM2-SE-ECNCGND4 (W.O. 2-596468). Project is to begin on June 20, 2005, and is scheduled for completion on August 5, 2005.

WATER SERVICE & PARKING LOT REPLACEMENT

Muir Middle School

Prime Contractor
Munson Inc.
6747 North Sidney Place
Glendale, WI 53209

Low Bidder, Base Bid of.....$162,046.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	29% MBE	44	9	3	Corporation	4

Funds are budgeted for the Muir Middle School project from account code FAR-0-0-980-MU-ECNCPLB4 (W.O. 2-602828). Project is to begin on June 20, 2005, and is scheduled for completion on August 12, 2005.

CONSTRUCTION CONTRACTS

Total construction contract dollars awarded.....$1,431,556.00
Total dollars HUB participation $535,755.55
% of MBE participation.....27.35
% of WBE participation 10.08
% Minority employees within company.....8.50
% Women employees within company 19.63

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 Award a Bid for the Purchase of Heating, Ventilation, and Air Conditioning (HVAC) Filters

The Administration requests authorization to award a bid to Filtration Concepts for the purchase of HVAC filters. This bid was issued by MPS as a VALUE bid. VALUE is a cooperative purchasing program for governmental units in southeastern Wisconsin which includes the following entities: MPS, City of Milwaukee, County of Milwaukee, County of Waukesha, Milwaukee County Transit System, City of West Allis, City of Wauwatosa, Elmbrook School District, Racine County, Port Washington/Saukville School District, and others. VALUE bids, which are for one-year periods, may be extended for a maximum of five years before being re-bid.

This is a multiple-purchase award wherein purchases occur throughout the term of the contract and are charged to the individual schools and departments purchasing the filters. The total value of the award will depend upon the amount of filters purchased by all VALUE members; however, as the amount of MPS purchases is expected to exceed $50,000, the award requires Board approval.

Filtration Concepts was the lowest bidder based on a representative sample of the 360 various types of filters on the bid list.

The MPS budget codes to be charged are the supply (ESUP) accounts of the individual schools and departments purchasing filters. The total annual charges are estimated to be $76,000.

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

SS-822 Authorization to Award a Sole-Source Bid for the Purchase of Textbooks and Workbooks

The Administration requests authorization to award a bid to SRA McGraw-Hill for the purchase of textbooks and workbooks. This is a sole-source award due to the fact the requested materials are copyrighted. The purchase is being made by Mitchell Elementary School using funds from a Comprehensive School Reform grant.

The cost of the materials is $64,099.11. The budget code to be charged is GEN0IXA5MI-ESUP (Comprehensive School Reform — Supplies).

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

B-5391 Authorization to Award a Bid for the Purchase of Pipe-Insulation Materials

The Administration requests authorization to award a bid to Bay Insulation of Milwaukee for the purchase of pipe-insulation materials. This is a multiple-purchase award wherein purchases occur throughout the term of the contract and are charged to the individual schools purchasing pipe-insulation materials. The total value of the award will depend upon the amount of pipe-insulation materials purchased; however, as the amount of purchases is expected to exceed $50,000, the award requires Board approval.

Bay Insulation was the lowest and only bidder. The contract term is May 1, 2005, through April 30, 2006. The budget codes to be charged are the supply (ESUP) accounts of the individual schools purchasing pipe insulation. Total annual charges are estimated to be $68,000.

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

B-5397 Authorization to Award a Bid for Laptop Computers

The Administration requests authorization to award a bid to BayCom Inc. for the purchase of 20 Panasonic Toughbook Model 18 laptop computers, 10 combodrives, 10 additional batteries, and accessories. BayCom's bid was the lowest of seven bids. This product has a touchscreen, is light and rugged, and is intended for use by students with speech disabilities.

The cost of the above items is $61,880. The budget code to be charged is SSU00IF5DW-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	NA	NA	NA	NA	NA	0	NA	NA

RFP-447 Authorization to Enter into a Contract to Audit the District's Health Plans

The Administration requests authorization to enter into a contract with HealthCare Data Management for the purpose of auditing the District's health plans. A Request for Proposal (RFP) was issued soliciting audit services for the District's self-funded health plans administered by Aetna and United HealthCare. The RFP was distributed to over 20 firms, including certified public accounting firms and firms that specialize in health-plan audits as well as eight historically underutilized business (HUB) outreach agencies.

Proposals were received from HealthCare Data Management, Lambent Risk Management/MBA/Mesirow Financial, and Meridian Resource Company. The three responses were reviewed by a committee comprising the Chief Auditor, the Director of Labor Relations, and the Director of Benefits and Insurance Services. The rankings were based on the audit fee, the comprehensiveness of the project plan, and the vendor's qualifications.

The proposal received from HealthCare Data Management ranked the highest. The addition of Lambent Risk Management, who will be providing key services that will serve to comply with the 15% HUB participation requirement assigned to this RFP, strengthened HealthCare Data Management's proposal. HealthCare Data Management quoted an all-inclusive fee of $92,200. This amount includes a $10,250 reduction for performance of audits on both health plans; however, additional travel expenses for the increased travel of the HUB partner — which are not to exceed $4,000 — were subsequently added to the price. This final all-inclusive fee is not to exceed $96,200.

The budget code to be charged is DWC00EMBDW-EMDI (Hospital and Surgical — Insurance).

HUB-Certified Prime?	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION				
	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
NO	NA	NA	NA	15%	15%	$14,430	Risk Management	Professional Services

Authorization to Award a Bid for Purchase of an HVAC Unit for Palmer School

The Administration requests authorization to award a bid to Trane — An American Standard Co. — for the purchase of a Heating, ventilation, and air conditioning (HVAC) unit for Palmer School. Trane was the lowest bidder.

The cost of the HVAC unit is $63,505. The budget code to be charged is: FAR00980PA-ECNC (Remodeling — Construction Contract)

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 — April 2005

Total contract dollars to be awarded.....$366,179
Total dollars eligible for HUB participation.....$366,179
Total HUB dollars $14,430
% of MBE participation.....0
% of WBE participation 0
Total HUB Participation.....4%

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 2005 quarterly reports of contracts between $25,000 and $50,000 This report, which includes information for January, February, and March of 2005, is for informational purposes and requires no action.

Quarterly Report of Contracts between $25,000 and $50,000

Month	Sch/Dept	Project Description	Contractor/Vendor	HUB %	Amt
Jan-05	Career/Tech. Ed. Autodesk	ACES Pack Software	Autodesk Inc	0	27,500
	NSI Program	Science Tables	Pro Wisconsin	0	30,690
Mar-05	Westside II/Vieau	Skills Tutor Software	Achievement Technologies	0	26,991
	Nutrition Svc	Point-of-Sale Software	Pearson NCS	0	30,070
	F&M	Panel Vans	Hiller Ford	0	31,222
	Wheatley	Textbooks	Houghton-Mifflin	0	29,585
TOTAL					**176,058**

Acceptance of the Report of Revenues and Expenses

TO THE MILWAUKEE BOARD OF SCHOOL DIRECTORS:

Below is a summary of revenues as of February 28, 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	$ 6,210,388	$ 446,020,100	$ 504,801,953	47%
Categorically Aided	178,654,593	16,873,883	195,528,476	11,135,656	74,596,135	120,932,341	38%
School Nutrition	29,852,872	1,511,895	31,364,767	2,113,496	12,534,693	18,830,074	40%
Construction	28,796,054	44,294,936	73,090,990	231,296	12,818,207	60,272,783	18%
Extension	11,366,461	377,452	11,743,913	58,746	9,147,228	2,596,685	78%
Total All Funds	$ 1,119,097,069	$ 143,453,130	$ 1,262,550,199	$ 19,749,591	$ 555,116,363	$ 707,433,836	44%

Below is a summary of expenditures as of February 28, 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	$ 78,327,787	$ 598,582,612	$ 352,239,441	63%
Categorically Aided	178,654,593	16,873,883	195,528,476	15,036,652	11 0,430,282	85,098,194	56%
School Nutrition	29,852,872	1,511,895	31,364,767	2,434,424	19,257,253	12,107,514	61%
Construction	28,796,054	44,294,936	73,090,990	2,489,980	70,518,288	2,572,702	96%
Extension	11,366,461	377,452	11,743,913	537,949	7,974,852	3,769,061	68%
Total All Funds	$ 1,119,097,069	$ 143,453,130	$ 1,262,550,199	$ 98,826,792	$ 806,763,287	$ 455,786,912	64%

[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 monthly report of expenditures 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
Allen-Field	Target	$355	Take Charge of Education
Audubon	Target	$159	Student Incentives
Bradley Tech.	Ace Hardware #1781	$150	Wood Stains (to stain student shop projects)
Burbank	Washington Mutual	$10	Educational Needs
Burdick	Wal-Mart Store #2828	$50	Art Supplies
Curtin	Kemp's Milk	$70	Kemp's Give 'em Five
Curtin	Golden Gurnsey Milk	$46	Kids Caps and Cash
Curtin	Target	$34	Take Charge of Education
Curtin	Target	$60	Take Charge of Education
Curtin	Pick 'N Save	$61	We Care Program
Curtin	Pick 'N Save	$61	We Care Program
Fernwood	Target	$317	Monetary donation to school
Fernwood	Access Computer Products, Inc.	$30	Monetary donation to school
Hamilton	United Seniors of Wisc., Inc.	$2,500	Scholarships for Trade and Tech
Hawthorne	Master Lock	$500	Basketball Uniforms
Hawthorne	Target	$149	Take Charge of Education (materials/supplies)
Lady Pitts	Jan Heintiz	$400	Reference Books
Lancaster	Target	$100	Take Charge of Education
MacDowell	Target	$164	Take Charge of Education
Manitoba	Christine Leutner	$1,000	Donation for student camping trip
McNair	Target	$36	Take Charge of Education
Milwaukee French Immersion	Sally and Ernie Hooks	$21	Fundraiser donation
Milwaukee French Immersion	Roxana and Jean-Pierre Berlan	$40	Fundraiser donation
Milwaukee French Immersion	Patricia and John Newborn	$40	Fundraiser donation
Milwaukee French Immersion	Francisco Enriguez and Gabriela Dieguez	$200	Fundraiser donation
Milwaukee French Immersion	Mark Wilson and Elizabeth Ciurlik	$50	Fundraiser donation
Milwaukee French Immersion	James and Kathleen Hotson	$25	Fundraiser donation
Morgandale	JJ Candies	$1,000	Education Fund
Riley	Target	$311	Take Charge of Education
Riverside	Tim Strattner	$150	Spring Baseball Trip
Riverside	Scott or Mary Anne Revolinski	$100	Spring Baseball Trip
Riverside	Jayne Swick	$100	Spring Baseball Trip
Riverside	Jason Voelker	$100	Spring Baseball Trip

School	Donor	Amount	Gift or Purpose
Riverside	Jose Garzon	$100	Spring Baseball Trip
Riverside	Dennis Leonard	$526	Spring Baseball Trip
Riverside	Elsa Cruz	$50	Spring Baseball Trip
Riverside	Kiwanis Club of North Shore Milwaukee	$200	Spring Baseball Trip
Riverside	Michael Collopy, M.D.	$300	Spring Baseball Trip
Riverside	LDS and S Lumber Dealers Service and Supply Corp.	$50	Spring Baseball Trip
Riverside	Walker Young	$25	Spring Baseball Trip
Riverside	The Thousand Hills Stewardship Fund	$1,000	Spring Baseball Trip
Riverside	Old Time Ball Players Association of Wisconsin, Inc.	$800	Spring Baseball Trip
Riverside	Ray Morris	$20	Spring Baseball Trip
Washington	WHS Scholarship Foundation, Inc.	$500	National Honor Society
Washington	WHS Scholarship Foundation, Inc.	$1,000	Robotics

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; Approval of Certificated Appointments; Approval of Leaves of Absence; Report on Resignations; Approval of Prevailing Wage Rates; and an Affirmative Action Report

Approval of Classified Personnel Transactions

Name and Assignment	Position and Salary	Date
	APPOINTMENTS	
Kheang Kov Technology	Programmer/Analyst $49,500.00/yr.	04-04-05
Susan Mathews Special Services	School Nurse $38,368.00/yr.	04-04-05
Debra Migdal Westside Academy I	School Secretary I $19,442.44/yr.	04-11-05
Scott Van Willigen Special Services	Technology Support Analyst $38,896.00/yr.	04-11-05

PROMOTIONS

Barbara Wronka Muir	School Bookkeeper $28,335.33/yr.	04-05-05

CHANGES IN STATUS

Cynthia Gutierrez Metropolitan	School Secretary I $31,510.70/yr.	04-04-05
Stephen Leisher Metropolitan	Handicapped Children's Assistant $14,609.70/yr.	03-09-05

Approval of Certificated Appointments — Teachers

Code	Teachers	Division	Salary	Yrs. Exp. Credit	Start Date
r	Leslie A. Bachhuber ESL	B	$29,224.00	0	03/07/2005
r	Jeffrey J. Ehren Upper Elementary	B	$29,224.00	0	04/04/2005
r	Molly Kerkhoff Cross-categorical	B	$29,224.00	0	03/04/2005
r	Carol Molex Cross-categorical	B	$29,224.00	0	03/21/2005
nr	Lisa Sayler Cross-categorical	B	$29,224.00	0	030/8/2005
r	Dana Schoon EC:EEN	B	$29,224.00	0	030/3/2005
r	Caroline E. Schweinert Cross-categorical	B	$31,299.00	2	03/07/2005

Certificated Appointments — School Social Workers

r	Annette Mayerstein	2A	$41,180.00	0	04/04/2005

CODES:

(r) Resident who must remain a resident

Approval of Leaves of Absence

	Present Assignment	Effective From
Maternity Leave, to June 17, 2005:		
Elisabeth Lien	Special Services	April 11, 2005
Personal Leave, to June 17, 2005:		
Pamela Hansen	Brown	April 7, 2005
Sabbatical Leave, to June, 2006:		
Leon Walls	Fritsche	August, 2005

Report on Resignations

Name	Position	Effective Date
Timothy Albers	Psychologist	06/23/05
Mary Backus	Teacher	06/17/05
Celia Bajorek	Teacher	06/17/05
Phyllis Bankier	Teacher	06/17/05
James Basil	Teacher	06/17/05
Deborah Bell	Principal	06/23/05
Abid Bhatti	Teacher	06/17/05
Susan Bindas	Teacher	06/17/05
Ruben Bivens	Asst. Principal	07/05/05
James Bonini	Teacher	06/17/05
Michelle Boysen	Teacher	06/17/05
Ryan Bray	Teacher	02/22/05
Susan Brown	Teacher	06/24/05
Pamela Buhr	Teacher	06/17/05
Alice Chelmo	Teacher	06/17/05
Aaron Clark	Asst. Principal	06/21/05
Joann Cochran	Psychologist	03/18/05
Mary Conway	Teacher	06/17/05
Mary Dries	Teacher	06/17/05
Matthew Drissell	Teacher	06/17/05
Janice Dubin	Teacher	06/17/05
Josuane Duckworth	Psychologist	06/23/05
Kathleen Engbring	Teacher	06/17/05
Monroe Epperson	Teacher	06/17/05
Gardenia Farris	Asst. Principal	06/21/05
Melvin Futrell	Asst. Principal	06/21/05
Rosanne Gilman	Teach/Mentor	06/17/05
Jane Glodoski	Teacher	06/17/05
Goldie Hall	Asst. Principal	06/23/05
Eugene Heitz	Teacher	06/17/05
Phyllis Hibben	Teacher	04/27/05
Marlene Hoth	Teacher	06/17/05
Myron Howard	Team Teacher	06/23/05
Barbette Huxley	Teacher	06/17/05
Thomas Kihslinger	Teacher	06/17/05
Gordonna Komassa	Teacher	06/17/05
Katharyn Kominiarek	Teacher	06/17/05
Carol Korpela	Teacher	06/17/05
Pamela Kruse	Teacher	06/17/05
Charles Lee	Teacher	06/17/05
Kathleen Lenz	Asst. Principal	06/30/05
Cynthia Lijewski	Teacher	06/17/05
Stephanie London	Teacher	06/1705
Kara Lovell	Asst. Principal	06/28/05
Jill Martindale	Teacher	02/26/05

Barbara Martinko	Teacher	06/17/05
Ethel McIntyre	Teacher	06/17/05
Christine Millay	Principal	06/30/05
Kathleen Misurek	Teacher	06/17/05
Alfreddie Nash	Teacher	06/17/05
Andrea Neuman	Teacher	06/17/05
Sherry Nutt	Teacher	06/17/05
William O'Connor	Teacher	06/17/05
Jacqueline Ocasio	Teacher	03/24/05
Mary Parsons	Teacher	06/17/05
Ruth Price	Teacher	06/17/05
Lorraine Reinhardt	Teacher	06/17/05
Roy Remak	Teacher	06/17/05
Maria Rivera	Teacher	06/17/05
Myron Rochwerger	Teacher	06/01/05
Edward Romans	Teacher	06/17/05
Laura Rothman	Teacher	02/25/05
Joan Salinger	Teacher	06/17/05
Dorothy Schulz	Teacher	06/17/05
Dorris Seward	Teacher	06/17/05
Janice Simonson	Teacher	05/27/05
Timothy Souers	Teacher	06/17/05
Diane Spence	Teacher	06/17/05
Jeanie Swanson	Teacher	05/02/05
Edna Taylor	Teacher	06/17/05
Janice Thomas	Teacher	06/17/05
Linda Wagner	Teacher	08/25/05
Richard Waraksa	Teacher	06/17/05
Bettye Washington	Principal	06/23/05
Margetrie Watts	Teacher	06/17/05
Willie Weaver	Teacher	06/17/05
John Wegner	Teacher	06/17/05
Brenda White	Teacher	06/17/05
Mary Zarse	Teacher	06/17/05
Naimah Ziyad	Teacher	06/17/05

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 communication from the Milwaukee Building and Construction Trades Council listing the new wage rates for building trades workers (steamfitters) and their effective dates is provided below:

STEAMFITTERS

Please be advised that the Steamfitters and their Contractors have an agreement providing for the following rates of wages and fringe benefits effective January 1, 2005.

	1-01-05 PER HOUR
Steamfitter Journeyman	$ 30.20
Steamfitter Foreman	33.22
Steamfitter General Foreman	34.73
Superintendent Wages	35.04-37.75

Employer contributions paid into the various fringe-benefit trust funds for Steamfitters are as follows effective January 1, 2005, and paid on all hours worked per week into the Welfare Trust Fund, Pension Fund, Training School Fund, Training Day School Fund and Mechanical Contractors Industry Development, Incorporated, Fund.

	1-01-05 PER HOUR
Pension Trust Fund	$ 3.48
Welfare Trust Fund	7.25
Training School Fund	.46
Apprentice Day School Fund	.22
Mechanical Contractors Industry Development, Inc.	.15
*601 Market Expansion	.10

Market Expansion

*$0.10 per hour on all hours worked to be paid by everyone earning $10 per hour or more.

Monthly Dues

An additional 1.8% of gross wages on all hours paid is to be deducted.

Affirmative Action Report

The Affirmative Action Report for March 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, leaves of absence, and prevailing wage rates as listed above.

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

* * * * *

(Item 3) Action on Recommended Administrative Appointments and Promotions

Committee's Recommendation

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

5(r)	Sean Goldner	Assistant Principal Congress School	Schedule III, Range 10X $62,344.06
4(r)	Eduardo Galvan	Assistant Principal Greenfield Bilingual School	Schedule III, Range 10Z $57,883.41
3(r)	Gitanjali Chawla	Assistant Principal Honey Creek Continuous Progress School	Schedule III, Range 10Z $52,527.00
2(r)	Richard Spates	Assistant Principal Thurston Woods Campus	Schedule III, Range 10Z $52,527.00
2(r)	Doncella Washington	K-12 Curriculum Literacy Coordinator/Reading Emphasis Teaching and Learning	Schedule III, Range 11A $79,886.10
5(r)	Todd Rabideau	School Instructional Technology Specialist (Windows) Department of Technology	Schedule III. Range 10A $72,527.12
5(r)	Brian Wiegand	School Instructional Technology Specialist (Apple) Department of Technology	Schedule III. Range 10A $76,387.06
2(r)	Krissy Washington	Day Care/Kindergarten Program Coordinator for Contracted Sites	Schedule III, Range 9A $67,924.41
5(r)	Christine Maxwell	Curriculum Generalist Frances Starms Center	Schedule III, Range 6A $63,283.82

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
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 Project Agreement with the City of Milwaukee for Construction of a Bio-retention Basin at Lloyd Street School

Administration's Analysis

1. This item seeks the Board's authorization to proceed with an agreement to build a bio-retention project at Lloyd Street School for educational and environmental purposes.

2. The City of Milwaukee and MPS are collaborating on a project to build a bio-retention basin at Lloyd Street School. The 12,360-square-foot basin is to be used as a sustainable education site while at the same time improving the rainwater run-off from the asphalt playground.

3. The project also is to include development of an environmental curriculum to be used in conjunction with the hands-on learning experience offered by the project.

4. The project is to be funded through a $100,000 U.S. Environmental Protection Agency Great Cities grant awarded to the City of Milwaukee. The Walnut Way community group contributed an additional $17,000 for preliminary costs from a grant which it received from the Milwaukee Metropolitan Sewerage District.

5. MPS is to provide in-kind services to remove up to a maximum of 2,450 square feet of asphalt from the playground. The value of the in-kind donation is estimated at $2,100. MPS has no other financial obligation in project development.

6. The City, which is to hold all project contracts, has agreed to include MPS insurance requirements in all such contracts.

7. Under the proposed agreement between the City and school district, preliminary and final drawings, specifications, and construction documents require approval by the MPS Facilities and Maintenance Services Division. MPS also will have the right to review invoices before they are paid by the City.

8. The City is responsible for the design and construction of the bio-retention basin. The City will contract with the Conservation Design Forum to build the basin.

9. The City also is responsible for any maintenance of the basin for one year after the project is completed. Lloyd Street School will be responsible for the maintenance of the basin after the first year, although the Walnut Way community group has pledged significant assistance. The annual maintenance cost is not expected to exceed $3,000. The Lloyd St. school principal has agreed to pay the cost.

10. The City will contract with a not-for-profit group to develop curriculum materials that will be easily transferred to other elementary schools. Lloyd Street School staff will assist in the development of the curriculum to ensure it aligns with state standards and MPS Learning Targets.

11. MPS will agree to make the basin available to community groups for educational purposes. MPS reserves the right to determine the days, hours, and conditions for community access to Lloyd Street property, including the basin.

Strategic Plan 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 Implication Statement

13. This item complies with administrative and Board policies and state statutes.

Fiscal Impact Statement

14. This item does not authorize expenditures. The District's in-kind contribution, which is valued at approximately $2,100, will be funded from resources available in the FY05 budget. The City is responsible for maintenance costs for the first year. Lloyd St. School will be responsible for maintenance costs after that.

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration to enter into an intergovernmental cooperation project agreement with the City of Milwaukee, to include the following conditions, for construction of a bio-retention basin at Lloyd Street School:

1. The project shall be funded through a $100,000 U.S. Environmental Protection Agency Great Cities grant awarded to the City of Milwaukee, with the Walnut Way community group to contribute an additional $17,000 for preliminary costs from a grant from the Milwaukee Metropolitan Sewerage District;

2. MPS shall provide in-kind services to remove up to a maximum of 2,450 square feet of asphalt from the playground, this being its only financial obligation in project development;

3. the City, which is to hold all project contracts, shall include MPS insurance requirements in all such contracts;

4. the MPS Facilities and Maintenance Services Division shall have approval of preliminary and final drawings, specifications, and construction documents

5. MPS shall have the right to review invoices before they are paid by the City;

6. the City shall be responsible for the design and construction of the bio-retention basin;

7. the City shall also be responsible for any maintenance of the basin for one year after the project is completed;

8. Lloyd Street School shall be responsible for the maintenance of the basin after the first year;

9. the City shall contract with a not-for-profit group to develop, in cooperation with staff from the Lloyd Street School, curriculum materials that shall be easily transferred to other elementary schools; and

10. MPS shall make the basin available to community groups for educational purposes, but shall reserve the right to determine the days, hours, and conditions of community access to the Lloyd Street property, including the basin.

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

* * * * *

(Item 5) Action on a Recommendation to Modify the Elementary Attendance Areas to Reflect the Closing of Jackie Robinson School

Administration's Analysis

1. As part of the Neighborhood School Initiative, at its meeting of February 23, 2004, (Proc. pp. 776-779) the Milwaukee Board of School Directors approved the conversion of Jackie Robinson Middle School to a K-8 school on a phased basis, to commence with the 2004-2005 school year. This allowed the District to eliminate the more costly NSI Locust School project planned for the same area and to apply those savings to other NSI needs.

2. At its meeting of December 20, 2004, (Proc. pp. 583-584) the Board approved the accelerated closing of Jackie Robinson Middle School due to declining enrollment. Based on a new analysis of the District's space needs, on February 24, 2005, the Administration came forward with a report advising the Board that the planned NSI conversion of Robinson would be put on hold, and the instrumentality charter school sharing the building would be moved to another location.

3. Since the building will not re-open as a K-8 school in the 2005-2006 school year, the attendance area must now be reassigned. The attendance area is recommended to be distributed to the Townsend, Douglass, and Auer Avenue attendance areas, as the attendance area was configured prior to the creation of the planned NSI Locust or Robinson attendance areas, as shown in the attachment.

4. 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

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

Fiscal Impact Statement

6. This item does not authorize expenditures.

Implementation and Assessment Plan

7. 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 Jackie Robinson School as shown in the attachment to this item.

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

* * * * *

(Item 6) Action on Resolution 0405R-051 by Director Blewett Regarding School Bus Safety Inspections

Background

At its meeting on February 24, 2005, the Board referred Resolution 0405R-051 By Director Blewett to the Committee on Finance/Personnel:

WHEREAS, The Wisconsin State Patrol inspects school buses annually, checking such items as braking, steering, electrical and all required safety equipment; and

WHEREAS, According to a recent news report, 25 percent of the buses inspected last year failed the state safety inspection; and

WHEREAS, According to the same news report, three Milwaukee bus companies — all of whom are contracted by MPS to transport its students — had failure rates of over 50 percent (58 percent, 69 percent, and 85 percent, respectively); and

WHEREAS, Although eight bus companies had more than 85 percent of their buses pass the state safety inspections, that still leaves up to 15 percent of their buses that did not pass; and

WHEREAS, If a bus that has been in use until it has been inspected has failed its inspection, there can be little doubt that it was defective during at least part of the time during which it was used to transport students; and

WHEREAS, Student safety is a primary concern of the Milwaukee Board of School Directors; and

WHEREAS, An unsafe bus is a threat not only to the students who ride that bus, but also to the drivers and pedestrians and property owners who must share the roads with that bus; and

WHEREAS, In addition to the health and safety of the community, MPS also has to worry about insurance claims and lawsuits against the district arising out of damage caused by faulty buses; and

WHEREAS, As part of its vision and mission, the Milwaukee Board of School Directors has declared that "children learn and achieve more when they are cared for, when they are safe, and when they have a healthy well-being"; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors direct the Administration to require that, before contracting with MPS, every bus company must present proof that all its buses have passed their annual safety inspections; and be it

FURTHER RESOLVED, That if it is not possible under this requirement for MPS to contract enough buses to serve the transportation needs of its students, the Milwaukee Board of School Directors direct the MPS Administration to develop and bring to the Board for its approval a process to bring its transportation services in-house.

Administration's Analysis

1. Wisconsin State Statute 110.075 directs the Wisconsin State Highway Patrol to annually inspect all school buses. The Highway Patrol issues an official inspection sticker that is placed on the rear license plate to certify that the vehicle has met all inspection requirements. The sticker is good for a period of one year. No school bus is permitted to operate unless a valid inspection sticker is clearly displayed. Operating a bus without the official inspection certification is illegal. All school buses, including stand-by buses, operating under contract for the Milwaukee Public Schools have received certification.

2. Inspections occur throughout the year. A copy of a School Bus Inspection Report is included as an attachment. Upon inspection, a bus will receive one of three designations:

A. *This vehicle has been APPROVED for service.* Any defects noted in the above 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" (out of service) 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.*

3. The Wisconsin School Bus Association has indicated that, on average, 25% of buses are DISAPPROVED at time of inspection. For MPS, the percentage DISAPPROVED was 18%. For the latest inspection cycle, no MPS-contracted bus received the "C" designation, requiring re-inspection by the State Highway patrol. Of the 198 buses that received a "B" designation, 69% were repaired and certified during the inspection period. The remaining buses were repaired prior to returning to service, and received inspection certification.

4. Bus companies and school districts will complete any necessary repairs and certify that any defects noted during safety inspections 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). All buses marked "OOS" (Out Of Service) must be repaired prior to returning to service.

5. Below is a summary of the most current inspection results. The order is by percentage of Approved.

Company	Number of Buses					Approved	Disapproved
	Total	Inspection Designation					
		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%

6. The Administration concurs with the Resolution in that all school buses contracted with the Milwaukee Public Schools should comply with all vehicle requirements established by the State of Wisconsin. The Administration has monitored inspection results in the past by reviewing the severity of defects (number of "C" designations) and the type of defects reported. Bus company performance is also measured by the number of breakdowns that occur. Historically, breakdowns are a good gauge of whether buses are maintained properly.

7. To assure the Milwaukee community that all MPS-contracted school buses meet all State inspection requirements, the Administration will modify its review procedures to include the following activities:

a. Prior to the start of each semester of the school year, MPS staff will conduct site visits to all bus companies under contract with MPS and certify that all buses have received the current State Highway Patrol inspection certification sticker;

b. The Administration will modify the transportation contracts and performance-evaluation criteria to include financial penalties and/or loss of bus contracts for bus companies that do not adequately maintain their school bus fleets. Bus companies that achieve less than an 85% APPROVED inspection rate may see their market shares decrease in subsequent contract years. Serious defects will result in the immediate loss of the contract for that route(s);

c. When requesting approval of the annual transportation contracts, the Administration will present to the Board the results of the most current inspection reports.

Strategic Plan Compatibility Statement

8. The increased monitoring of school buses is aligned with MPS Strategic Plan Goal #1, to improve student achievement by providing quality services that support student educational programs.

Statute, Administrative Policy, or Board Rules Statement

9. The recommendation is consistent with Administrative Policy 4.04, Student Transportation Services.

Fiscal Impact Statement

10. This item does not authorize expenditures. Implementation of the Administration's recommendations may require the transfer of contracted routes to other vendors, which could have a fiscal impact that is not quantifiable at this time. The recommended site visits will require staff time, the cost of which will be funded through existing resources.

Implementation and Assessment Plan

11. Pupil Transportation Services will monitor school bus inspections as outlined in paragraph 4 above and will report inspection results to the Milwaukee Board of School Directors prior to contract approval.

Administration's Recommendation

The Administration concurs with the Resolution that all school buses contracted with the Milwaukee Public Schools should comply with all vehicle requirements established by the State of Wisconsin. Because the Administration is able to accomplish the intent of the first Resolved, it is not necessary to proceed with the Further Resolved. The Administration recommended that the Board adopt the resolution, with the exception of the Further Resolve, and direct the Administration to:

1. prior to the start of each semester of the school year, conduct site visits to all bus companies under contract with MPS and certify that all buses have received the current State Highway Patrol inspection certification sticker;

2. modify the transportation contracts and performance-evaluation criteria to include financial penalties and/or loss of bus contracts for bus companies that do not adequately maintain their school bus fleets. Bus companies that achieve less than an 85% APPROVED inspection rate may see their market shares decrease in subsequent contract years. Serious defects will result in the immediate loss of the contract for that route(s); and

3. when requesting approval of the annual transportation contracts, present to the Board the results of the most current inspection reports.

Committee's Recommendation

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

Director Johnson moved to place the item on file.

Director Morales in the chair.

Director Blewett moved a substitute, to approve the administration's recommendation.

The administration's recommendation was approved, the vote being as follows:

Ayes—Directors Balistreri, Hardin, Horton, Johnson, Morales, O'Neil, Spence and President Blewett—8.

Noes—None.

President Blewett resumed the chair.

* * * * *

(Item 7) Authorization to Enter into a Contract for Community-Engagement Services

Background

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.

Administration's Analysis

1. The Administration developed such an RFP, which it issued for response beginning on March 3, 2005. The RFP was advertised on four separate occasions in *The Daily Reporter* newspaper, was posted on the Council of Educational Facility Planners' website, and was also directly mailed to 11 organizations across the country that perform this type of work. The RFP required the successful firm to:

a. review all district information that could affect the criteria for the closing of schools;

b. conduct broad-based community-engagement activities to establish written criteria that will be used in conjunction with the above district information to identify schools to be included in the final recommendation for closing;

c. determine, during the community-engagement activities, the types of educational programming that is desired by the community and to incorporate these findings into the final recommendations for closing;

d. identify projected cost-savings associated with the closing or relocation of any school;

e. provide cost-estimates for any recommended modifications;

f. provide a recommended sequence for implementation of the recommendations;

g. provide, based upon information received from the community, recommendations for the disposition of any site that is recommended to be closed;

h. provide a written report to the Superintendent no later than September 15, 2005; and

i. present the report to the Committee on Innovation/School Reform in October 2005.

2. Proposals were due by 3:00 p.m. CST on March 29, 2005. The Administration received a total of four proposals. A six-member Evaluation Committee consisting of three MPS staff, one representative from the City of Milwaukee, one representative from the Milwaukee Teachers' Education Association, and one representative from a community organization was established to review the proposals. Due to other commitments, however, the community representative was not able to participate, and time did not allow us to obtain a replacement.

3. The Evaluation Committee met on March 30, 2005, to receive the proposals and to review the evaluation criteria. The Committee met again on April 4, 2005, after receiving the proposals and narrowed the selection to two firms. The Committee generated a series of questions for each of the finalists regarding their individual proposals. This information was phoned to each finalist's team on the morning of April 4. The telephone call was followed up with a faxed letter containing the same information.

4. On April 7, 2005, interviews were held with each of the two firms to clarify portions of their proposals. After subsequent negotiations, the Evaluation Committee is recommending that the District enter into a contract with Hayes Large Architects, LLP, of Cleveland, Ohio, to provide the deliverables as identified in the RFP and further clarified or amended by their proposal. During negotiations, this team responded extremely well to our suggestions and requests for information.

Strategic Plan Compatibility Statement

5. 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

6. In accordance with Administrative Policy 3.09, Board authorization is required to enter into contracts over $50,000. A two-thirds majority vote of the Board is required for any expenditure from the Board's Contingent Fund.

Fiscal Impact Statement

7. In directing the Administration to enter into the contract, the Board would be authorizing expenditures of $924,819, which is required for the base contract. The Administration is requesting an additional $25,000 to cover district expenses that will be incurred in the administration of this contract. All funds would come from the Board's Contingent Fund. This is the first request for use of the Contingent Fund this fiscal year; if this request is approved, a balance of $50,181 would remain in the fund for use during the remainder of this fiscal year.

Implementation and Assessment Plan

8. If directed by the Board, the Administration will execute a contract with Hayes Large Architects, LLP, in accordance with the terms and conditions of the RFP, all addendums, the proposal, and all subsequent clarifications. A final report would be presented at the October 2005 meeting of the Board's Committee on Innovation/School Reform.

Committee's Recommendation

Your Committee recommends that the Board:

1. authorize the administration to spend up to $350,000 from the Board)s contingent fund.;
2. direct 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;
3. direct the Administration to maintain the HUB requirement at 20%;
4. authorize the Administration to contract individually for services up to $300,000 if, after receiving the two revised proposals, the Administration feels that it would be in the best interest of the District to do so;
5. exempt the Administration from Administrative Policy 3.09, Bidding and Procurement Requirements, if the Administration determines that contracting individually for these services is in the best interest of the District;
6. direct the Administration to either:
    a. report back to the Board in May 2005, as an informational item, which of the two firms was awarded a contract, complete with a summary of the services to be provided and a timeline; or
    b. report to the Board in May 2005, as an informational item, the process that the Administration will utilize if one of the two firms is not selected; and
7. authorize the Administration to utilize up to $50,000 of the $350,000 for district expenses.

Director Johnson moved to approve the Committee's recommendation.

The motion prevailed, the vote being as follows:

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

Noes—Directors Balistreri and O'Neil—2.

* * * * *

(Item 8) Action on a Request to Enter into Summer Contracts for 21st Century Community Learning Centers (CLCs)

Administration's Analysis

1. In the summer of 2004, the District was able to provide summer grants to 32 elementary and middle-school Community Learning Centers (CLCs). Each CLC site was required to maintain a minimum enrollment of 100 participants and to sustain a minimum 80% attendance over the six-week program in order to receive full grant funding of $25,000 per elementary site and $20,000 per middle-school site. All sites were required to enter daily participation data on the CLC attendance tracking system — Academics Plus Attendance Tracking System (APlus) — and to submit bi-weekly attendance reports to the CLC program office.

2. A rich variety of enrichment activities were provided to over 6,300 youths in 32 CLC sites in collaboration with 11 lead-agency partners.

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

4. This summer, the District will provide grants to 20 elementary and 11 middle-school CLCs who agree to adhere to the operational and program standards as outlined in the attached contract.

5. Program dates for the Summer 2005 CLC Program will be June 27-August 5, 2005, for the six-week programs, and June 27-August 19, 2005, for the eight-week sites. (Note: the number of weeks is dependent upon the facility's availability due to construction projects.)

6. The Administration is requesting Board authorization to enter into contracts for the period of June 1 through August 31, 2005, with the lead agencies of the following elementary and middle-school CLCs:

Agency	Site	Amount
Boys and Girls Club	Allen Field Elem. School	$ 66,000*
	Fernwood K-8 School	26,000
	Gaenslen K-8 School	51,000+
	Grand Avenue MS	36,000
	Lincoln Elem. School	36,000
	Lloyd Elem. School	36,000
	Riley Elem. School	36,000
	Siefert Elem. School	43,500^
	35th St Elem. School	36,000
	Townsend K-8	36,000
	Vieau K-8 School	36,000
	Walker MS	36,000
COA Youth and Family Centers	OW Holmes K-8 School	$ 36,000
Latino Community Ctr	Kagel Elem. School	$ 51,000+

Journey House	Fritsche MS	$	66,000*
	Humboldt Park K-8 School		26,000
Northcott Neighborhood House	Douglas Academy MS	$	36,000
	Edison MS		26,000
	Green Bay Ave. Elem. School		36,000
	Lee K-8 School		36,000
	Lincoln MS of the Arts		26,000
	Milwaukee Village MS		36,000
Milwaukee County Extension	21st St. Elem. School	$	36,000
	Malcolm X MS		36,000
Our Next Generation, Inc	Westside II 4-8	$	36,000
Silver Spring Neighborhood Ctr	Burroughs MS	$	36,000
	John Muir MS		36,000
United Migrant Opportunity Services(UMOS)	Kosciuszko MS	$	36,000
YMCA	Engleburg Elem. School	$	36,000
	La Follette K-8 School		36,000
	Mitchell K-8 School		51,000+
Total		$	1,188,500

**Anticipate enrollment in excess of 181*
+Anticipate enrollment in excess of 141
^Anticipate enrollment in excess of 121

Strategic Plan Compatibility Statement

7. This program supports MPS Strategic Plan, Goal 1, student achievement; Goal 2, student success in further education and employment; Goal 3, family satisfaction as measured by their choices in the education market place.

Statute, Administrative Policy, or Board Rules Statement

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

Fiscal Impact Statement

9. In January, 2005, the Administration received a Fund for the Improvement in Education (FIE) federal earmark from the Department of Education (DOE) for before- and after-school programs. These funds will be used to fund the summer grants for the elementary and middle-school CLCs.

10. The total amount of the projected allocation is $1,188,500, which will be funded through the budget code for 21st Century Community Learning Centers, GEN-ØI-FS5-XX*-ECNS (*appropriate site locations will be inserted here upon approval by the Board).

Implementation and Assessment Plan

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

12. The following goals have been set for the Summer 2005 CLC Program:

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

b. offer academic instruction in reading and math;

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

d. expose youths to caring adults;

e. provide participants with two nutritious meals per day;

f. provide needed child care for working parents; and

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

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration to enter into contracts for the period of June 1 through August 31, 2005, with the lead agencies of the following elementary and middle-school CLCs, contingent upon available grant funding:

Agency	Site	Amount
Boys and Girls Club	Allen Field Elem. School	$ 66,000*
	Fernwood K-8 School	26,000
	Gaenslen K-8 School	51,000+
	Grand Avenue MS	36,000
	Lincoln Elem. School	36,000
	Lloyd Elem. School	36,000
	Riley Elem. School	36,000
	Siefert Elem. School	43,500^
	35th St Elem. School	36,000
	Townsend K-8	36,000
	Vieau K-8 School	36,000
	Walker MS	36,000
COA Youth and Family Centers	OW Holmes K-8 School	$ 36,000
Latino Community Ctr	Kagel Elem. School	$ 51,000+
Journey House	Fritsche MS	$ 66,000*
	Humboldt Park K-8 School	26,000
Northcott Neighborhood House	Douglas Academy MS	$ 36,000
	Edison MS	26,000
	Green Bay Ave. Elem. School	36,000
	Lee K-8 School	36,000
	Lincoln MS of the Arts	26,000
	Milwaukee Village MS	36,000
Milwaukee County Extension	21st St. Elem. School	$ 36,000
	Malcolm X MS	36,000
Our Next Generation, Inc	Westside II 4-8	$ 36,000
Silver Spring Neighborhood Ctr	Burroughs MS	$ 36,000
	John Muir MS	36,000
United Migrant Opportunity Services(UMOS)	Kosciuszko MS	$ 36,000

YMCA	Engleburg Elem. School	$ 36,000
	La Follette K-8 School	36,000
	Mitchell K-8 School	51,000+
Total		$ 1,188,500

**Anticipate enrollment in excess of 181*
+Anticipate enrollment in excess of 141
^Anticipate enrollment in excess of 121

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

* * * * *

(Item 9) Action on a Recommendation to Approve Inter-District (Chapter 220) Contracts for 2005-06

Administration's Analysis

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

2. Beginning with the 2002-2003 school year, a new provision, which provides procedures to accommodate Milwaukee-resident Chapter 220 students displaced from suburban districts as a result of implementation of the Transportation Zone Plan, was added to the Interdistrict Pupil Transfer Agreement.

3. In September 2004, the Administration mailed to each suburban district the 2005-2006 Interdistrict Student Transfer Agreement with a request that the agreement be signed by the respective board president and returned to the Milwaukee Public Schools. A copy of the agreement is included in the attachment. As of March 23, 2005, the 23 participating suburban districts have returned the 2005-2006 Interdistrict Transfer Agreement signed by their board presidents.

4. The chart below highlights the number of contracted seats for the 2004-05 school year for all 23 suburban school districts, the actual enrollment for 2004-05, and the number of contracted seats proposed for the 2005-06 school year.

	2004-05		2005-06
Chapter 220 District	Seats Contracted	Actual Enrollment	Seats Contracted
Brown Deer	92	71	68
Cudahy	128	102	94
Elmbrook	357	317	341
Fox Point/Bayside	102	96	93
Franklin	354	275	272
Germantown	34	32	35
Glendale/River Hills	65	48	39
Greendale	66	61	65
Greenfield	155	99	93
Hamilton/Sussex	105	108	105
Maple Dale/Indian Hills	68	60	54
Menomonee Falls	335	286	304
Mequon/Thiensville	145	148	152
New Berlin	76	60	59
Nicolet	123	112	112
Oak Creek/Franklin	140	98	113

Chapter 220 District	2004-05 Seats Contracted	2004-05 Actual Enrollment	2005-06 Seats Contracted
St. Francis	187	137	144
Shorewood	255	194	186
South Milwaukee	227	142	173
Wauwatosa	615	467	483
West Allis/West Milwaukee	191	141	153
Whitefish Bay	295	255	282
Whitnall	133	94	85
Grand Total	4,248	3,403	3,505

5. The Brown Deer, Glendale/River Hills, and Mapledale-Indian Hill school districts achieved 30% or more minority population. Under State Statue 121.85(2)(a)(1), these districts have chosen not to accept new Milwaukee minority resident students via the Interdistrict Student Transfer Program (Chapter 220) for the 2005-06 school year. Milwaukee-resident students attending these districts have a right to remain in the districts to complete their education at their current elementary, middle, or high schools, per State Statute 121.85(8)(3)(a).

Statute, Administrative Policy, or Board rules Statement

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

Fiscal Impact Statement

7. This item does not authorize expenditure of funds.

Committee's Recommendation

Your Committee recommends that the Board approve the 2005-06 Interdistrict Student Transfer Agreement and authorize the Board President to execute the 2005-06 transfer agreements for the following school districts:

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

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

* * * * *

(Item 10) Authorization to Solicit Proposals to Lease Closed School Buildings on a Short-Term Basis

Administration's Analysis

1. During the past two years, the Board has taken numerous actions to close schools, including the following:

a. South 88th Street — January 29, 2004 (Proc. pp. 715-717)

b. Robinson Middle School — December 20, 2004, (Proc. pp. 583-584) and February 24, 2005 (Proc. p. 719)

c. Garfield Avenue School — January 27, 2005 (Proc. p. 657-660)

d. North 76th Street — February 24, 2005 (Proc. pp. 717-719)

2. Current plans are for all of these facilities to remain closed during the 2005-2006 school year. Recommendations for their reuse is to one of the deliverables of the consultant for community engagement services, a contract for which is being presented to the Board as a separate item on this agenda. If the Board approves that contract, the consultant's report will be made to the Board at its October 2005 meeting.

3. In the meantime, the Administration has received numerous inquiries as to the availability of these facilities for lease or purchase. The Administration continues to receive multiple inquiries each week.

4. Based on the interest shown to date, as well as the advisability of using this opportunity to generate revenue for the District until final disposition of these facilities is made by the Board, the Administration is proposing that the Board authorize the Department of City Development to solicit proposals for leasing these facilities on a short-term basis. These proposals would be required to meet the following conditions:

a. the lease term would be for one year, with a renewal option of one additional year at the discretion of the District;

b. the lease would be identical to that used by MPS non-instrumentality charter schools who lease space in district facilities;

c. lease cost would be $12/sq.ft.;

d. facilities will be leased "as is." No modifications will be permitted unless approved by the Division of Facilities and Maintenance Services (DFMS). All modifications will be at the expense of the lessee and contracted for by DFMS in accordance with existing Administrative policy;

e. entire buildings will be leased, with ~~no~~ 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.

Strategic Plan Compatibility Statement

5. 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

6. Authorization by the Board is required to direct the Department of City Development to solicit proposals for leasing these school buildings.

Fiscal Impact Statement

7. Approval of the recommendation does not authorize any expenditures. The proposed lease cost of $12/sq. ft., which includes all district operational and maintenance costs, will enable additional revenue to be generated for the district.

Implementation and Assessment Plan

8. Upon approval by the Board, the Administration will direct the Department of City Development to develop the Request For Proposals for receipt in the first week in June 2005. Recommendations will be brought back to the Board for its action in June 2005.

Committee's Recommendation

Your Committee recommends that the Board authorize the Department of City Development's Real Estate Section to solicit proposals for possible leasing of S. 88th Street School, N. 76th Street School, Jackie Robinson School, and Garfield Avenue School in accordance with the following criteria:

1. the lease term would be for one year, with a renewal option of one additional year at the discretion of the District;
2. the lease would be identical to that used by MPS non-instrumentality charter schools who lease space in district facilities;
3. lease cost would be $12/sq.ft.;
4. 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;
5. entire buildings will be leased, with options for approved subleasing only; and
6. facilities will continue to be operated and maintained by district staff to permit maximum income potential in the future, should the building be sold.

Recommendations will be brought back to the Board for its action in June 2005.

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 Delegate to the Milwaukee Partnership Academy (MPA)

Submitted by: Director Peter Blewett
Delegate to Milwaukee Partnership Academy
Date: April 21, 2005

Previous Month's Summary:

- Conceptual ideas are being formed about what to do in grades 6-12 to help students who are below grade level in reading to catch up.
- Priority Work Group #2 — Tutoring & Family Literacy gave a presentation of their work to the Milwaukee Metropolitan Area Deans of Higher Education.
- Betty Smith of Milwaukee Catalyst and a long-time member of Priority Work Group #2 has been contracted to serve as Tutoring and Family Literacy Coordinator through a grant with UWM – Partnerships for Education.
- Many of the area community and faith-based organizations have been visited in an effort to promote their involvement as community partners.
- Work has begun on development of a low-cost marketing plan for the tutoring database.

- Discussions are taking place and information is being gathered regarding teacher retention and induction. Focus groups were held in March with two groups of first-year teachers in order to learn about their concerns and be able to develop more effective systems of support to alleviate them as well as to get new teacher perspective on what is needed in order to make a long-term commitment to teaching in MPS.
- Indicators for each of the characteristics of a high performing urban classroom are being developed. Feedback on the characteristics is being obtained through a pilot with schools that are high value added/high attainment or that have a Herzfeld Foundation or Assurant Health Foundation learning team grant. Trained principal coaches, math specialists and literacy specialists are taking one or more of the characteristics to the schools for discussion of what they look like in the classroom, which will aid in the formation of indicators with district ownership. Feedback is due May 1.
- The Differentiated Compensation Task Force is moving forward and will be identifying what a teacher leader is. Focus groups will be held with students, parents, teachers and administrators as well as the MPA partners at the table to develop a common description and indicators of a teacher leader.
- The application process for the mathematics fellowship program for middle grades teachers is being finalized.
- Professional development and inservice training is being provided in April and May in the areas of reading, writing and mathematics for educational assistants as part of NCLB and the criteria to become highly qualified. Training will be aligned with the district and the comprehensive literacy and mathematics framework.
- An evaluation of the effectiveness of learning teams is being conducted. Focus groups have already been held with principals and teachers not on learning teams. Focus groups with teachers who are on learning teams will be conducted next.
- Priority Work Group #4 — Research & Evaluation is making sure that all approved research requests are informing the work of the work groups. A research proposal from Mathematica regarding district participation in a nationwide research study of teacher induction programs was recommended for approval. A high intensity induction program would be conducted in a number of schools. The study would take place throughout the next school year and outcomes would be looked at for the students and teachers involved through the year 2008. Program support is offered as well as training of two MPS mentors. Information gathered will aid the MPA in its work on an induction program.
- The following presentations were made at the joint National Council of Teachers of Mathematics and National Council of Supervisors of Mathematics annual meetings April 6-8, 2005:
- "Framing District Reform: How an Urban District Uses a Comprehensive Math Framework for Aligning Learning Targets with Classroom Assessments"
    - "Distributed Leadership for Mathematics: Bringing Together District, School, and University Leadership to Support Highly Qualified Teachers"
    - "Learning Team Model in an Urban District: A Catalyst Guiding School Mathematics Reform Through Embedded Professional Development and Support"
    - "Two Roads to Urban Students' Success in Rigorous Math: AP & IB Programs"

- — "Using Students' Conversations to Launch Effective Written Responses"
- — "Borrow No More! Making Sense of Subtraction"
- — "Pizzas and Brownies! Can We Really Learn Fractions without Food?"

- An MPA Strategic Planning Retreat was held April 8-9, 2005. To see information on suggested improvements for strengthening the partnership, including information on partners, executive partners, work groups, roles and responsibilities, and an organization model flow chart, go to http://www.innovationlabs.com/mpa/.

The next meeting to be held on: April 22, 2005

Upcoming agenda items will include:

- Math Partnership Update
- Characteristics of a High Performing Urban Classroom

Upcoming issues:

* * * * *

The Board recessed from 7:23 to 7:31 PM, and from 8:45 to 8:55 PM.

The Board adjourned at 9:50 PM.

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