PROCEEDINGS

of the

Board of

School Directors

Milwaukee, Wisconsin



April 29, 2003—April 22, 2004

BOARD OF SCHOOL DIRECTORS

		Term expires April
Balistreri, Thomas (at large)	5000 S. 19th Street (53221)	2007
Blewett, Peter (6th)	2750 N. 45th St. (53210)	2005
Dannecker, Joe. (8th)	2824 S. Wentworth Av. (53207)	2007
Hardin, Charlene (4th)	2829 N. 17th St. (53206)	2005
Horton, Barbara (1st)	7833-H N. 60th Street (53223)	2007
Johnson, Kenneth L. (3rd)	3250 N. Richards St. (53212)	2007
O'Neil, Lawrence J. (7th)	6529 W. Dodge Place (53220)	2005
Spence, Jeff (2nd)	3180 N. Colonial Dr. (53222)	2007
Morales, Jennifer (5th)	3222 N. Cambridge Av. (53211)	2005

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

President—Jeff Spence

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 29, 2003

Annual Organizational Meeting of the Board of School Directors called to order by the Director, Office of Board Governance/Board Clerk at 6:37 PM.

The Director, Office of Board Governance/Board Clerk, read into the record the certification of the City Clerk that the following persons, who were elected or re-elected to membership on the Milwaukee Board of School Directors on April 1, 2003, had taken the oath of office and were duly qualified to serve:

Four-year term, expiring April 2007:

District 1.....Barbara Horton
District 2.....Jeff Spence
District 3.....Kenneth Johnson
District 8.....Joseph Dannecker
At-large .....Thomas Balistreri

The following members responded to roll call:

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

Absent—None.

Director Balistreri was elected temporary Chair by unanimous consent.

ELECTION OF BOARD PRESIDENT

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

Director Spence — 5
Director Morales — 4

Director Spence, having received a majority of the votes of the membership, was elected President.

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

Director Hardin — 5.
Director Morales — 4.

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

President Spence nominated Directors Dannecker, Hardin, Johnson, and Morales to the Milwaukee Area Technical College Appointment Committee.

The appointments were approved on the following vote:

Ayes—Directors Dannecker, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence—7.

Noes—Directors Balistreri and Blewett — 2.

APPOINTMENT OF REPRESENTATIVE TO CESA #1

President Spence was appointed as the Board's representative to CESA #1 on the following vote:

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

Noes—None.

Voting "present"—Director Blewett — 1.

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 15, 2003
Listed by Committee and Numbered Consecutively
(Names of former Board members are in *italics)*

Finance/Personnel Committee

(1) Communication 9899C-004 from US Navy Officer Recruiting Station

Subject:	Release of Senior High School Student Names and Addresses
Introduced:	01-27-99 — FP
Committee Action:	03-23-99; 09-21-99; 01-18-00
Board Action:	Referred back to FP 03-30-99; Carried over 04-26-99; Options ot be developed: 09-29-99; Referred to LRP 01-25-00. Carried over 04-24-00, 05-03-01 and 04-29-02.

(2) 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, and 04-24-02

(3) **Resolution 9899R-110 by Director(s) Hardin, O'Neil, *Fisher, Small, Todd***

Subject:	Elimination of the Causes and Effects of Lead Poisoning
Introduced:	01-27-99 — FP
Committee Action:	03-23-99; 02-20-02; 06-18-02, held
Board Action:	Taskforce authorized 03-30-99; Carried over 04-26-99, 04-24-00, 05-03-01; Report submitted 02-28-02: Taskforce to continue and report to FP. Carried over 04-29-02

(4) **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 and 04-29-02

(5) **Resolution 9900R-015 by Director(s) Hardin, *Werra***

Subject:	Director of Safety to Report Directly to the Deputy Superintendent
Introduced:	09-29-99 — FP
Committee Action:	None
Board Action:	Carried over, 04-24-00, 05-03-01 and 04-29-02

(6) **Resolution 9900R-017 by Director(s) Hardin**

Subject:	Busing Early Childhood Children at MacDowell Montessori School
Introduced:	09-29-99 — FP
Committee Action:	None
Board Action:	Carried over, 04-24-00, 05-03-01 and 04-29-02

(7) **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

(8) **Resolution 0102R-039 by Director(s) *Gardner***

Subject:	Require School Governance Councils to Conduct Annual Evaluations of the School's Educational Plan, the Council Itself, and the School Principal
Introduced:	02-28-02 — FP
Committee Action:	None
Board Action:	Carried over 04-29-02

(9) **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

(10) **Resolution 0203R-020 by Director(s) Morales**

Subject:	Plan to Modify District School Enrollment Procedures
Introduced:	05-30-02 — FP
Committee Action:	None
Board Action:	None

(11) 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

(12) 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

(13) Resolution 0203R-042 by Director(s) Morales

Subject:	Cost Analysis of Complying with the No Child Left Behind Act
Introduced:	01-30-03 — FP
Committee Action:	None
Board Action:	None

(14) Resolution 0203R-046 by Director(s) *Gardner*

Subject:	Board-MTEA Labor Negotiations Be Conducted in Public
Introduced:	02-27-03 — FP
Committee Action:	None
Board Action:	New

(15) Resolution 0203R-044 by Director(s) Hardin

Subject:	Assign Safety Assistants to Elementary and K-8 Schools to Ensure the Safety and Protection of Children
Introduced:	02-27-03 — FP
Committee Action:	None
Board Action:	Also referred to SPB on 03-27-03

Innovation/School Reform Committee

(16) 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 and 04-29-02

(17) Communication 0001C-001 from Dennis Redovich

Subject:	Request for Consideration of a Report Analyzing MPS Dropouts
Introduced:	04-24-00 — ISR
Committee Action:	None
Board Action:	Carried over 05-03-01 and 04-29-02

(18) 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 and 04-29-02

(19) Resolution 0102R-032 by Director(s) Blewett

Subject:	Status of Students in the Eighth-Grade Transitional Program
Introduced:	01-31-02 — ISR
Committee Action:	03-12-02, held in Committee
Board Action:	Carried over 04-29-02

(20) 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.

(21) 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

(22) 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 (SpEdCom)
Board Action:	Info report submitted, 10-29-02

(23) Resolution 0203R-010 by Director(s) Dannecker

Subject:	Public Hearing on the Literacy Coach Program
Introduced:	05-30-02 — ISR
Committee Action:	06-14-02, held
Board Action:	None

(24) Resolution 0203R-011 by Director(s) Dannecker

Subject:	Forum for School Principals to Assess the Value of Services Provided by the District's Central Departments
Introduced:	05-30-02 — ISR
Committee Action:	None
Board Action:	None

(25) Resolution 0203R-049 by Director(s) Spence

Subject:	Develop Plan to Allow Private and Non-MPS Charter Schools to Participate in the MPS Assessment Program
Introduced:	02-27-03 — ISR
Committee Action:	None
Board Action:	None

(26) Resolution 0203R-053 by Director(s) Blewett

Subject:	Use of Consultants as Principal Coaches, with Plan to be Presented to Board for Implementation in the 2003-04 School Year
Introduced:	03-27-03 — ISR
Committee Action:	None
Board Action:	None

Legislation, Rules & Policies Committee

(27) 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

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(28) 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

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(29) 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

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(30) Resolution 0203R-003 by Director(s) Johnson

Subject:	Prohibit Inclusion of Specific Contract Recipients or Amounts in Board Member Resolutions
Introduced:	04-29-02 — LRP
Committee Action:	None
Board Action:	None

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(31) Resolution 0203R-009 by Director(s) Spence

Subject:	Board Travel
Introduced:	05-30-02 — LRP
Committee Action:	None
Board Action:	None

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(32) Resolution 0203R-015 by Director(s) Johnson

Subject:	Timing of Board Elections
Introduced:	05-30-02 — LRP
Committee Action:	None
Board Action:	None

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(33) Resolution 0203R-021 by Director(s) Morales

Subject:	Code of Conduct for Board Members
Introduced:	06-27-02 — LRP
Committee Action:	None
Board Action:	None

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(34) Resolution 0203R-029 by Director(s) O'Neil

Subject:	Limiting How Late Board and Committee Meetings May Run
Introduced:	09-26-02 — LRP
Committee Action:	None
Board Action:	None

(35) **Resolution 0203R-040 by Director(s) Morales, Bleweett, *Gardner*, Hardin**

Subject:	Board Oppose the Southeastern Wisconsin Regional Planning Commission's Preliminary Freeway Reconstruction Plan
Introduced:	01-30-03 — LRP
Committee Action:	None
Board Action:	None

(36) **Resolution 0203R-048 by Director(s) Blewett**

Subject:	Board Reaffirm Its Dedication to the Principles and Goals of Its Own Affirmative Action Program
Introduced:	02-27-03 — LRP
Committee Action:	None
Board Action:	New

Strategic Planning & Budget Committee

(37) **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 and 04-29-02

(38) **Resolution 0001R-005 by Director(s) O'Neil**

Subject:	Allocate Title I Funds on a "Follow the Child" Basis
Introduced:	11-28-00 — SPB
Committee Action:	Worksession 03-09-01
Board Action:	Carried over 05-03-01 and 04-29-02

(39) **Resolution 0001R-012 by Director(s) Thompson, Dannecker, *Gardner*, Johnson, O'Neil, Spence**

Subject:	Board Review and Conversion of Chargeback Services
Introduced:	02-26-01 — SPB
Committee Action:	Chargeback/buyback worksession held 04-11-01
Board Action:	Carried over 05-03-01 and 04-29-02

(40) **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

(41) **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

(42) **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

(43)	**Resolution 0102R-007 by Director(s) O'Neil**	
	Subject:	Study Central Services Organizational Structure
	Introduced:	05-29-01 — SPB
	Committee Action:	None
	Board Action:	Carried over 04-29-02
(44)	**Resolution 0102R-034 by Director(s) Blewett**	
	Subject:	Recentralize the Substitute Building Engineers Budget
	Introduced:	0 1-31-02 — SPB
	Committee Action:	None
	Board Action:	Carried over 04-29-02
(45)	**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
(46)	**Resolution 0203R-034 by Director(s) Spence**	
	Subject:	Records Management Needs of the District
	Introduced:	11-21-02 — SPB
	Committee Action:	None
	Board Action:	None

Separate consideration was requested of Items 2, 3, 4, 7, 9, 11, 12, 13, 15, 16, 18, 20, 21, 22, 25, 27, 28, 29, 30, 31, 33, 34, 35, 35, 36, 37, 40, 41, 42, and 45.

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

The motion prevailed, the vote being as follows:

Ayes—Directors Balistreri, Blewett, Dannecker, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence — 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 Hardin moved that, in keeping with the average salary of the twenty-five largest school districts, based on data compiled by the Wisconsin Association of School Boards and the Business Journal, the Board salaries be increased to $24,059, to be effective at the start of the new budget year.

The motion prevailed, the vote being as follows:

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

Noes—Directors Dannecker, Horton, O'Neil and President Spence—4.

RESOLUTIONS

Resolution 0304R-001

by Director Blewett

WHEREAS, According to state statutes 119.50, funds received by MPS, including state school aids and federal revenue, must be deposited with the City Treasurer; and

WHEREAS, The City acts as agent for the Milwaukee Board of School Directors for treasury functions such as tax collection, investment management and legal services; and

WHEREAS, The City does not significantly influence the district's operations except for capital borrowing; and

WHEREAS, The Milwaukee Board of School Directors has sole budgetary authority for Milwaukee Public Schools, controlling surpluses and deficits and having the responsibility of overall fiscal management; and

WHEREAS, In 1974, the Milwaukee Public Schools District adopted a resolution that allowed the City to kept the interest on MPS funds; and

WHEREAS, The City could be more responsive to MPS in providing certain services in the manner determined by the district; and

WHEREAS, In 1996, the Milwaukee Board of School Directors retained David M. Griffith & Associates, LTD, to examine the relationship between the services that MPS provides to the City of Milwaukee and the services the City provides to MPS; and

WHEREAS, This report listed alternatives for MPS to the services being provided to the district by the City; now, therefore, be it

RESOLVED, That the Administration be directed to hire a consultant to research, develop, and present a report to the Board regarding the current fiscal relationship between MPS and the City of Milwaukee; and be it

FURTHER RESOLVED, That the report include, but not be limited to Intergovernmental Agreements, interest gained through City Treasury, and the fiscal impact as it relates to bonding authority.

Referred to the Finance/Personnel Committee.

Resolution 0304R-002

by Director Dannecker

WHEREAS, A growing group of active parents in the City of Milwaukee is requesting that MPS begin a college-preparatory high school on the far south side of Milwaukee; and

WHEREAS, The area is the largest geographic area in the City of Milwaukee not served by a local college-prep high school; and

WHEREAS, Many parents in this area seek private and suburban high-school alternatives because they are not comfortable with local MPS options; and

WHEREAS, An active group of parents would like MPS to open a high school that will seek International Baccalaureate accreditation and allow more students to utilize MPS; and

WHEREAS, This group includes parents of both current MPS and non-MPS students; and

WHEREAS, The Board and Administration desire to take practical measures to meet the demand for high-quality programs; now, therefore, be it

RESOLVED, That the Administration shall identify an administrator capable and willing to aggressively work with parents and teachers and lead the development of such a program; and be it

FURTHER RESOLVED, That the Administration shall develop a process to identify teachers who wish to participate in designing and implementing such a program; and be it

FURTHER RESOLVED, That the Administration, parents, and teachers shall develop and present a formal proposal, by June 2003, for opening such a college-preparatory program; and be it

FURTHER RESOLVED, That the Administration, parents, and teachers shall continue to recruit potential new students who wish to enroll in such program for the 2003-2004 school year.

Referred to the Innovation/School Reform Committee.

The Board adjourned at 7:16 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
APRIL 29, 2003

Special meeting of the Board of School Directors called to order by President Spence at 7:16 PM.

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

Absent—None.

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

April 28, 2003

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Jeff Spence, a special meeting of the Milwaukee Board of School Directors will be held immediately upon adjournment of the board's annual organizational meeting, scheduled to begin at 6:30 p.m. on Tuesday, April 29, 2003. The special meeting will be held in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of formulating collective-bargaining negotiations strategies with respect to the following bargaining units: the Administrators and Supervisors Council, Milwaukee Teachers Education Association (Teachers, Substitute Teachers, Educational Assistants, School Accountants/Bookkeepers), PAMPS, Local 150 (Food Service Helpers and Building Service Helpers), Local 950, Local 1053, and Local 1616.

Pursuant to Wisconsin Statutes Section 19.85(1)(e), the Board may retire to executive session for the purpose of formulating strategies concerning collective-bargaining negotiations matters with respect to the bargaining units specified above.

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 with respect to the bargaining units specified.

The motion prevailed, the vote being as follows:

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

Noes—None.

The Board retired to executive session at 7:19 PM.

The Board adjourned from executive session at 9:09 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
MAY 2, 2003

Special meeting of the Board of School Directors called to order by President Spence at 6:31 PM.

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

Absent and excused—Director O'Neil—1.

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

May 1, 2003

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of Board members Tom Balistreri, Peter Blewett, Ken Johnson, Jennifer Morales, and Charlene Hardin, a special meeting of the Board of School Directors will be held at 6:30 p.m. on Friday, May 2, 2003, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of reviewing and possibly taking action on or amending Board compensation.

LYNNE A. SOBCZAK
Board Clerk

Director Balistreri moved to rescind the action taken at the Annual Organizational Meeting on Tuesday, April 29, 2003, to increase Board members salaries.

The motion prevailed, the vote being as follows:

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

Noes—None.

The Board adjourned at 6:38 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
MAY 6, 2003

Special meeting of the Board of School Directors called to order by President Spence at 6:02 PM.

Present—Directors Balistreri, Blewett (6:32 PM), Dannecker, Hardin, Horton (6:04 PM), Johnson, Morales, O'Neil, and President Spence—9.

Absent—None.

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

April 28, 2003

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Jeff Spence, a special meeting of the Milwaukee Board of School Directors will be held at 5:45 p.m. on Tuesday, May 6, 2003. The special meeting will be held in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of formulating collective-bargaining negotiations strategies with respect to the following bargaining units: the Administrators and Supervisors Council, Milwaukee Teachers Education Association (Teachers, Substitute Teachers, Educational Assistants, School Accountants/Bookkeepers), PAMPS, Local 150 (Food Service Helpers and Building Service Helpers), Local 950, Local 1053, and Local 1616.

Pursuant to Wisconsin Statutes Section 19.85(1)(e), the Board may retire to executive session for the purpose of formulating strategies concerning collective-bargaining negotiations matters with respect to the bargaining units specified above.

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 with respect to the bargaining units specified.

The motion prevailed, the vote being as follows:

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

Noes—None.

The Board retired to executive session at 6:05 PM.

The Board adjourned from executive session at 6:52 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
MAY 13, 2003

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

Present—Directors Balistreri, Blewett (6:00 PM), Dannecker, Hardin (6:00 PM), Horton, Johnson, Morales, O'Neil, and President Spence—9.

Absent—None.

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

May 9, 2003

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Jeff Spence, a special meeting of the Board of School Directors will be held at 5:45 PM on Tuesday, May 13, 2003, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of:

1. Receiving, considering, and taking action on various Reports of the Independent Hearing Panel of the Board of School Directors; and

2. Conferring with legal counsel regarding litigation brought against the Board and the Department of Public Instruction by the Wisconsin Coalition for Advocacy (the Litigation).

With regard to Item 1, pursuant to Wisconsin Statutes Section 19.85(1)(f), the Board may retire to executive session for the purpose of considering disciplinary data of specific persons and may reconvene in open session to take action on matters considered in executive session.

With regard to Item 2, 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 Director, Office of Board Governance/Board Clerk, presented various 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 16, 17, 28 and 30 and May 1 and 2, 2003.

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

Ayes— Directors Balistreri, Dannecker, Horton, Johnson, Morales, O'Neil and President Spence—7.

Noes—None.

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 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 Balistreri, Dannecker, Horton, Johnson, Morales, O'Neil and President Spence—7.

Noes—None.

The Board retired to executive session at 5:57 PM.

The Board adjourned from executive session at 6:40 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
MAY 20, 2003

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

Present—Directors Balistreri, Blewett (7:01 PM), Dannecker, Hardin, Horton, Johnson (7:21 PM), Morales, O'Neil, and President Spence—9.

Absent—None.

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

May 19, 2003

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Jeff Spence, the Board of School Directors will meet at 6:30 PM, Tuesday, May 20, 2003, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the following purpose:

> To give public hearing on the proposed FY2004 School Operations, Construction and Extension Fund budgets.

Public hearing will also be given on amendments to the proposed FY2004 budget to be adopted by the 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.

LYNNE A. SOBCZAK
Board Clerk

The Board proceeded to give public hearing on the proposed FY2004 School Operations, Construction and Extension Fund budgets and amendments to the proposed FY2004 budgets.

The Board adjourned at 8:45 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
MAY 22, 2003

Special meeting of the Board of School Directors called to order by President Spence at 6:49 PM.

Present—Directors Balistreri, Blewett, Dannecker (7:05 PM), Hardin, Horton, Johnson, Morales, O'Neil, and President Spence—9.

Absent—None.

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

May 16, 2003

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 PM, Thursday, May 22, 2003, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of giving public hearing on the proposed FY2004 School Operations, Construction and Extension Fund budgets.

Public hearing will also be given on amendments to the proposed FY2004 budget to be adopted by the 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.

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 FY2004 School Operations, Construction and Extension Fund budgets and amendments to the proposed FY2004 budgets.

The Board recessed from 8:50 to 9:02 PM.

The Board adjourned at 9:31 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
MAY 29, 2003

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

Present—Directors Balistreri, Blewett (6:50 PM), Dannecker, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence (6:51 PM)—9.

Absent—None.

AWARDS AND COMMENDATIONS

Excellence in Education Award

Each month, the Milwaukee Board of School Directors recognizes an outstanding school, student, staff member, or parent or community member for a display of excellence, achievement, and innovation that may serve as an example to our school district and the entire Milwaukee community. This month, the Milwaukee Board of School Directors is pleased to present the "Excellence in Education Award" to:

Beth Ann Schefelker,
Teacher,
Thoreau Elementary School

Ms. Beth Ann Schefelker, who is currently a fifth- and sixth-grade teacher at Henry David Thoreau Elementary School, has been teaching in Milwaukee Public Schools for 19 years, 12 of those years at Thoreau. During her teaching career, she has been recognized for her expertise and effectiveness as a mathematics teacher and is considered a teacher-leader in mathematics at her school. She has participated in extensive leadership training for mathematics and has continued to learn through numerous professional learning opportunities.

During the week of March 18, 2003, Ms. Schefelker received the 2002 Presidential Award for Excellence in Mathematics Teaching. With this prestigious recognition comes a $7,500 award from the National Science Foundation. She plans on using some of these funds to attend the Wisconsin Mathematics Council Green Lake Conference and the National Council of Teachers of Mathematics Regional Conference to remain on the cutting edge of instruction within her content area. Ms. Schefelker will use the remainder of the award in her classroom to provide enhanced learning opportunities to all of her students.

Ms. Schefelker has exhibited leadership skills as a mathematics educator at the local, district, state, and national levels. Her accomplishments and achievements include conducting district mathematics workshops for teachers, administrators, general educational assistants, and paraprofessionals. She has presented at state and national conferences on such topics as developing basic fact understanding and building effective communication between teachers and administrators when working with a standards-based curriculum. In addition, she serves as national mathematics consultant for the Technical Education Research Center (TERC). In early February, she was involved in the Wisconsin Department of Public Instruction's standards-setting process for fourth-grade mathematics.

The Milwaukee Board of School Directors and the entire school community recognize Beth Ann Schefelker for her dedication, outstanding leadership, and commitment to excellence on behalf of the students of the Milwaukee Public Schools.

Teachers awarded the Board's Excellence in Education award also receive a $250 monetary award. Funding for the award is provided by the Milwaukee Public Schools Foundation, Inc., through a contribution made by School Board President Jeff Spence.

* * * *

Resolution in Honor of the 25th Anniversary of the Milwaukee French Immersion School

By Directors Blewett and O'Neil

WHEREAS, The Milwaukee French Immersion School, having been established in 1978 as city-wide school which serves a multicultural student population, will celebrate its 25th anniversary on June 7, 2003; and

WHEREAS, The mission of the Milwaukee French Immersion School has been to ". . . . us[e] instruction in the French language as a tool for providing all students with an excellent education, laying the foundation for academic challenges, instilling a lifelong desire for learning, and preparing the students to successfully meet the demands of school, work, and life in the 21st century"; and

WHEREAS, Since children are most adept at acquiring language skills when they are young, it is the goal of the teachers and staff of the Milwaukee French Immersion School to begin teaching the language early via natural methods of language acquisition, thereby affording children with the opportunity to become bilingual in a very natural way while providing them with a high-quality, diverse education; and

WHEREAS, In meeting this goal, the teachers at the Milwaukee French Immersion School have exhibited extraordinary dedication and expended extraordinary effort, as they must not only have attained certification in elementary education and be fluent in spoken and written French, but are also encouraged to take advantage of educational opportunities for continued professional growth and development and of curriculum development opportunities in order to continually modify the materials and curriculum to best meet the needs of children in their classes; now, therefore, be it

RESOLVED, That, in celebration of a quarter-century of innovative educational programming, the Milwaukee Board of School Directors extend its heartfelt congratulations and appreciation to the teachers, administration, and staff of the Milwaukee French Immersion School for their dedicated service to their students and to the ideal of multiculturalism; and be it

FURTHER RESOLVED, That this resolution be spread upon the permanent minutes of the Board of School Directors and that the Board instruct the Board President to have an engrossed copy of this document, suitably signed and sealed, prepared and delivered to Ms. Virginia McFadden, Principal of the Milwaukee French Immersion School, Ms. Shirley McCarty, former principal of the school, and the parents and families of the school, in recognition of the hard work and dedication of the teachers, administration, and staff of the Milwaukee French Immersion School.

The resolution was adopted by consensus.

* * * * *

Special Recognition of International Education and Exchange's Contributions to increase Peace and Understanding

As the nations of the world become more interdependent, it becomes increasingly important that students develop a sense of global citizenship. Excellence in education in the twenty-first century is being defined not only by literacy and numeracy but also by the ability to interpret information in global terms and to interact with people from other cultures.

Educational exchange programs provide an opportunity for students to become ambassadors and world citizens. When students study abroad or host international students, they gain greater respect for the principles and aspirations of others around the world as well as for the similarities and differences among countries and cultures. They also realize that many values are common and shared around the world. Living in another culture, students develop an appreciation for the richness and variety within the human community and gain a comparative perspective on their own life experience. They learn to relate with dignity, respect, and understanding as they begin to walk in someone else's shoes.

Student exchange enriches the lives of the participating students' host families, school community, and friends by building enduring relationships. These students make the world visibly present in classrooms and communities. Through immersion, other languages are acquired and an understanding of history, geography, economics, and citizenship are enhanced. International programs promote the exchange of ideas and the sharing of experiences. They often influence students' decisions about their futures, including their education pursuits and their careers.

Opening our schools, homes, and community to students from other places in the world encourages each person to learn about those with whom we share the world. International exchanges emphasize the importance of increasing knowledge and awareness of the world's cultures, peoples, and languages and recognize the importance of bringing an international perspective into classrooms.

This year, Milwaukee Public Schools has hosted teachers from China, England, Japan; guests of the U.S. Department of State; and 24 international exchange students from five continents. Two Milwaukee Public Schools students are currently participating in outbound exchanges.

In recognition of their contributions to increase peace and understanding through international education and exchange in the global community, Milwaukee Public Schools acknowledges the 2002-2003 international students, host schools, host families and programs:

AFS-USA, Inc . — Claudette Finke, Program Representative

Jonas Andersen, Norway, Milwaukee High School of the Arts
Host Family: Mr. & Mrs. Vincent Katter

Marion Bliot, France, Milwaukee High School of the Arts
Host Family: Mr. & Mrs. David Jorgenson

Silvia Oberschelp, Germany, Milwaukee School of Languages
Host Family: Mr. and Mrs. Alan Zimmer

Daiki Takano, Japan, Rufus King High School for the College Bound
Host Family: Mr. & Mrs. Kevin Sheridan

Aspect Foundation — Cindy Maas, Program Representative

Ilire Zajmi, Kosova, Rufus King High School for the College Bound
Host Family: Mr. & Mrs. Charles Rapport

ASSE International Student Exchange Programs — Debbie Goetzke, Program Representative

Bongkot Khoonwattanapong, Thailand, Riverside University High School
Host Family: Ms. Jennifer Piccione

Hannah Friedrich, Germany, Alexander Hamilton High School
Host Family: Mr. Michael Sewzan Banch

Center for Cultural Interchange — Marge Ryan and Dianne Koebke, Program Representatives

Lilian Theiler, Germany, Alexander Hamilton High School
Host Family: Mr. & Mrs. Dale Fager

Vivian Hansen, Germany, Milwaukee School of Languages
Host Family: Mr. & Mrs. Ray Klammer

Council on International Educational Exchange — Jeff Robb, Program Representative

Nikki-Lee Armstrong, Australia, Riverside University High School
Host Family: Ms. Patricia Hayes

Sarnai Enkhtur, Mongolia, Riverside University High School
Host Family: Mr. Jeffrey Robb

Anne-Kathrin Mrotzek, Germany, Riverside University High School
Host Family:

Chanon Pungsrinont, Thailand, Rufus King High School for the College Bound
Host Family: Mr. & Mrs. Jim Zaffiro

EF Education Foundation

Kelly Rebbeck, Australia, Riverside University High School
Host Family: Mr. & Mrs. Frank Schwartz

United Studies Student Exchange/Youth For Uuderstanding — Jim and Joanne Miller, Janaan Dunn, Vicki Hach

Caroline Lavier, France, Riverside University High School
Host Family: Mr. & Mrs. Jeffrey Sweetland

Cynthia Sewornu, Ghana, Riverside University High School
Host Family: Olaoele Femi & Aclenike Ibitoye

Emi Tozaki, Japan, Milwaukee School of Languages
Host Family: Mr. & Mrs. Michael Roseberg

Inga Raykowski, Germany, Harold S. Vincent High School
Host Family: Mr. & Mrs. Kevin Hatch

Johanna Fechner, Germany, Milwaukee School of Languages
Host Family: Mr. & Mrs. Scott Paulson

Livia Cardoso, Brazil, Harold S. Vincent High School
Host Family: Mr. & Mrs. Joseph Gruba

Long Yuan Wang, Peoples Republic of China, Milwaukee School of Languages
Host Family: Mr. & Mrs. James Miller

Rie Yonashiro, Japan, Harold S. Vincent High School
Host Family: Mr. & Mrs. Kevin Hatch

Satoru Asegawa, Japan, Milwaukee School of Languages
Host Family: Mr. & Mrs. Walter Brummund

Sophie Benczek, Germany, Milwaukee School of Languages
Host Family: Mr. and Mrs. James Miller

Taivan Sarangerel, Mongolia, Milwaukee School of Languages
Host Family: Mr. & Mrs. James Miller

Outbound Milwaukee Public Schools Students

Punita Chawda, Rufus King High School for the College Bound
Ladish Company AFS Scholarship to Japan

Alexis Gassenhuber, Milwaukee High School of the Arts
AFS Community Service Year Program to Paraguay

Hannah Gleeson, Milwaukee High School of the Arts
AFS Semester Program to Italy

Eleanore Heidkamp Young, Milwaukee High School of the Arts
United Studies Student Exchange/Youth For Understanding Congress Bundestadt Scholarhsip to Germany

One -year Teacher Exchange — U.S.-China Teachers Exchange Program

Ma Yinghui, Bautou, Inner Mongolia, and Beijing, China, Academy of Accelerated Learning

Yang Shuping, Dalian, China, Milwaukee School of Languages

* * * * *

Other Awards and Commendations

STUDENTS

Cheuyeml Yang and Ker Vang, a sophomore and a junior at Riverside University School, respectively, are being recognized for their technical assistance in the remote radio broadcasts of the budget hearings that were held by the Milwaukee Board of School Directors' Strategic Planning and Budget Committee during May at various school locations. Under the direction of Susan Simkowski, School Technology Support, the students provided support and expertise in the areas of sound, lighting, and general set-up at the May 7 meeting held at MEC Middle School, the May 8 meeting held at South Division High School, and the May 14 meeting held at Burroughs Middle School.

Aleesa Panoch, a student at Cooper Elementary School, was named Wisconsin's 2002-2003 Patroller of the Year by AAA Wisconsin. She was honored for her commitment to leading others in a positive way. She traveled to Washington, D.C., to attend the AAA School Safety Patrol Awards banquet and the National School Safety Parade.

Sue Xiong, a junior at Washington High School, was named a $2,500 state Gold II award winner in the Science, Business & Technology Studies category of the Discover Card Tribute Award Scholarship program for Wisconsin. This scholarship, given in cooperation with the American Association of School Administrators, recognizes the outstanding achievements of exemplary high-school juniors in the United States.

Six students have been named recipients of the 2003 Herb Kohl Foundation Scholarship awards. Senator Herb Kohl honored southeastern Wisconsin students at an awards luncheon on April 12. These awards are given to students on the basis of demonstrated academic excellence.

2003 Kohl Student Scholarship recipients:
Jazmin Brantley, Milwaukee School of Languages
Sable Nelson, Rufus King High School
(Alvin) DeVaughn Powell, Rufus King High School

2003 Kohl Student Initiative Award recipients:
Kong Thao, Kilmer South High School
Samyra Williams, New School for Community Service
Lakiya Moore, Marshall High School

For the past ten years, McDonald's has awarded over $250,000 to African-American Achievers and HACER (Hispanic American Commitment to Education Resources) scholarship programs. This year, ten recipients are from MPS:

African-American Achievers

$5,000 — Alvin Powell, Rufus King High School

$2,000 —

Ebonie Durham, Juneau High School
Chloe Williams, Rufus King High School
Anitra Ford, North Division High School
Byron Adams, Rufus King High School
Priscilla Eubanks, Hamilton High School
Fallon Marks, Custer High School

HACER (Hispanic American Commitment to Education Resources)

$2,000 —

Isela Silva, South Division High School
Kevin Rodriguez, South Division High School
Naomi Murawski, Bay View High School

SCHOOLS

Morse Middle School students won the 2003 Wisconsin Middle School Science Olympiad on May 3 at the University of Wisconsin-Oshkosh. It is the tenth time in the last 17 years that Morse has won the state science Olympiad. The Science Olympiad is an academic competition featuring 20 events in mathematics and science, with categories including Reach for the Stars, Science for Fitness, Water Quality, Egg Drop, Bridge Building, Metric Estimation, Mystery Architecture, Road Scholar and Science Crime Busters. The Morse tam consists of Eva Lam, Allison Schwartz, Francesca Delaney, David Benz, Amalia Oulahan, Kelly Hennigan, Taylor Walls, Evan Streng, Sam Irwin, Joe Widen, Joe Stilin, Ian Paszkiewicz, Lita Mallett, Penelope Kochanski, and Sarah Brengosz. The team is coached by Paul Jutrzonka.

STAFF/DEPARTMENTS

Ada Rivera, Chief Pupil Services Officer, was recently named the recipient of a Community Leadership Award at the 2003 “Education: A Family Affair” awards ceremony sponsored by the University of Wisconsin-Milwaukee. This award recognizes outstanding individuals whose contributions have made a great impact in the education, the arts and humanities, or the social wellbeing of citizens in Wisconsin.

The Boys & Girls Clubs of Greater Milwaukee and the Truancy Abatement and Burglary Suppression Program (TABS) received the Legacy Award on March 13, 2003, in Chicago for their outstanding contributions to the community. The success of this program can be attributed to the hard work of the following individuals:

Dana Nix, TABS program Director
Jody Ebbinger, Site Coordinator/Case manager, Boys & Girls Club
Millie Rodriguez, School Liaison, MPS
Phil Haddix, School Social Worker, MPS
Kelvin Beene, Deputy Sheriff, Milwaukee County Sheriff;s Department
Officers Gary Brown and Ben Smith, Milwaukee Police Department
Jessica Droste, Student Intern
Kathleen Stack, Drop Out Recovery Case Manager, Boys & Girls Clubs
Beth Safranek-King, Site Coordinator/Case Manager, Boys & Girls Club
Bob Brennan, School Liaison, MPS
Jon Van Stechelman, School Social Worker, MPS
Keith Schmidt, Deputy Sheriff, Milwaukee County Sheriff’s Department
Officers Joni Harvey and Jeff Watts, Milwaukee Police Department
Mavis Mathca, Volunteer
Bradley Ware, Student Intern

Five teachers have been named recipients of the 2003 Herb Kohl Foundation Teacher Fellowship awards. Senator Herb Kohl honored southeastern Wisconsin teachers at an awards luncheon on April 12. These awards are given to teachers on the basis of demonstrated excellence and teaching innovation.

2003 teachers named 2003 Kohl Teacher Fellowship recipients:

Mary Anderson, Audubon Middle School
Angela Capell, Lincoln Avenue Elementary School
Amy Fare, Hawley Environmental School
Lucia Herrera-Delgadillo, Metropolitan High School
Shandowlyon Williams, Brown Street Academy

Jane Borden, a first-grade teacher at Tippecanoe School for the Arts & Humanities, was presented with the 2003 Alice Bertschy Kadish Teacher of the Year Award by The Learning Shop. The award was created in 1996 as a tribute to Alice Bertschy Kadish, a Milwaukee teacher and museum friend who devoted her life to excellence in early childhood education. It is awarded to early childhood teachers who demonstrate a special commitment and dedication to the principles of hands-on education.

The following educators who guide global projects that connect Wisconsin students of all ages to cultures and countries abroad were recognized during the international education conference at the University of Wisconsin-Madison.

Excellence in Multicultural Teaching
Helen Harris, Principal, and Staff
Lloyd Street Global Elementary School

Excellence in Immersion Instruction
Mary Buckert, Program Implementor, and Staff
Milwaukee German Immersion School

Excellence in World Language Instruction
Barbara McDonald, FLES Teacher
Doerfler Elementary School

Creation of Global Classrooms
Celin Arce, Principal, and Staff
La Escuela Fratney

Leadership in Global Education
Thomas Hanley, Principal, and Staff
Golda Meir Elementary School

Special Recognition

Leadership In School-Community Collaboration and International Education Task Force
Sharon Durtka, Curriculum Specialist

Making the Grade MTG, the MPS television show produced for and by teenagers, has won three Milwaukee Press Club 2002 Awards for Journalistic Excellence. MTG also won two second-place awards. “Street Stress” won second place in Best Planned Coverage of a Single Event for the show examining community reactions to the fatal beating of a Milwaukee man. “MTG: Race” won second place in Best Documentary or News Special for its analysis of racial segregation and stereotyping in Milwaukee.

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APPROVAL OF MINUTES

The minutes of the regular and special Board meetings of April 15 and 29, 2003, were approved as printed.

* * * * *

COMMUNICATIONS FROM THE SUPERINTENDENT

(Item A) Approval of a Negotiated Labor Agreement with PAMPS

TO THE BOARD OF SCHOOL DIRECTORS:

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

PAMPS —
Two-year contract (July 1, 2001, through June 30, 2003)

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

HIGHLIGHTS OF CONTRACT RESOLUTION BETWEEN
THE MILWAUKEE BOARD OF SCHOOL DIRECTORS AND PAMPS
JULY 1, 2001, THROUGH JUNE 30, 2003

1. Two- (2-) year contract (July 1, 2001, through June 30, 2003);

2. Salaries:
   7/01/01 ..... 1.25%
   2/01/02 ..... 1.0%
   7/01/02 ..... 1.12%
   2/01/03 ..... 1.12%

3. A penalty for psychologists who quit their employment with the District without giving prior notice or without good cause;

4. Increase auto vandalism deductible paid by employee;

5. Two personal absence days per year, deductible from sick leave.

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

Director Johnson moved to approve and adopt the contract.

The motion prevailed, the vote being as follows:

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

Noes—None.

* * * * *

REPORTS OF STANDING COMMITTEES

Director Morales moved to suspend Board Rule 1.08 (2) to receive the report of the Legislation, Rules and Policies Committee, received less than 24 hours prior to the Board meeting.

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

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

Noes—Director Horton—1.

Voting "present"—Director Dannecker—1.

Separate consideration was requested of the following items:

Innovation/School Reform Committee, Item 3, a resolution to establish an International Baccalaureate college-preparatory high school program on the far south side of Milwaukee;

Innovation/School Reform Committee, Item 4, a resolution to expand opportunities to participate in the MPS longitudinal assessment system to non-MPS schools;

Finance/Personnel Committee, Item 1, monthly finance and facilities matters;

Finance/Personnel Committee, Item 4, contingency fund transfers;

Finance/Personnel Committee, Item 9, inter-district (Chapter 220) contracts;

Legislation, Rules and Policies Committee, Item 2, report concerning the impact of issues raised in State Legislative Fiscal Bureau Papers currently under consideration by the Joint Finance Committee and related legislation;

Legislation, Rules and Policies Committee, Item 3, report on the review of Chapter 220 and its impact on MPS;

Strategic Planning and Budget Committee, Item 1, adoption of the Proposed FY2004 Budget; and

Strategic Planning and Budget Committee, Item 2, adoption of resolutions regarding the budgets and tax levies for the School Operations, Construction and Extension Funds for FY2004.

On the motion of Director Johnson, the balance of the reports was approved, the vote being as follows:

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

Noes—None.

COMMITTEE ON SPECIAL EDUCATION

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

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Special Education presents the following report:

(Item 1) Monthly Report on Special Education compliance

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

Administration's Report

1. SERVICE INFORMATION (based on data reported on April 30, 2003)

IEP SERVICES: Total LEA (Local Education Agency)

Population Served..... 17,019

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.

Initial Evaluations (completed since September 2002)..... 2340

Active Initial Referrals..... 1094

Re-evaluations (completed since September 2002) 4881

Active Re-evaluations 1,032

The charts attached to the minutes of your Committee's meeting present additional detail relative to students identified with special educational needs and receiving special services within the District.

2. DATA MANAGEMENT SERVICES (SSIMS)

The following information is an up-date of the implementation plans for the SSIMS data management system.

SSIMS Project Status Report as of April 4th, 2003

SETS Training

- As of April 4th, approximately 1060 MPS resources have received SETS training
- The training team is creating a SSIMS newsletter.
- LaTaunya Walker-Johnson, a 4GL Corp. trainer, was at MPS on March 25th and 26th.

Interfaces

- The initial student demographic and special education data has been loaded into SETS.
- Inbound daily interface processing (ODS to SETS) is currently being tested.
- Outbound daily interface (SETS to ODS) specifications are being developed.

IEP Forms

- Phases 1-5 (approx. 77 form pages) are coded and being tested by MPS and 4GL.
- Phases 1-5 Forms are being reviewed and tested by MPS.

- Phases 1-5 are required for the June 2003 production pilot rollout.
- Phase 6 Forms are required for the district rollout in September 2003.

Reports

- Lynn Egan attended Crystal Report Writer training during the week of March 24th.
- MPS/SET Report Gap Analysis in progress.
- A reports committee has been formed to review and advise on report requirements.

Encounter Tracker (ET)

- ET BPA documentation reviewed and approved March 14th.
- ET application configuration and quality-assurance testing to take place in April 2003.
- Judi Wallace from 4GL Corp. will visit MPS on April 30th and May 1st.

SETS Database 4.17 to 4.5 Conversion

- SETS 4.5 was loaded to MPS servers Feb. 24th.
- 4GL project DBA will be testing SETS 4.5 March 18th-March 28th.
- MPS resources will test-release 4.5 during April.

Forms Updating SETS (FUS)

- Data mapping was scheduled during March and April 2003.
- Training was conducted by LaTaunya Johnson-Walker on March 26th.
- Coding was planned to begin in April 2003.
- Implementation has been scheduled for June 2003.

Network-School IEP Meeting Room/Special Education Office Space Connectivity

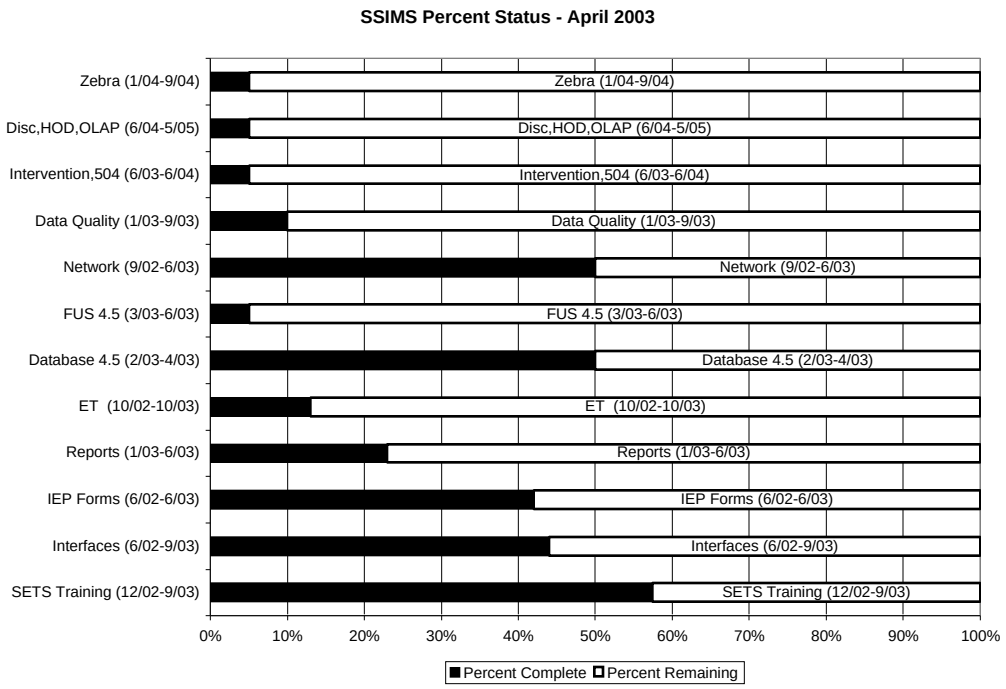
- SSIMS team is meeting with IT to discuss the logistics of confirmation of MPS school connectivity.
- MPS IT gave the SSIMS team a spreadsheet showing which schools are wired to MPS's central computers.
- SSIMS team is working with representatives from non-conventional schools regarding connectivity.

Data-Quality Improvement

- Weekly interdepartmental data quality meetings take place Wednesday from 9 to 10 AM
- SETS Data Quality Milestone process has been briefly discussed at the Wednesday meetings.
- Data Quality Improvement Mission Statement is being prepared by group.

Rollout Schedule

- June 2003 ..... Production pilot with SETS 4.5, Forms updating SETS, Encounter Tracker 4.5
- September 2003 ..... District-wide with SETS 4.5, Forms updating SETS, Encounter Tracker 4.5
- 2004 ..... Intervention, 504, ESL, Discipline, HOD, OLAP
- 2004/2005 ..... Zebra/Oracle product



3. STAFF DEVELOPMENT UPDATE

The Department of Special Services has reported previously on the non-label-driven service-needs plan for placement of students with disabilities. In addition, the Department has presented staff-development activities for preparation of teachers and staff to implement services to students under this model. In addition to general introduction staff-development series, the Department is offering multiple training opportunities for all special-education staff in the following topical areas:

- Handwriting solutions
- Improving reading comprehension for middle- and high-school students
- Data tracking: oral reading fluency
- Accommodations and modifications
- Collaborative teaching
- Data tracking: phonemic awareness and early struggling readers
- Creating a positive classroom climate
- Using technology for access
- Creating a service delivery continuum
- Data tracking: monitoring social competence
- Literacy skills and information-processing problems
- CHAMPS — a classroom-management system
- Motivating students

- Writing skills and information-processing problems
- Resource-allocation planning
- School planning time

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COMMITTEE ON INNOVATION/SCHOOL REFORM

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

TO THE BOARD OF SCHOOL DIRECTORS:

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

(Item 1) Action on a Recommendation for the 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 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. 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.

2. Emphasis is placed on selection of materials to promote multicultural understanding and deep thinking. Committee members used a guide by the Council of Interracial Books for Children, "Ten Ways to Analyze Children's Books for Racism and Sexism," and the Council of Great City Schools' *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, or ethnic, religious, or gender group as superior.

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

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

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

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

f. General factors to be considered in judging the quality of a book should include format, clarity, readability, copyright date, cost, and durability.

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

4. Each textbook-evaluation committee further develops its own specific criteria applicable to the subject area under consideration. The members of the textbook committee apply MPS's K-12 Academic Standards and Grade-Level Expectations, standards of professional organizations such as the National Science Teachers Association, guides from the Wisconsin Department of Public Instruction, and the Wisconsin State Standards in evaluating texts.

5. 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.

6. Other elements of the textbook adoption procedure:

- The textbook-evaluation committees obtain reactions and assistance in reviewing the textbook materials from other staff members such as teachers, department chairpersons, etc.
- 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.
- 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.
- The following number of individuals served on the various textbook-evaluation committees:

  Parent Advisory Committee for Textbook Evaluation — 9 parents
  Art, grades 9-12 –3 teachers
  Business education, grades 9-12 — 5 teachers
  Family and consumer education, grades 9-12 — 7 teachers
  Health education, grade 9 — 11 teachers
  Music history, grades 9-12 — 5 teachers
  Social studies, grades 9-12 — 2 teachers
  Trade and technical, grades 9-12 — 7 teachers
  Art, K-8 — 11 teachers
  Family and consumer education, grades 6-8 — 7 teachers
  Health, grade K-8 — 11 teachers

- Textbook publishers are invited to submit materials to each member of the teachers' 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.
- Textbook-evaluation committees, where appropriate, develop advisory ballots for use by teachers in a particular subject area in order that all teachers concerned with a particular subject have an opportunity to express their input on text materials being considered.
- Upon completion of the evaluation process, the textbook-evaluation committees submit their recommendations to the Administration, thereby, in effect, concluding their efforts in the evaluation process.
- When adopted materials do not suit the needs of a school, proposals to adopt alternate materials must be submitted to the Superintendent for approval.

7. 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 art, grades 9-12; business education; family and consumer education; health education, grade 9; social studies; trade and technical education; art, grades K-8; family and consumer education, grades 6-8; and health, grades K-8.

8. The music history committee requests to reopen this area for evaluation in FY04 due to the limited materials available at this time. Publishers have informed them that more materials will be available for evaluation during the 2003-2004 school year.

Strategic Plan Compatibility Statement

9. The recommendations support the MPS Strategic Plan, Goal 1, Academic Achievement, and Goal 3, Student Success in further education and employment.

Statute, MPS policy, or Board Rule Implication Statement

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

Fiscal Impact Statement

11. Approval of this item authorizes expenditures. The estimated cost for adoption of the recommended textbooks is $8.8 million. Funding is included in the Superintendent's proposed FY04 budget, budget code GEN-O-O-INV-DW-ETXB-0000. Approximately $25,000 of the $8.8 million will be allocated out of the FY04 textbook budget to cover translation costs.

Implementation and Assessment Plan Statement

12. Textbooks and supplementary materials for art, grades 9-12; business education; family and consumer education, grades 9-12; health education, grade 9; social studies; trade and technical education; art, grades K-8; family and consumer education, grades 6-8; and health; grades K-8 will be purchased with funds that have been allocated in the Superintendent's proposed FY04 budget.

Committee Recommendations

Your Committee recommends:

1. That the Board approve the following textbooks, including teacher manuals and resource guides;
2. That the related supplementary materials, including CD ROMs, be approved for use with the adopted series; and
3. That, where adopted materials do not suit the needs of a school, proposals to adopt alternative materials must be submitted to the Superintendent for approval.

The Administration will use funds in the Superintendent's proposed FY04 budget to cover the cost of the adoptions.

High School

Art, Grades 9-12

Gardner's Art Through the Ages, Volume 1 and 2, 11th Edition Classroom Set for AP Art History, Thomas Learning/Wadsworth, 2001

Gardner's Art Through the Ages, Instructor's Manual, Harcourt School Publishers, 2001

Discovering Art History, Student Book and Teacher's Edition, Davis Publications, Inc., 1997

The Photographic Eye, Student Book and Teacher's Edition, Davis Publications, Inc., 1995

Exploring Painting, Student Book and Teacher's Edition, Davis Publications, Inc., 2003

Discovering Drawing, Student Book and Teacher's Edition, Davis Publications, Inc., 2000

The Visual Experience, Student Book and Teacher's Edition, Davis Publications, Inc., 1995

Business Education

Business Careers

Discovering Your Career, Thomson Learning/South-Western, 2003

Family and Consumer Education

Introduction to Family and Consumer Education
Introduction to Health Occupations
Parenthood Education
Career Decision Making/Employability Skills
Family Health Issues

Goals for Living, Goodheart-Wilcox, 2001

Health Careers Today, Elsezier Health Science/Mosby, 2003

The Developing Child, Glencoe/McGraw-Hill, 2004

Succeeding in the World of Work, Glencoe/McGraw-Hill, 2003

Strengthening Family and Self, Goodhart-Wilson, 2004

Health Education, Grade 9

Lifetime Health, Holt, Rinehart and Winston, 2004

Social Studies — Justice and You

Street Law: A Course in Practical Law, Glencoe/McGraw-Hill, 1999

Trade and Technical

Architectural Drafting
General Building Construction
General Drafting

Architectural Drafting and Design, Glencoe/McGraw, 1998

Carpentry and Building Construction, Glencoe/McGraw, 2004

Mechanical Drawing — CAD Technologies, Glencoe/McGraw, 2003

Elementary and Middle School

Art, Grades K-8

Art and the Human Experience: A Personal Journey, Classroom Set Student Book and Teacher's Resource, Davis Publications, Inc., 2001

Art and the Human Experience: A Community Connection, Student Set and Teacher's Resource, Davis Publications Inc., 2001

Art and the Human Experience: A Global Pursuit, Student Set and Teacher's Resource, Davis Publications, Inc., 2001

The Visual Experience, Teacher's Edition, Davis Publications, Inc., 1995

Elements of Design, Large Reproductions, Davis Publications, Inc., 2000

Discovering Art History, Large Reproductions, Davis Publications, Inc., 1997

Exploring Visual Design, Large Reproductions, Davis Publications, Inc., 2000

A Community Connection, Large Reproductions, Davis Publications, Inc., 1997

Exploring Visual Design, Large Reproductions, Davis Publications, Inc., 2000

A Community Connection, Large Reproductions, Davis Publications, Inc., 2001

A Personal Journey, Large Reproductions, Davis Publications, Inc., 2001

A Global Pursuit, Large Reproductions, Davis Publications, Inc., 2001

Portfolio's, Teacher's Edition, All levels, K-5th grade, Barrett Kendall, 1998

Large Reproductions from Portfolio Series, All levels, K-5th grade, Barrett Kendall, 1998

Art Connections, Large visuals, K-5th grade, SRA, 1998

Experiencing Clay Book, Teacher's Edition, Davis Publications Inc., 2003

Family and Consumer Education, Grades 6-8

Discovering Life Skills, Glencoe/McGraw-Hill, 2004

Health, Grades K-8

Your Health, Grades K-5, Harcourt School Publishers, 2003

Decisions for Health, Grades 6-8, Holt, Rinehart and Winston, 2004

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

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(Item 2) Action on a Request to Amend the Contract with Malcolm X Academy to Include Grades Six through Twelve

Background

1. On October 29, 2002, The Milwaukee Board of School Directors and Malcolm X Academy entered into a 5-year charter school contract which commenced with the 2002-2003 school year and is to end on the last regularly scheduled school day of the 2006-2007 school year. The charter school petition submitted by Malcolm X Academy, which made provision for Malcolm X Academy to serve 600 pupils in grades 6 through 8, was attached to the charter school contract as Appendix A and incorporated into the contract.

Administration's Analysis

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

3. In a letter to Milwaukee Public Schools from its principal, Mr. Lonnie Anderson, Malcolm X Academy has requested an amendment to its contract which would expand its educational program to include students in grades 6 through 12. Malcolm X Academy would enroll 75 ninth-grade students for the 2003-2004 school year, with a subsequent grade to be added each year thereafter until the 12th grade is reached. The letter from Malcolm X Academy indicated that it had been the intention to include this expansion in the original contract.

Strategic Plan Compatibility Statement

4. In support of the MPS Strategic Plan Goals, this request will allow Malcolm X Academy to become a small middle and high school. MPS Strategic Plan, Goal 1, student achievement, and Goal 2, student success in further education and employment, will be met by offering a stable, focused learning environment to a large population of at-risk students. Goal 3, family satisfaction, as measured by their choices in the education marketplace, is reflected in parental interest in the expansion of the Malcolm X Academy's educational program to include high school.

Board Policy or Rule Statement

5. This item supports Milwaukee Public Schools' Administrative Policy 9.12, Charter Schools; Milwaukee Public Schools' Administrative Procedures 9.12, Charter Schools Petitions and Proposals; and Wisconsin State Statue 118.40.

Implementation and Assessment

6. Upon approval by the Board, implementation will ensue in accordance with the MPS charter school enrollment process.

Fiscal Impact Statement

7. This item does not authorize expenditures; however, the Superintendent's proposed FY04 budget does include a school allocation of $4,644,611 as a reserve to fund the sixth- through ninth-grade students at Malcolm X Academy.

Committee Recommendation

Your Committee recommends that the Board amend the contract with Malcolm X Academy to include grades 6 through 8 during the 2002-2003 school year, grades 6 through 9 during the 2003-2004 school year, grades 6 through 10 during the 2004-2005 school year, grades 6 through 11 during the 2005-2006 school year, and grades 6 through 12 during the 2006-2007 school year.

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

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(Item 3) Action on Resolution 0304R-002 by Director Dannecker Regarding the Establishment of an International Baccalaureate College-Preparatory High School Program on the Far South Side of Milwaukee

Background

At the Board's April 29, 2003 meeting, the following resolution 0304R-002 by Director Dannecker was referred to the Innovation and School Reform Committee:

WHEREAS, A growing group of active parents in the City of Milwaukee is requesting that MPS begin a college-preparatory high school on the far south side of Milwaukee; and

WHEREAS, The area is the largest geographic area in the City of Milwaukee not served by a local college-prep high school; and

WHEREAS, Many parents in this area seek private and suburban high-school alternatives because they are not comfortable with local MPS options; and

WHEREAS, An active group of parents would like MPS to open a high school that will seek International Baccalaureate accreditation and allow more students to utilize MPS; and

WHEREAS, This group includes parents of both current MPS and non-MPS students; and

WHEREAS, The Board and Administration desire to take practical measures to meet the demand for high-quality programs; now, therefore, be it

RESOLVED, That the Administration shall identify an administrator capable and willing to aggressively work with parents and teachers and lead the development of such a program; and be it

FURTHER RESOLVED, That the Administration shall develop a process to identify teachers who wish to participate in designing and implementing such a program; and be it

FURTHER RESOLVED, That the Administration, parents, and teachers shall develop and present a formal proposal, by June 2003, for opening such a college-preparatory program; and be it

FURTHER RESOLVED, That the Administration, parents, and teachers shall continue to recruit potential new students who wish to enroll in such program for the 2003-2004 school year.

Administrations Analysis

1. At its meeting of March 27, 2003, the Board approved the phasing-out of enrollment at Sholes Middle School, thereby initiating a process addressing two primary needs:

- First was the need to reduce seats in middle schools in response to the Neighborhood Schools Initiative's (NSI) creation of seats in K-8 schools; and
- Second was the need to create opportunities and space for new program development.

2. As Milwaukee Public Schools continues to respond to parents' needs through NSI and to encourage diversity of educational offerings, we will continue to encourage our community and parents to initiate ideas for new school programs. The opportunity created with the closing of Sholes Middle School has inspired a group of parents to envision and to begin a plan for the opening of a small high school with an International Baccalaureate program. The planning group has mobilized parents, has contacted Board members and the Administration, and has started to identify prospective students.

3. This item is in response to Director Dannecker's resolution introduced at the meeting of the Board on April 29, 2003, which supported the investigation of establishing an International Baccalaureate college-preparatory high-school program on the far south side of Milwaukee. The resolution also supported the identification of an administrator to implement the new school. The administrator has been tentatively identified and is prepared to assume duties, pending approval of this item. The administrator has significant experience with developing and implementing IB programs, having led the effort and certification process at Madison University High School.

4. The initial planning and Board resolution supported the implementation of an International Baccalaureate college-preparatory high school. Continued study and investigation by the planning team, however, has revealed that opening an IB program requires significant training, program development, cost and approval for affiliation. The IB application alone requires the development of nearly 600 pages of documentation. Then, unless and until the program is approved for affiliation, MPS would not be able to communicate or market the program to parents.

5. Although the requirements of IB affiliation are beyond the scope of this effort at this time, the goal of developing the school as an IB program will remain. In the meantime, however, the primary goal is to open a small high school focused on academic rigor that prepares every student for success. The planning group is highly motivated and is addressing important community and educational needs. The new high school will begin to address that need.

6. Early response to the possibility of a new high school program has been significant. The planning group, which is continuing to communicate with eighth-grade parents and students in public and private schools alike, has identified 50 prospective students. Of these 50 students, 31 are registered to attend a Milwaukee Public Schools high school, while 19 are registered at non-MPS schools. The fact that parents and students will come into MPS from other high-school options outside of MPS minimizes impact on current MPS high schools and demonstrates the value of the new school program.

7. The new high school program in the Sholes site will add to the diversity of educational services available to parents and will stand among all MPS high schools in providing a strong, academically focused, college-track program designed to prepare students for future academic and professional pursuits. The new program is aligned with the Administration's initiatives to redesign educational delivery systems at the secondary level.

8. The new high school program in the Sholes site will be initiated and funded by the District's per-pupil funding allocation. No additional funds will be allocated. The Administration will direct staff to identify a team to support this program and new small high-school programs in the future with assistance in securing external funding.

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 Rule Statement

10. The recommendation is consistent with Administrative Policy 7.05: Organization of Instruction.

11. The naming of the new high-school at the Sholes site, which will be part of the school community's initiation, vision, and mission, will be in accordance with Administrative Policy 5.01, Facilities.

Fiscal Impact Statement

12. If the Board approves the creation of this new school, the school will receive a budget allocation based on the FY04 high-school per-pupil allocation. The school may also be eligible to receive a Title I allocation based on the number of students meeting requirements. Upon Board approval, the Administration will identify appropriate amendment to the FY2004 Superintendent's proposed budget. Based on the prospective list of students, this initiative will have a minimal impact on any existing schools.

13. To be sustainable at 75 FTE, the Administration recommends that the school operate as a three-teacher collaborative. At 100 students, a vice principal could be added, and the school would remain fiscally viable.

14. The likelihood of additional dollars to support the program is strong. The District is pursuing private foundation funds to assist in the creation of small high schools in Milwaukee. If successful, these funds will support small high schools with implementation grants of $150,000.00. The new high school in the Sholes site will be eligible for this funding.

15. The planning team may wish to further explore staffing choices and perhaps shared-service options with Sholes in order to reallocate more resources to school support.

Implementation and Assessment

16. Student recruiting and enrollment will continue from the initial 50 prospective students. Enrollment will be phased in over a four-year period, beginning with the FY04 school year. The projected rollout is as follows:

Grade Level	**FY04**	**FY05**	**FY06**	**FY07**
9th Grade	75	100	100	100
10th Grade		75	100	100
11th Grade			75	100
12th Grade				75
Total	**75**	**175**	**275**	**375**

17. Upon approval from the Board, the new high school in the Sholes site may initiate a formal student recruitment program for the 2003-2004 school year. This process will include immediate registration of students new to Milwaukee Public Schools. Additional students will be recruited through mailings and through presentations at private schools with eighth-grade classes.

18. Beginning with the FY04 school year, all normal district enrollment and student assignment procedures will be put in place. The school staff, in conjunction with parents, will develop and implement an early admission procedure.

19. Students at the new high school will participate in all district accountability testing and will be held accountable for all requirements set forth by Administrative Policy 7.37, regarding the balanced assessment system and graduation, prior to graduation.

20. Students attending this school will walk, take the city bus, or be transported by their parents or guardians. Yellow bus transportation will not be provided. Any students who are not able to attend this school under these transportation conditions will not be able to attend this school.

Committee Recommendation

Your Committee recommends that:

1. The Board approve a high-school program to be housed in the former Sholes building, with the Administration to establish a team to develop the educational focus and implementation plan and to determine costs associated with this program; and

2. FY04 implementation of this item be contingent upon enrollment of at least 75, but not more than 125 students, by July 1, 2003.

The Administration will report to the Board with additional details of the implementation plan during the June, 2003 Board cycle.

Director Johnson moved that the Board adopt the Committee's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Balistreri, Dannecker, Horton, Johnson, Morales, O'Neil and President Spence—7.

Noes—None.

Voting "present"—Director Blewett—1.

Temporarily absent—Director Hardin—1.

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(Item 4) Action on Resolution 0203R-049 by President Spence to Expand Opportunities to Participate in the MPS Longitudinal Assessment System to Non-MPS Schools

Background

At the February 27, 2003, Board meeting, the following Resolution 0203R-049 by President Jeff Spence was referred to the Innovation/School Reform Committee:

WHEREAS, The Milwaukee Public Schools (MPS) has instituted a balanced assessment system that includes annual testing in reading and language arts in grades four through ten and in mathematics in grades three through ten using compatible tests; and

WHEREAS, This system allows the calculation of each student's progress each year, even when a student changes schools within MPS; and

WHEREAS, The resulting information is valuable for parents, teachers, schools, the district, and the public in helping improve student achievement; and

WHEREAS, The value of longitudinal testing is lost when students transfer from the Milwaukee Public Schools to private or non-MPS charter schools or transfer from those schools to Milwaukee Public Schools; and

WHEREAS, Parents and others have an interest in obtaining comparable data on student achievement in all schools; now, therefore, be it

RESOLVED, That the Milwaukee Public Schools consult with private schools and non-MPS charter schools, their sponsors, and others with an interest, and develop a proposal that would allow these schools to participate in the Milwaukee Public Schools' assessment program and have their students included in a database of Milwaukee students.

Administration's Analysis

1. A primary benefit of the MPS longitudinal assessment program is the availability of year-to-year performance data for students who change classrooms within a school or change MPS schools. This data allows teachers to better understand the instructional needs of students. Because of a lack of comparable data, however, teachers are currently unable to serve, in the same manner, students transferring into MPS.

2. Assessment provisions within ESEA require that districts consult with private school officials to determine how services to eligible Title I targeted-assistance students will be assessed. Results from academic assessments administered to eligible students must be used to improve the services provided by the public school district, not to evaluate the quality of the educational program provided by the non-public school.

3. As a part of ongoing consultation with non-public schools receiving services under Title I, Milwaukee Public Schools will determine how MPS-provided services will be evaluated. Costs of these academic assessments would be paid for out of the District's non-public allocation of Title I funds.

4. In addition, MPS will confer with private schools and non-MPS charter schools to offer the opportunity to participate in the longitudinal assessment system and student database. The private and non-MPS charter schools that wish to participate will pay for the costs of the assessments, reports, database maintenance, and other support. Actual costs have not yet been determined.

5. Assessment results will be sent to the participating schools and will also be included in a database of Milwaukee students, allowing MPS teachers access to data for students transferring into MPS.

6. As a part of their participation fee, MPS's Division of Assessment and Accountability will provide guidance for administration of assessments and interpretation of reports at pre- and post-test workshops.

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 applicable state and federal laws regarding student assessment.

Fiscal Impact Statement

9. There will be no additional cost to implement this change, as the participating schools will be expected to cover the cost of their individual assessments.

Implementation and Assessment

10. Timeline to be followed:

- Meet with private schools and non-MPS charter schools May/June2003
- Obtain final commitment from participating schools..... July 2003
- Obtain enrollment data from participating schools ..... Late August 2003
- Provide pre-test inservices..... Sept/Oct 2003
- Assessment window ..... November 2003
- Assessment results returned to schools ..... Winter 2004
- Provide post-test inservices ..... February/March 2004

Committee Recommendation

Your Committee recommends that the Board adopt Resolution 0203R-049 and authorize the Administration to investigate assessment and database options with non-MPS schools.

Director Hardin moved to adopt the following substitute for the Committee recommendation: that all non-MPS schools receiving Title I funding participate in the MPS longitudinal assessment and that funds be taken from their Title I allocations to cover these costs.

The substitute failed of adoption on the following vote:

Ayes— Directors Blewett and Hardin—2.

Noes— Directors Balistreri, Dannecker, Horton, Johnson, Morales, O'Neil and President Spence—7.

Director Johnson moved that the Board adopt the Committee's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Balistreri, Dannecker, Horton, Johnson, Morales, O'Neil and President Spence—7.

Noes—Directors Blewett and Hardin—2.

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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 Recommendations to Adopt a Proposed FY2004 Budget

Your Committee reports having reviewed the Superintendent's proposed FY2004 budget for the School Operations, Extension, and Construction Funds, dated May 1, 2003.

Your Committee held worksessions on the budget on May 6, 2003. Public hearing was given on the budget on May 6, 7, 8, and 14, 2003. In accordance with statutory provisions, the budget was published in the *Milwaukee Journal Sentinel* on May 15, 2003, and the full Board held a hearing on the entire budget on May 22, 2003. In addition to the statutory public hearing, the Board held a public hearing on May 20, 2003

Committee Recommendation

Your Committee recommends that the Board adopt the Superintendent's proposed budget for FY2004, dated May 1, 2003.

Director Johnson moved to adopt the Superintendent's proposed budget for FY2004, dated May 1, 2003.

The following amendments were introduced:

#	Author	Amendment
1.	Director Hardin	To assure that general and paraprofessional assistants whose hours have been eliminated by schools in the Proposed FY04 Budget are afforded every opportunity to maintain their district employment, the Administration is directed to form a work group to explore all district placement potential for these workers and report back to the Board at its last meeting in June.
2.	Director Hardin	Freeze the creation of any new job positions until all employees laid-off as a result of the MPS FY04 budget have been offered the option of re-employment with the district. Direct 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.
3.	Director Hardin	Investigate and implement a variety of means to retain all assistants, both para and general education assistants, by offering options that do not change the overall budget. (Example: If a school currently has allocated for two assistants at 35 hours per week, those positions could be changed to three assistants at 20 hours per week, thereby retaining an additional person.)
4.	Director Morales	Restore American Indian History Teacher in Bilingual/Multicultural Education Office, using $20,000 Superintendent’s budget; $10,000 from the Board’s Consultant Services budget line; $10,000 from the Board’s Contract Services budget line; and $10,871 from the Board’s “Other” budget line.

5.	Director Blewett	Investigate the feasibility and fiscal impact of reducing the school week, including during summer school, to 4 days, with any resultant savings to be returned to the schools' budget allocation, and report these findings back to the Board by August 2003 for possible implementation in FY2005
6.	Director Blewett	Eliminate any currently unfilled, but budgeted, administrative positions in Facilities and Maintenance (FMS) and use the resultant freed-up funding to help cover the salaries and benefits of those Facilities and Maintenance employees slated to be laid off in the FY04 proposed budget. In addition, as such positions become vacant during FY04, conduct a review to determine if they can be eliminated, with any resultant funding to be used to hire back employees who have been laid off.

Director Johnson moved to adopt Amendment #1.

The Amendment was adopted, the vote being as follows:

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

Noes—None.

With regard to Amendment #2, Director Hardin moved to strike the first sentence and adopt the balance: Direct 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.

The motion prevailed, the vote being as follows:

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

Noes—None.

With regard to Amendment #3, Director Johnson moved to strike the words "and inplement" and adopt the amendment: Investigate a variety of means to retain all assistants, both para and general education assistants, by offering options that do not change the overall budget.

The motion prevailed, the vote being as follows:

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

Noes—None.

Temporarily absent—Director Blewett—1.

Director Morales moved to approve Amendment #4.

Director Horton moved to adopt the following substitute: That the position of American Indian History teacher be left in the budget unfunded and that the Administration be granted the authority to fill the position, should funding become available.

The substitute prevailed, the vote being as follows:

Ayes—Directors Balistreri, Dannecker, Hardin, Horton, Johnson, O'Neil and President Spence—7.

Noes—Directors Blewett and Morales—2.

Directro Blewett moved to adopt Amendment #5.

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

Ayes—Directors Blewett and Morales—2.

Noes— Directors Balistreri, Dannecker, Hardin, Horton, Johnson, O'Neil and President Spence—7.

Director Blewett moved to adopt Amendment #6.

Diector Blewett moved to adopt the following substitute to Amendment #6: At the August Board meeting, the Administration is directed to provide a maintenance backlog report, to include detailed information regarding repair backlogs by shop/trade and a discussion of activities that the Division of Facilities and Maintenance will take to manage the backlog. The Division of Facilities and Maintenance will then be required to provide a quarterly progress report thereafter.

The substitute was adopted on the following vote:

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

Noes—None.

The question being on adoption of the FY2004 budget as amended, it was adopted, the vote being as follows:

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

Noes—Directors Blewett, Hardin and O'Neil—3.

* * * * *

(Item 2) Action on Recommendations to Adopt Resolutions Regarding the Budgets and Tax Levies for the School Operations, Construction and Extension Funds for FY2004

Your Committee recommends that the Board adopt the following resolutions:

SCHOOL OPERATIONS FUND

RESOLVED, That, pursuant to the provisions of Section 119.46, Wisconsin Statutes, relating to the School Operations Fund, the Board of School Directors hereby advises the Common Council that the amount of $913,653,804 will be required for the operation of the Milwaukee Public Schools, for the repair and keeping in order of school buildings and equipment, and for the making of material improvements to school property during the 2004 Fiscal Year; and that $173,592,163 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 2003, pursuant to the provisions of Section 65.07(1)(e), Wisconsin Statutes, said amount to be raised by tax levy being in addition to the money to be received from state aids, shared taxes, and from other miscellaneous sources.

CONSTRUCTION FUND

RESOLVED, That, pursuant to the provisions of Section 119.48, Wisconsin Statutes, the Board of School Directors hereby advises the Common Council that the amount of $30,233,095 will be required for the 2004 Fiscal Year Construction Fund budget purposes and that it is to provide, in accordance with Section 65.07(1)(f), Wisconsin Statutes, $11,640,984 by a tax levy on all real and personal property in the City of Milwaukee subject to taxation for Milwaukee public school purposes in 2003, said amount to be in addition to the money received from other miscellaneous sources.

EXTENSION FUND

RESOLVED, That, pursuant to the provisions of Section 119.47, Wisconsin Statutes, relating to the Extension Fund, the Board of School Directors hereby advises the Common Council that the amount of $13,599,459 will be required for the maintenance of playgrounds, recreation centers, and similar activities during the 2004 Fiscal Year, and that $11,797,459 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 2003, pursuant to the provisions of Section 65.07(1)(g), Wisconsin Statutes, said amount being required in addition to other miscellaneous sources.

Director Johnson moved to adopt the resolutions.

The resolutions were adopted on the following vote:

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

Noes—Directors Hardin and O'Neil—2.

* * * * *

COMMITTEE ON FINANCE/PERSONNEL

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

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Finance/Personnel presents the following report:

(Item 1) Action on Monthly Finance and Facilities Matters: 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

Contracts

ROOF REPLACEMENT

Morgandale School

Prime Contractor
Roberts Roofing & Siding Inc.
4927 North Lydell Avenue
Glendale, WI 53217

Low Bidder, Base Bid of $165,300.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
Yes	10%	100% DBE	45	14	5	Corporation	0

Funds have been committed for this project from Facilities and Maintenance FY03 account code 2-40-4-980-277-327-255000/FAR00980MGECNC (W.O. 2-546453).

Wisconsin Avenue School

Prime Contractor
Walsdorf Roofing Company, Inc.
P.O. Box 66
Kiel, WI 53042

Low Bidder, Base Bid of $161,600.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% MBE	60	4	3	Corporation	1

Funds have been committed for this project from Facilities and Maintenance FY03 account code 2-40-4-980-401-327-255000/FAR00980WIECNC (W.O. 2-546456).

Bell Middle School

Prime Contractor
Roberts Roofing & Siding Inc.
4927 North Lydell Avenue
Glendale, WI 53217

Low Bidder, Base Bid of $969,499, plus $18,000 for Mandatory Alternate Bid 1, to provide the work for Roof Section A, plus $110,101 for Alternate Bid 2, to provide the work for Roof Section C, for a total contract of $1,097,600

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
Yes	10%	100% DBE	45	14	5	Corporation	0

Funds have been committed for this project from Facilities and Maintenance FY03 account code 2-40-4-980-044-327-255000/FAR00980BEECNC (W.O. 2-590950).

MASONRY RESTORATION

Urban Waldorf School

Prime Contractor
Pukall Co., Inc.
752 Beech Street
Grafton, WI 53024

Low Bidder, Base Bid of $68,000.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% MBE	16	2	1	Corporation	1

Funds have been committed for this project from Facilities and Maintenance FY03 account code 2-10-4-974-383-327-255000/FAR00MM2UWECNC (W.O. 2-552727).

COIL & UNIT VENT REPLACEMENT

Riverside High School

Prime Contractor
T.M. Braden Mechanical Corporation
P.O. Box 802
Menomonee Falls, WI 53052

Low Bidder, Base Bid of $104,430, plus $8,860 for Mandatory Alternate Bid 2, to provide all electrical work for the project, plus $5,440 for Mandatory Alternate Bid 3, to install Direct Digital controls and thermostat, plus $7,200 for Mandatory Alternate Bid 4, to provide the work for the air handling unit serving the library, for a total contract of $125,930.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	11% MBE	8	1	1	Corporation	5

Funds have been committed for this project from Facilities and Maintenance FY03 account code 2-40-4-980-029-327-255000/FAR00980RSECNC (W.O. 2-552736).

Bay View High School

Prime Contractor
T.M. Braden Mechanical Corporation
P.O. Box 802
Menomonee Falls, WI 53052

Low Bidder, Base Bid of $92,010, plus $10,125 for Mandatory Alternate Bid 1, to provide the filter rack and associated frames, supports, etc., for a total contract of $102,135.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	13% MBE	8	1	1	Corporation	5

Funds have been committed for this project from Facilities and Maintenance FY03 account code 2-40-4-980-012-327-255000/FAR00980BVECNC (W.O. 2-552735).

KITCHEN REMODELING

Humboldt Park School

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

Low Bidder, Base Bid of $204,217.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	20%	23% MBE 1% WBE	8	1	0	Corporation	8

Funds have been committed for this project from Facilities and Maintenance FY03 account code 2-40-4-980-223-327-255000/FAR00980HUECNC (W.O. 2-597620).

EXTERIOR DOOR REPLACEMENT

Division 1 — King High School

Prime Contractor
B & D Contractors, Inc.
17020 West Rogers Street
New Berlin, WI 53151

Low Bidder, Base Bid of $109,300.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
Yes	0%	100% MBE	30	9	2	Corporation	2

Funds have been committed for this project from Facilities and Maintenance FY02 account code 2-10-4-974-020-327-255000/FAR00MM2RKECNC (W.O. 2-511899).

Division 2 — Westside Academy I

Prime Contractor
B & D Contractors, Inc.
17020 West Rogers Street
New Berlin, WI 53151

Low Bidder, Base Bid of $63,500.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
Yes	0%	100% MBE	30	9	2	Corporation	0

Funds have been committed for this project from Facilities and Maintenance FY03 account code 2-40-4-980-353-327-255000/FAR00980W1ECNC (W.O. 2-552668).

PLAYGROUND RECONSTRUCTION

Craig School

Prime Contractor
Stark Asphalt
Division of Northwest Asphalt Products Inc.
11710 West Hampton Avenue
Milwaukee, WI 53225

Low Bidder, Base Bid of $64,630, plus $7,800 for Mandatory Alternate Bid 1,
to provide and install all fence post and fence fabric, for a total contract of..... $72,430.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% WBE	34`	1	2	Corporation	5

Funds have been committed for this project from Facilities and Maintenance FY03 account code 2-40-4-980-119-327-255000/FAR00980CGECNC (W.O. 2-550639).

Fernwood School

Prime Contractor
Stark Asphalt
Division of Northwest Asphalt Products Inc.
11710 West Hampton Avenue
Milwaukee, WI 53225

Low Bidder, Base Bid of $180,278, plus $4,450 for Mandatory Alternate Bid 1,
to provide fifteen (15) trees, plus $850 for Mandatory Alternate Bid 2, to install
new bike racks, for a total contract of..... $185,578.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	11% WBE	34`	1	2	Corporation	6

Funds have been committed for this project from Facilities and Maintenance FY03 account code 2-40-4-980-158-327-255000/FAR00980FWECNC (W.O. 2-550641).

PLAYGROUND/PARKING LOT RECONSTRUCTION

Silver Spring School

Prime Contractor
Stark Asphalt
Division of Northwest Asphalt Products Inc.
11710 West Hampton Avenue
Milwaukee, WI 53225

Low Bidder, Base Bid of $126,715.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% WBE	34`	1	2	Corporation	5

Funds have been committed for this project from Facilities and Maintenance FY02 account code 2-10-4-971-325-327-255000/FAR00SPJSVECNC and FY03 account code 2-40-4-980-325-327-255000/FAR00980SVECNC (W.O. 2-512629).

NEW TOT LOTS — Bid Package 1

Division 1 — Happy Hill School

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

Low Bidder, Base Bid of $54,650, plus $4,500 for mandatory Alternate Bid 1, to provide 5'-high chain-link fencing, for a total contract of..... $59,150.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% MBE	15	7	2	Corporation	4

Funds have been committed for this project from Facilities and Maintenance FY02 account code 2-10-4-975-206-327-255000/FAR00MRPHHECNC (W.O. 2-553809).

Division 2 — Keefe Avenue School

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

Low Bidder, Base Bid of $51,470.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	11% MBE	15	7	2	Corporation	4

Funds have been committed for this project from Facilities and Maintenance FY02 account code 2-10-4-975-235-327-255000/FAR00MRPKEECNC (W.O. 2-553815).

Division 3 — Wisconsin Avenue School

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

Low Bidder, Base Bid of $51,650.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	12% MBE	15	7	2	Corporation	4

Funds have been committed for this project from Facilities and Maintenance FY02 account code 2-10-4-975-401-327-255000/FAR00MRPWIECNC (W.O. 2-553816).

NEW TOT LOTS — Bid Package 2

Division 1 — Emerson School

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

Low Bidder, Base Bid of $59,790.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	11% MBE	15	7	2	Corporation	4

Funds have been committed for this project from Facilities and Maintenance FY02 account codes 2-10-4-975-150-327-255000/FAR00MRPEMECNC and 2-10-4-974-150-327-255000/FAR00MM2EMECNC (W.O. 2-512626).

Division 3 — Milwaukee German Immersion School

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

Low Bidder, Base Bid of $59,800.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% MBE	15	7	2	Corporation	4

Funds have been committed for this project from Facilities and Maintenance FY02 account code 2-10-4-975-146-327-255000/FAR00MRPGIECNC (W.O. 2-556408).

TOT LOT REPLACEMENT

Riley School

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

Sole Bidder, Base Bid of..... $64,800.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	7% MBE 3% WBE	15	7	2	Corporation	3

Funds have been committed for this project from Facilities and Maintenance FY03 account code 2-10-4-974-313-327-255000/FAR00MM2RIECNC (W.O. 2-552775).

Construction Contracts

Total construction contract dollars awarded..... $2,828,965.00
Total dollars HUB participation..... $1,611,941.71
% of MBE participation..... 10.77
% of WBE participation..... 1.12
% of DBE participation..... 45.09
% Minority employees within company..... 24.54
% Women employees within company..... 9.23

•••••

Request is being made for authorization to purchase:

AIR CONDITIONING EQUIPMENT

Central Services Administration Building

Firm Name
Auer Steel & Heating Supply Co.
2935 West Silver Spring Drive
Milwaukee, WI 53209

Sole Bidder, Base Bid of..... $62,100.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	0%	0%	95	20	16	Corporation	N/A

Funds have been committed for this project from Facilities and Maintenance FY03 account code 2-10-4-974-501-327-255000/FAR00MM2ABECNC (W.O. 2-562386).

•••••

Request is being made for acceptance of a Mandatory Alternate Bid for a project previously awarded a contract by the Board in June 2002:

NEW AIR CONDITIONING (Rebid)

Hawthorne School

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

Mandatory Alternate Bid 1, to provide all work associated with the air conditioning of the gymnasium, for the cost of $74,500, plus an additional $700 to cover the increase in labor costs for the time elapsed since the original contract ($154,850) award $75,200.00

Funds have been committed for this project from account code 1-10-4-609-212-551-11000/GEN00BDEHWEAEQ (W.O. 2-613864).

•••••

ARCHITECTURAL SERVICES

Request is being made for authorization to enter into contract negotiations for architectural services for the following Neighborhood School Initiative projects:

Kluge School — Addition

Firm Name
American Design, Inc.
2821 North Fourth Street
Milwaukee, WI 53205

For a cost not to exceed $97,238.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Consultants
Yes	30% M/DBE 5% WBE	100% M/DBE 50% M/DBE 5% W/DBE	10	2	2	Corporation	4

Funds have previously been committed for this project from Neighborhood Schools Initiative account code 1-40-4-861-337-327-255000/FAR00NSIKLECNC (W.O. 2-545396).

LaFollette School – Addition

Firm Name
BMR Design Group
1131 West Lincoln Avenue
Milwaukee, WI 53215

For a cost not to exceed $77,940.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Consultants
Yes	30% M/DBE 5% WBE	80% MBE 5% WBE	5	3	2	Corporation	6

Funds have previously been committed for this project from Neighborhood Schools Initiative account code 1-40-4-861-238-327-255000/FAR00NSILFECNC (W.O. 2-545407).

Professional Service Contracts

Total construction contract dollars awarded $175,178.00
Total dollars HUB participation $168,348.90
% of MBE participation 91.10%
% of WBE participation 5.00%
% of DBE participation 0.00%
% Minority employees within company 37.80%
% Women employees within company 28.90

Purchases

Copies of all bids are sent to ten resource centers for minority- and women-owned businesses for posting and distribution to any interested suppliers:

African-American Chamber of Commerce
Business Educational Consortium Inc.
The Business Council Inc.
Disadvantaged Business Development for Milwaukee County
Hispanic Chamber of Commerce
Milwaukee Indian Economic Development Agency
Milwaukee Minority Chamber of Commerce
Milwaukee Urban League
Wisconsin Business Resource Center Inc.
Wisconsin Women's Business Initiative Corporation

B-5321 EMC Symetrix 8530 Storage System

Award is recommended to the lowest bidder meeting the specifications, AE Business Solutions, at $437,250 for one EMC Symetrix 8530 storage system. This project provides a backup storage system for our MPS database. Bids were reviewed by the Department of Technology, which determined that two low bidders did not meet specifications, while an alternate bid was unacceptable.

This is to be a lease-purchase transaction spread over three years. The Department of Technology issued an initial requisition for $212,000 using account code 1-10-4-818-518-263300, which converts to IFAS account code PIN00STRTC-EAEQ.

This item authorizes expenditures of up to $212,000.

Bidder	Bid	Terms
Mainline Information Systems	$269,150.00	Net
ATR (Advanced Tek Rep)	$350,905.00	3%/14 days
AE Business Solutions	$437,250.00	Net
Logical Networks, Inc. (option 1)	$440,268.12	Negotiable
Logical Networks, Inc. (option 2)	$447,546.74	Negotiable
Logical Networks, Inc. (option 3)	$451,910.02	Negotiable
Forsythe Solutions Group, Inc.	$452,328.00	Net
MidRange Computer Solution	$456,721.15	Net
Inacom	$468,673.00	5%/15 days
Pioneer-Standard	$467.360.62	Net

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-5322 Musical Instruments

The purchase of Orff musical instruments from Peripole Bergerault, Inc., in the amount of $72,835.39 is being recommended for approval. The instruments are to be distributed to students in first, second, and third grades district-wide.

This item authorizes expenditures of $212,073.39, which has been encumbered in account code 1-10-4-622-600-551-163300. This account converts to IFAS account code CC100MSCDW-EAEQ.

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-5332 Assistive Technology Software: Mayer Johnson & Writing With Symbols — Informational item

Per approval from Purchasing, purchase orders were issued by May 2, 2003, because of a federal fund cutoff. This bid was issued and then re-bid because of additional requisitions. The bid was split into two item groups, which were awarded separately. The second item, the cost of which was between $25,000 and $50,000, will be sent directly to the Superintendent for approval because it does not meet the $50,000 minimum required for Board approval.

The Department of Special Services is assembling training and assistive-living material and equipment for students to use either at school or at home. Most of these items are reusable.

Award for the first item, Mayer Johnson software, was made to the lone bidder providing a complete bid, Lab Resources, at $148,309.75. Two partial bids were also received, but rejected as incomplete.

This purchase requires expenditures of $122,488 from account code 1-25-4-310-600-411-219000 (IFAS — DTI00IF3DW-ESUP) and $49,989.00 from account code 1-25-4-383-600-411-152000 (IFAS — ECS00PS3DW-ESUP).

HUB-Certified 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-790 Franklin Electronic Publishing Speaking Wiz — Informational Item

Per Purchasing Services, a purchase order was issued by May 2, 2003, because of a federal fund cutoff. A purchase order for $53,026.25 was issued for 1,475 Franklin Speaking Homework Wiz. The Department of Special Services has indicated there were no known competitors for this product. The vendor has provided written documentation that it is the sole-source provider in the education market.

This purchase requires expenditures of $58,926.25, encumbered in 1-25-4-310-600-411-219000. This account converts to IFAS account code DTI00IF3DW-ESUP.

HUB-Certified 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-791 Assistive Technology, Inc.'s Mercury and Gemini Hardware, and Stages Software — Informational Item

Per Purchasing Services, purchase orders were issued by May 2, 2003, because of a federal fund cutoff. The purchase orders were issued to Assistive Technology, Inc., for a total of $55,331. The purchase orders included Stages software, two Gemini hardware units and accessories, and four Mercury hardware units and accessories. The Department of Special Services has indicated a need for this specific product. The vendor has provided written documentation of its being the sole-source provider of this product for the State of Wisconsin.

The total amount charged to account code 1-25-4-310-600-411-219000 is $38,425.90. This account code converts to IFAS account DTI00IF3DW-ESUP. An additional $18,540 was charged to account code 1-25-4-310-600-551-219000, which converts to IFAS account code DTI00IF3DW-EAEQ.

HUB-Certified 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-792 Don Johnston Software Licenses — Informational Item

Per Purchasing Services, purchase orders were issued by May 2, 2003, because of a federal fund cut off. Three purchase orders totaling $345,442.95 were issued for approximately 9,540 licenses on eight software titles. The Department of Special Services has noted that this transaction is part of a continuing purchase of products already used. These products will be used in district-wide special education classrooms. This purchase was made direct from the manufacturer for a greater discount.

This purchase calls for expenditures of $358,899.95 from account code 1-25-4-310-600-411-219000. This account converts to IFAS account code DTI00IF3DW-ESUP.

SS-737 Authorization to Expand a Contract With Montello, LLC, to Design and Implement an On-Line Teacher Application System

The Administration is requesting authorization to expand the agreement with Montello, LLC, to provide enhancements to the MPS Web Teacher Application System. At its April 15, 2003, meeting, the Board approved a contract with Montello for $140,000 to continue the Web Teacher Application Process. The Administration is requesting authorization to expand the contract by an additional $50,000 to complete the Web Teacher Application System. Some of the additional functionality will include using the Web for teacher reassignment, providing additional license information and license renewal information, and improving the links to outside resources, universities, and agencies.

The contract is based on time and materials. The funding for the additional work is from the FIE Earmark grant received by the HR department. The cost of the contract with Montello, LLC, is not to exceed $190,000.

Fiscal Information: FY04 = TCC-0-0-HRX-HR-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

SS-738 Authorization to Extend a Contract with Vantage Vision, Inc., to Provide Technical Support for the District's Human Resources Management System (PeopleSoft).

Recommend authorization to extend for one year the contract with Vantage Vision, Inc., to continue development work on the HR Management System (PeopleSoft), and to complete various technical tasks preparatory to converting to the PeopleSoft 8.x. Vantage Vision will also provide essential assistance in the implementation of a pension and benefits information-management system. The District contracted with Vantage Vision, Inc., in FY03.

The Administration is recommending a sole-source contract due to the expertise and experience of the vendor. The contract, which was approved by the District's HR Policy committee, is on a time-and-material basis at a cost not to exceed $126,000. The term of the contract will be from July 1, 2003, to June 30, 2004.

Fiscal Information: FY04

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 — May 2003

Total contract dollars to be awarded..... $974,454.29

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

A. Statement of Revenues as of March 31, 2003:

	Adopted Budget	Approved Transfers (1)	Revised Budget	Cur. Month. Revenues	Year-to-Date Revenue	Unrealized Revenue	Percent Realized
School Operations	$880,880,178	$50,021,374	$930,901,552	$145,671,538	$563,760,467	$367,141,085	61%
Categorically Aided	152,835,139	60,106,802	212,941,941	14,317,566	104,810,367	108,131,574	49%
School Nutrition	28,150,000	11,819	28,161,819	2,657,461	17,296,109	10,865,710	61%
Construction	38,242,451	21,931,101	60,173,552	10,431	17,060,467	43,113,085	28%
Extension	11,804,455	246,615	12,051,070	51,578	9,459,511	2,591,559	78%
Total All Funds	1,111,912,223	132,317,711	1,244,229,934	162,708,574	712,386,921	531,843,013	57%

B. Statement of Expenditures as of March 31, 2003:

	Adopted Budget	Approved Transfers (1)	Revised Budget	Cur. Month. Expenditures	Year-to-Date Exp.&Encumb.	Unexpended Balance	Percent Expended
School Operations	$880,880,178	$50,021,374	$930,901,552	$72,502,482	$662,591,470	$268,310,082	71%
Categorically Aided	152,835,139	60,106,802	212,941,941	17,835,334	140,165,384	72,776,557	66%
School Nutrition	28,150,000	11,819	28,161,819	3,342,131	22,867,744	5,294,075	81%
Construction	38,242,451	21,931,101	60,173,552	546,551	50,854,166	9,319,386	85%
Extension	11,804,455	246,615	12,051,070	607,005	8,705,728	3,345,342	72%
Total All Funds	1,111,912,223	132,317,711	1,244,229,934	94,833,503	885,184,492	359,045,442	71%

(1) Represents Board-approved transfers during fiscal year 2003 and appropriations for purchases encumbered in fiscal year 2002.

The expenditure control report for March 2003 is 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 is attached to the minutes of your Committee's meeting. This is an informational report, and no action is required.

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

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

Acceptance of Donations

School	Donor	Amount	Gift or Purpose
Alcott	La Perla	$100	School Supplies
Alcott	United Technologies	$250	Purchase instructional materials for K4 and K5 programs
Audubon	Target	$125	Student Incentives
Barton	A.O. Smith Foundation	$1000	Summer Reading Program
Bell	3M	$2500	Accelerated Reader Book purchases
Browning	Frederick Luft	$500	College Scholarship Fund
Cooper	Norman & Mary Widen	$400	Science Supplies
Curtin	Sue Elias	$25	Field Trips
Curtin	Halterman Photo	$246	Picture Sales
Curtin	Pick N' Save	$62	"We Care Program"
Curtin	Pick N' Save	$49	"We Care Program"
Fairview	Wal-Mart Foundation	$500	Literacy Grant
Fernwood	Pick N' Save	$176	"We Care Program"
Fernwood	Carla Langhus	$150	Stove donated to school
Manitoba	Sam's Club Foundation	$1000	Literacy Grant
Milw French Immersion	Mr. & Mrs. Mark Drana	$100	Fundraiser Donation
Milw French Immersion	Dr. & Mrs. Francisco Enriguez	$100	Fundraiser Donation
Milw French Immersion	Mr. & Mrs. Lad Swider	$50	Fundraiser Donation
Milw French Immersion	Mr. & Mrs. Brian O'Keefe	$30	Fundraiser Donation
Milw French Immersion	Mr. & Mrs. John Gransee	$100	Fundraiser Donation
Milw French Immersion	Mr. & Mrs. Michael Ward	$25	Fundraiser Donation
Milw French Immersion	Mr. & Mrs. Randy Ross	$20	Fundraiser Donation
Milw German Immersion	Milwaukee German Immersion PTA	$5300	To install electrical work and concrete base for school sign in front of building
MHSA	Carmelo DeAngelis	$300	General Art Needs
MHSA	Robert Stefaniak	$5000	To fund Jazz Activities and Needs
MHSA	Milwaukee Area Technical College (MATC)	$300	To fund Jazz Activities and Needs
MHSA	Michael Broderick	$250	Big Painting Project
MHSA	Carmelo DeAngelis	$1000	College Scholarship Fund
River Trail	Pauline Redmond Foundation	$951	S.T.A.R. Incentives
Starms Centers	Sam's Club	$500	Enhance the school environment
Vincent	Anonymous	$1000	Defray costs of Honors Breakfast
Whitman	PTA	$473	Software to improve students' skills
WCLL	Jill Marki	$150	Incentive Prizes

Committee Recommendations

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.

Director Johnson moved to adopt the Committee's recommendations.

The motion prevailed, the vote being as follows:

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

Noes—None.

* * * * *

(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

Classified Personnel Transactions

Name and Assignment	Position and Salary	Date
	APPOINTMENTS	
Ywanda McFarland Edison	School Secretary I $29,340.74/yr.	04-14-03
Sarita Rushing Engleburg	School Secretary I $18,968.22/yr.	03-31-03
Antonia Stewart Grantosa	School Secretary I $25,530.89/yr.	05-01-03
	PROMOTIONS	
John Craine Grand Avenue	Boiler Attendant Trainee $27,387.62/yr.	04-14-03
Adrian Gibbs Auer	School Engineer II $40,929.20/yr.	04-14-03
Richard Huerta MEC	Boiler Attendant Trainee $33,501.52/yr.	04-14-03
Mark Kyles North Division	Boiler Attendant Trainee $27,387.62/yr.	04-14-03
John Lazarski Grand	School Engineer III $46,163.52/yr.	04-14-03
Carrie Ludwig Kosciuszko	Boiler Attendant Trainee $27,387.62/yr.	04-14-03
Gary Paszkowski Bay View	Building Service Helper II $25,383.80/yr.	04-14-03
Xiaojuan Wang Dept. of Technology Services	Programmer/Analyst $43,519.84/yr.	03-31-03
	RETURNS FROM LEAVE	
Ruthann Galarza Professional Dev Center	School Secretary I $25,530.89/yr.	04-28-03

CHANGES IN STATUS

Thomas Green Hamilton	Handicapped Children's Assistant $ 14,609.70/yr.	03-24-03
Helena Hart Milw Spanish Immersion	Handicapped Children's Assistant $14,609.70/yr.	04-04-03
Anne Kiefer Fritsche	School Secretary I $30,742.14/yr.	04-14-03
Doretha Lock Hamilton	Handicapped Children's Assistant $ 14,609.70/yr.	03-24-03

Certificated Appointments — Teachers

Code	Teachers — Schedule 01	Division	Salary	Credit	Start Date
r	Mark C. Anderson Science/Biology/Chemistry	B	$29,224	0	03/31/03
r	Kate A. Bollman Elementary Education	B	$29,224	0	03/31/03
r	Susan Karchunas-Smith English	B	$29,224	0	09/02/02
r	Alif Richardson Physical Education	B	$29,224	0	04/03/03
r	Scott A. St. Lawrence PreK-6	B	$29,224	0	04/15/03

CODES

(a) Reappointment without tenure
(b) Reappointment with tenure
(nr) Non-Resident who must become a resident
(r) Resident who must remain a resident

Reappointment of Probationary Personnel

TEACHERS AND TEACHER LIBRARIANS
(Completing One Semester)

Alexander, Richard D. Jr.	Failla, Elizabeth A.	Kaisler, Gina M.
Anderson, Mark C.	Fitzgerald, Mary A.	Ketterhagen, Isaiah D.
Aranzamendi, Herman	Fraaza, Heather M.	Kinziger, Danielle M.
Bahr, Jeannette L.	Froelich, Martin H.	Knight, Jefton A.
Banda, Sylvia	Garcia, Elizabeth	Koch, Katina T.
Basel, Deidra L.	Garrison, Willie E.	Koehn, Patricia A.
Bay, Stephanie E.	Girouard, John R.	Koscielak, Patti A.
Bell, Camille T.	Good, Hope E.	Lama, Elizabeth A.
Bollman, Kate A.	Green, Eric A.	Lohr, Trudy
Burkett Carrie A.	Haase, Amy E.	Lowery, Omar T.
Castellini, Katherine A.	Harris, Alida S.	Martens, Cheryl L.
Davis, Amandy A.	Hines, Tamara R.	Massey, Tarita C.
Debonis, Nicholas J.	Hirsch, Jennouise K.	Mendoza, Dulce I.
Dixon, Isabel M.	Holze, Lisa M.	Mergener, Sharon E.
Draheim, Heidi M.	Hyland, Joseph S.	Morris, Celeste M.
Droster, Timothy A.	Ibarra, Veronica E.	Moutry, Tamairo A.

Mueller, Michael
Neuville, Tracy L.
Niemi, Noel R.
Novitzke, Jennifer K.
Parker, Jill M.
Passley, Wilbert G.
Perine, Ray S.
Petito, John CR
Piper, Christopher
Puccini, Jennifer
Pyles, Dorothy M.
Rasner, Valerie A.
Raymond, Tara L.
Richardson, Alif
Robinson, Charlbert R.
Runnels, Yamarr
Ryan, Carole P.
Ryan, John T.
Salas, Glorie A.
Santiago, Elias
Scherer, Joseph S.
Schiefelbein, Patrick J.
Schneider, Paul E.
Schroeder, Jonathan W.
Shokatz, Jospeh M.
Sitter, Daniel P.
Sosinski, Michael J.
St. Lawrence, Scott A.
Tomczyk, Noelle A.
Tomich, Jane K.
VanDenPlas, Sara L.
Vitrano, Andrew J.
Wachowiak, Elise A.
Waldheim, David C.
Wiazowski, Jaroslaw
Williams, Frank J.
Williams, LaConia M.
Wolf, Steven L.
Wolfe, Jason R.
Zeller, David A.

TEACHERS AND TEACHER LIBRARIANS
(Completing Two Semesters)

Aaron, Richard B.
Adams, Katherine A.
Adetiba, Oluwaseur T.
Adkins, Angela M.
Ageloff, Alice A.
Agwoeme, Anayochukwu E.
Ahner, Lisa M.
Ainsworth, Laura E.
Akinsanya, Sherrie
Al-Bassam, Spring D.
Aleem, Jacquelyn D.
Alexander, Linetta D.
Allwardt, Christina J.
Alvarado-Patten, Marisol
Amini, Shelly L.
Andersen, Kathleen M.
Anderson, Jessica L.
Anderson, Rebecca A.
Annaromao, Nancy J.
Arient, Alissa M.
Arndt, Andrea L.
Arndt, Eric H.
Arndt, Kristin L.
Arnold, Anne E.
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.
Bearss, Daniel V.
Beck, Melloney L.
Bedtka, Darcie M.
Behr, Jane M.
Beekman, Demetri A.
Beermann, Rindee J.
Beermann, Sandra R.
Behling, Sarah L.
Behringer, Lacy A.
Bell-McGhee, Mary E.
Bell, Jada C.
Bellin, William G.
Belott, Cheryl D.
Berge, Tricia L.
Bergholz, Amy L.
Bishop, Sandra R.
Bivins, Gwendolynn L.
Blade, Nikoll C.
Blatt, Bennett A.
Bleskey, Teresa L.
Blitz, Leysa
Bloch, Steven J.
Blondet, Alfredo
Blunt, Antoinette
Boeck, Sara
Boemmel, Jennifer M.
Borszich, Heather L.
Bowman, Jason S.
Boyle, Amy B.
Boyle, Janet L.
Brantley, Amy L.
Brieske, Jessica A.
Brimmer, Melanie M.
Brown, Thomas E.
Browne, Robert E.
Brownfield, Anna K.
Brucker, Jacqueline K.
Brueckner, Jennifer J.
Bruno, Deborah S.
Buchmann, Jocelyn M.
Buechel, Penny A.
Burks, Kanika A.
Burns, Daryl D.
Burrell, Donna R.
Burton, Elserita R.
Burton, Gregory D.
Butler, Lea N.
Caby, Rachel C.
Caldwell, Halema N.
Campbell, Thomas W.
Cardarella, Nicholas D.
Carpenter, Shirley F.
Carpenter, Sarah K.
Carter, Brian M.
Cassidy, Bridget M.
Cha, Kasana
Chang, Hong J.
Chapple, Marcia R.
Cheplowitz, Chana
Childs, Deon L.
Christensen, Jennie V.
Christensen, Stephen R.
Christians, Jose F.
Cieciwa, Stephanie A.
Ciepluch, Sharon M.
Colby, Jacqueline D.
Collins, Chad S.
Colon, Gilberto
Comerford, Amy G.
Conhartoski, Susan J.
Conigliaro, Jennifer B.
Conrad, Jennifer L.
Conroy, Laura J.
Corbett, Aron B.

Cording, Emily J.
Cords, Lisa L.
Cottrell-Pitts, Tenora R.
Coyle, David P.
Crivello, Andrea M.
Cross, Annie
Cruz, Sara S.
Cunningham, Joan M.
Currie, Andrea N.
Dahlke, Joan M.
Daines, Angela K.
Das, Ibha
Davis, Bryan
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.
Doble, Sarah L.
Dobson, Renee A.
Dory, Christian E.
Dotson, Gary B.
Dretzka, Molly J.
Drissell, Matthew R.
Droster, Rebecca K.
Dunlap-Parker, Sharnissa T.
Dutilly, Nelida T.
Dykes, Jennifer M.
Dziedzic, Michelle A.
Edwards, Mark W.
Ehren, Jennifer L.
Elertson, Richard A.
Espinoza, Amy L.
Everson, Thomas J.
Faich, Jodie L.
Fax, Jennifer L.
Fecteau, Tracey J.
Fisher, Darren H.
Fix, Paul L.
Fleter, Margaret E.
Foreman, Lisa S.
Foro, Elizabeth C.
Fowler, Alison B.
Fowler, Mary G.
Fox-Pinter, Elizabeth A.
Frank, Heather A.
Freese, Natalie A.
French, Jennifer L.
Frias, Jose R.
Fromm, Clay M.
Fulton, Carolyn A.
Funk, Brenda L.
Galang, Marcial M.
Galloway, Donnie G.
Garcia, Marcela
Gasiorowski, Shannon M.
Gaudynski, Toni L.
Gauerke, Chad M.
Gausau, Ashley B.
Gavros, Lisa M.
Gee, Antoine
Gentz, Sarah M.
Gerlach, Annie E.
Gerow, Joanna J.
Gerrits, Dennis G.
Gervais, Jeffrey C.
Giggar, James H.
Gilliam, Leah E.
Gizelbach, Carrie E.
Glad, Darrin M.
Glodoski, Sarah B.
Goff, Sharon L.
Goldberg, Jeremy A.
Goll, Laura G.
Gomez, Maria I.
Gonzaga, Vongdeuane
Goodrum, Marion P.
Gordon, Calary M.
Gordon, Jane C.
Gorski, Dawn M.
Grady, Laurie E.
Graham, Shawn
Green, Barbara L.
Green, Montel
Greenberg, Annie L.
Gregoire, Ryan A.
Griffin, Gary D.
Grimes, Anne J.
Groe, Erin L.
Grubor, Jacqueline M.
Gruszkowski, Kristin I.
Guile, Carl W.
Guiney, Katie M.
Gunn, Heather A.
Guse, Kristin M.
Gutowski, Amy L.
Guy, Kimberly L.
Guyette-Gerth, Mary M.
Guzzetta, David B.
Haack, Marites O.
Hade Hanson, Kelly M.
Hain, John C.
Hake, Nancy A.
Halala, Aruna M.
Hale, Stacy
Hall, Monica E.
Halverson, Erica A.
Hanneman, Jacquelyn M.
Hannemann, Rebecca M.
Hansen, Karin R.
Hansen, Lisa M.
Harder, Christina L.
Hardy-Gorman, Ursula L.
Harmon, Michael H.
Harper, Melissa A.
Harris, Ijoister
Harrison, Anita R.
Hart, Jessica A.
Hart, Joshua L.
Haugom, Darin K.
Haukeness, Kristen R.
Haycock, Charles M.
Hayes, Andrew A.
Hayes, Cheryl A.
Heckart, Jessilyn C.
Heidkamp-Young, Kendra F.
Heintz, Kristin E.
Heller, Jean C.
Henderson, Tasha D.
Henningfeld, Corrine K.
Herbst, Angela C.
Herrick, Sara E.
Herro, Theresa M.
Hicks, Kelly M.
Higbie, Carlynn N.
Hightower, Larina L.
Hikade, James A.
Hildebrandt, Mindy L.
Hinderaker, Angela M.
Hitz, Nancy R.
Hoagland, Steve J.
Hodge, Melissa J.
Hoeser, Karen J.
Hoffeditz, Heidi A.
Holden, Rachele F.
Holdorf, Kathleen J.
Holland, LaShawna M.
Holloway, Shawn
Holton, Mary P.
Homar, Lisa M.
Hommeland, Erin E.
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, Doulgas J.
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
Jones, Latasha M.
Jordan, Angela N.
Joyce, Heather
Julius, Jodi A.
Kaehler, Deanna L.
Kalish, Brian D.
Kaml, Joanne M.
Kane, Adam, M.
Kapp, Kristine K.
Karchunas Smith, Susan C.
Kaur, Amrit P.
Keehan, Mark G.
Kelsey-Brown, Monica D.
Kern, Amy L.
Kettner, Melinda M.
Khalid, Nzinga Akili Enam
Kielich, Donald L.
King, Cecilia L.
King, Ophelia T.
Kirkish, Melissa K.
Klein, John P.
Klemke, Anne M.
Klika, Molly M.
Klinger, Kerry A.
Klovas, Jenell M.
Klug, Lisa M.
Knapp, Jennifer A.
Knight, Diana L.
Knoblock, Kristy M.
Knox, Marcus R.
Knudson, Susan E.
Koch, Julie A.
Koniar, Valerie
Kopenski, Chad C.
Kordus, Angelic
Korpal, Christine M.
Kosterman, Rhiana C.
Kostner, Molly J.
Kotarak, Jered J.
Kowalski, Karen M.
Kraft, Susan T.
Kramer, Charles
Krause, Alysia J.
Kreitzman, Lacey L.
Krejcarek, Angela J.
Krenke, Jennifer S.
Kruschke, Rebecca L.
Kukuk, Joseph
Kunst, Amelia D.
LaCount, Wesley
LaFave, Chasity A.
Langlois, Adrian S.
Laster, Melinda A.
Laudon, Angela L.
Laufenberg, Christina M.
Leigh, Cynthia M.
Lentz, Kerrie B.
Lerand, Carol A.
Lewis, Lynn
Levy, Tamira S.
Lex, Amy F.
Limmer, Nicole
Linder, Andrew A.
Lisiecki, Lisa M.
Lloyd, Kerri B.
Lock, Marisa L.
Locke, Sheila A.
Lofton-Wheeler, Deleta
Logan, Marney D.
Long, Fay E.
Lonning, Jane M.
Lopez, Lynette J.
Lopez, Rosa
Lovas, Jacqueline M.
Lucero, Laurie K.
Ludwig, Jacqueline V.
Luedtke, William J.
Lunz, Ruth
Luthi, Sara J.
Maas, Clare V.
MacEachern, Steven M.
Madlock, John F.
Magner, Jill M.
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.
Martin, Laura
Martinez, Jessica
Martorano, Stephanie K.
Mason, Eva K.
Mathews, Jessica L.
Mathews, Phyllis R.
Maxey, Mary L.
Maydak, Erin K.
Mazzetti, Maria S.
McCarthy Jr., Bernard J.
McCoy, Joe Ann
McCusker, Terry J.
McDaniel, Nelly K.
McElrone, Joel T.
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.
Miller, Christa M.
Miller, Donna J.
Miller, Melissa A.
Moll, Barbara L.
Molnar, Christopher J.
Monato, Elizabeth H.
Mooney, Melissa
Moreau, Leah M.
Morris, Carolyn A.
Morrissey, Debra J.
Moseler, Ty A.

Moser, Donald J.
Mosley-Magee, Debra A.
Mroz, Danette J.
Muhammad, Bramouse F.
Mukahim, Manfred P.
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.
Nolan, Ronda K.
Nowak, James R.
Nusbaum, Robert J.
O'Clary, Michael P.
O'Connell, Carolyn J.
O'Connor, Shanna M.
Odua, Glenda A.
Oelerich, James E.
Oja, Sarah L.
Oldenburg, Jacqueline A.
Olson, Dianne E.
Ortega, Caroline
Osterman, Michelle
Overall, Rosalind Y.
Overholser, Nina K.
Page, Jill M.
Palmer, Zerda Q.
Palzewicz, Kenneth W.
Papp, Mary J.
Parent, Catherine M.
Paris, Elise N.
Parks, Monique P.
Parrales, Ernestina
Paske, Anna C.
Patterson, Tara L.
Peck, Titus O.
Peer, Zene
Pelischek, Christina R.
Pena, Rositta M.
Peoples, Joyce D.
Perzewski, Susan K.
Phelps, Kahri L.
Pinon, Marta S.
Piojka, Anne V.
Pionek, Scott C.
Poethig, Jennifer L.
Polanco, Joandy
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.
Reavey, Kate L.
Reed, Jennifer L.
Reeves, Rebecca M.
Reifschneider, Michelle A.
Reisinger, Nicole R.
Resch, Debra
Retzlaff, Sara K.
Reuter, Nancy M.
Robertson, Heather B.
Robinson, Ernice A.
Robinson, Jennifer
Robinson, Shashina R.
Roder, Caroline D.
Rodgers, Tiffany J.
Rodriguez, Bertha A.
Rodriguez, Marta
Rodriguez, Yadira
Rodriguez-Thomas, Carmen
Rojas, Patricia A.
Roland, Alpha M.
Rosenow, Sarah M.
Roth, Gregory D.
Ruiz, Debra A.
Ruiz, Rudy
Ryan, Julie A.
Sadler, Pamela K.
Salas, Lisa M.
Saler, Gail M.
Sanders, Jacinta
Santiago, Ana B.
Santos, Bernardo
Santos, Maria
Sapinski, Rebecca F.
Savage, Mary M.
Savaiano, Staci
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
Schnuck, Jennifer L.
Schofield, Kevin
Schroeder, Casey A.
Schuelke, Timothy R.
Schuenemann, Theodore F.
Schultz, Heidi R.
Schultz, Nicole M.
Schultz, Sarah J.
Schultz, Tanja J.
Schwartz, Kathy L.
Searls, Jodi M.
Seiler, Stacie K.
Sekula, Amy A.
Semanko, Mindy B.
Serocki, Jeremy J.
Sevenz, Patricia A.
Severin, Richard
Shackelford, Linda L.
Shady, Lisbeth A.
Shainock, Larry C.
Shaw, Jesse J.
Sheridan, Julie M.
Shreffler, Zoe E.
Sievert, Rick L.
Silveria, Rose C.
Sims, Ryan L.
Smith, Darcy L.
Smith, Nicole M.
Smith, Phebe H.
Smith, Timothy E.
Smith, Trina N.
Sobek, Kelly M.
Solorzano, Marty M.
Sommer, Kellie L.
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.
Strehlow, Andrea L.
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.
Termaat, Jason A.
Theel, Clifford S.
Thiel, Emily L.
Thimmesch, Katherine A.
Thomas, John M.
Thomas, Kerry L.
Thompson, Amy D.
Thompson, Deborah D.
Thompson, Kathleen A.
Thorpe, William D.
Tice, Cindi A.
Tomkalski, Jennifer A.
Toohill, Patrick L.
Townsend, Barbara M.
Traxler, Christopher P.
Trewyn, Ted M.
Trivunovic, Ljubinka
Trotter, Eugene M.
Tyler, Damon
Tyler, Diallo
Tyler, Henry E.
Ullmann, Nancy A.
Umstot, Carol M.
Undis, Monica J.
Urban, Jamie L.
Valentino, Margaret A.
Vallee, Andrea K.
VanDuser, Kimberly A.
Vang, Kao Y.
VanLin, Adam M.
Vega, Jennifer
Vele, Shawn A.
Verastegui, Toni L.
Verhunce, Tammy M.
Votava, Lauren N.
Vraney, Brett R.
Waddy-Perine, Denise
Waldron, Andrea M.
Walker, Adrion A.
Wallus, Andrew F.
Walters, Annette M.
Warner, Andrea L.
Washington, Carmen L.
Washington, Thalia M.
Washington, Myesha L.
Washington, Sharnissa A.
Waugh, James S.
Wayd, Amy L.
Wells, Effie M.
Wells, Suzanna
Welty, John R
Westphal, Diane C.
Whalen, Kari A.
White, Audrey J.
White, Heather D.
Whitehurst, Ada
White-Harper, Sadiqua K.
Whitman, Joan M.
Wiggins, Phyllis M.
Wilcox, Jennifer A.
Wiley, David A.
Williams, Deborah D.
Williams, Leif C.
Willingham, Keushum R.
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.
Wroble, Brian J.
Wyant-Jansen, Melinda R.
Wytch, Cynthia M.
Xiong, Jou
Yellstrom, Erik J.
Young, Anna M.
Zanow, Renee M.
Zealley, Heidi S.
Zeidler, Michael E.
Zietlow, Ryan J.
Zimmerman, Frederick Z.
Zimmers, Josh R.
Zivney, Danielle M.
Zolecki, Jennifer L.

TEACHERS AND TEACHER LIBRARIANS
(Completing Three Semesters)

Aldape, Evadelia
Alexander, Ivy H.
Alexander, Leslie H.
Armstrong, Amie C.
Arrington, Marcus L.
Badger, Kathleen K.
Barnhill, Tara N.
Beck, Linda J.
Behm, David R.
Belsky Severin, Mia
Berner, Kimberly I.
Bigalke, Tracy B.
Blair, Gretchian R.
Boehm, William E.
Bonin, Craig J.
Brady, Kacy Jo
Briesemeister, William A.
Brlecic, Catherine A.
Brock, Mark D.
Cannizzo, Lisa
Carter, Teresa L.
Christiansen, Michael S.
Clausz, Sharon E.
Coleman, Gregory M.
Conner, Erik R.
Daniels, Lynell V.
Davis, Laverne S.
Deltgen, Lenn C.
Dendor, Patricia S.
Denson, Cynthia D.
DeSilva, Quiana K.
Diedrich, Sarah J.
Dieringer, Ryan R.
Dietzman, Diana R.
Donovan, Colleen S.
Dorsey, Janell E.

Douglas, Marilyn
Dunbeck, Jeremy A.
Dwyer, Jennifer M.
Elliot, Margaret S.
Elrick, Lynn L.
Erdmann-Ehlinger, Veronica
Fabisiak, Kristin
Ferger, Megan
Ferreri, Alexis A.
Finner, Ramon T.
Floryance, Laura L.
Garner, Deadra P.
Gilbert, Michelle L.
Gleesing, Jeffrey R.
Gonzalez, Maria A.
Green, Barbara A.
Gustafson, Pamela J.
Hallen, Adeline W.
Harper, Shunda S.
Hotelling, Clayton R.
Janzen, Nicole L.
Kazmierski, Michael W.
Kelly, James T.
Kennedy, Kathleen E.
Kerr, Christie L.
Kersten, Paul R.
Kowalewsky, Jessica L.
Kuczynski, Erika L.
Kranick, Aimee R.
Lahr, Danielle M.
Leren, Kathleen A.
Lindee, Matthew J.
Logan, Kristi A.
Lorch, Cynthia L.
Lutz, Angela M.
Lyon, Julie J.
Maciona, Scott A.
MacKenzie, Katherine J.
Mahnke, Melissa L.
McCoy-Edwards, Margene R.
Miller, Victoria A.
Mulvey, Michael D.
Munir, Shahina
Neely, Carrie M.
Newton, Candace L.
Ogunkunle, Olubanke O.
Olaniyan, Ajamu A.
Olson, Tricia L.
Opgenorth, Angela S.
Phillips, Ramona M.
Pifher, Jean M.
Pluer, Emily A.
Pollen, Susanne M.
Prather, Franklin H.
Ramsey, Laron M.
Randolph, Kevin I.
Reid, Danielle E.
Richardson, Sarah J.
Robinson, Catherine A.
Rosales, Hector R.
Schneider, Margaret M.
Schwenn, Joanne K.
Schwiesow, Kimberly A.
Sholta, Mark T.
Smokowicz, Tracy
Stone, William C.
Stout, Joshua
Suttle, Kelly A.
Thomas, Tiffany A.
Trawitzki, Joseph M.
Vanfelt, Michael R.
Vang, May
Waldron, Pamela J.
Wellinghoff, Sarah M.
Willett, Janet I.
Willingham, Rashelia M.
Ziech, Angela L.

TEACHERS AND TEACHER LIBRARIANS
(Completing Four Semesters)

Acevedo, Madelyn
Adams, Anita K.
Ahmed-Yahia, Ahmed
Alexander Jr., Norman J.
Allen, Margaret A.
Allison-Rasmussen,Kelly K.
Alvarado, Tilsa
Alvarez, Bernardino
Amaya III, Pablo
Anderson, Daniel M.
Anderson, Dawn M.
Anderson, Janet L.
Anderson, Kelly M.
Anderson, Tiffany
Aranda, Antonio
Aranda, Diane
Armstrong, Brian E.
Arrizon, Noelia
Atkinson, Keith A.
Avila, Fredi
Azam, Nasreen F.
Baas, Angela M.
Babcock, Barbara L.
Badillo, Juan
Baity, Stanley
Barnes, Dawn M.
Barrick, Elizabeth
Barton, Talaya C.
Bauman, Katherine
Bechtel, Erin K.
Behrs, Natalie M.
Benjamin-Smith, Jenny A.
Bennett, Donna J.
Bennett, Latasha
Berens, Paul R.
Bersch, Jamie L.
Beula, Allison
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.
Braatz, Dawn N.
Braggs, Eboni
Brady, Jamie L.
Brock, Shannon
Brown, Aretina
Brown, Jesse
Brusky, Bonnie
Brezeczkowski, Lynn M.
Brzezinski, Jodi M.
Brzezinski, Sandra L.
Buchholz, Lucille L.
Busch, Tracey R.
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.
Cattell, Tanya
Chokkalingam, Namasivayam

Chudada, Rebecca F.
Cipov, Lynda J.
Clark, Renee
Clark, Toni M.
Clement, Beth A.
Colin, Stella
Collier-Thompson, Judith F.
Collin, Margaret B.
Comdohr, Kathleen E.
Cordero, Nilda
Cramer, Gregory J.
Cramsie, Susan M.
Cranston, Jennifer
Crow, Holly J.
Cruz, Catherine
Cruz, Javier E.
Cunningham, Robert
Czyzewski, Monica L.
Daroszeski, Amy Lyn
Daughterty, Chadd P.
Davis, Sara
Day, Rebecca L.
Day, Robert L.
DePalma, Richard A.
Dettmann, David M.
Dix, Mary
Dombroski, Timothy J.
Dominicci, Clariza
Dominguez, Armando
Dorow, Sheri
Doxtater, Alicia K.
Drew, Lori Ann
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.
Gast, Molly R.
Geiger-Bogan, Katherine A.
George, April M.
Gettelman, Kristine
Getting, Lisa A.
Giaimo, Suzanne
Gieseke, Mandy
Gilbert, Jared W.
Gitzlaff, Sara A.
Glosson, Jacqueline
Goetz, Kathleen
Gonzalez, Jason
Goodman, Stacy
Goodno, Nicole
Goodwin, Ethel
Goodwin, Fairy
Gordon, Ann C.
Gorenc, Jennifer L.
Gould, Erin M.
Graham, Dianne
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
Hilgers, Kate E.
Holt, Christine D.
Holt, Shahnah
Holzer, Juliann
Hook, Kelli D.
Hooks, Robert
Huber, Asali M.
Hulke, Jennifer A.
Husz, Taylor
Hyatt, Kimberly A.
Ilecki Jr., Anthony P.
Ishag, Mary
Jaap, Amy
Jackelen, Holly M.
Jackson-Thomas, Annette
Jagmin, Jennifer A.
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, Molly A.
Johnson, Tracey
Jones, Antoinette
Jorge, Eli S.
Jorgensen, Laura Y.
Jude, Demetrace
Kacmarynski, Helen M.
Kadima-Kalombo, Tsimankinda
Kahle, Megan
Kainz, Alexander P.
Kamenick, Lance
Karlen, Craig J.
Karlen, Elizabeth K.
Kelly, Carrie
Kelly, Katherine E.
Kelly, Sandra E.
Kelnhofer, Liliana
Kelsch, Sarah J.
Kilsdonk, Cory
King, Jamie
Kinney, Keri A.
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
Krause, Carol
Kroening, Katie A.
Krumins, Katie
Kuhnz, Mary B.
Kyles, Frederick R.
LaFleur, Renee
Langston-Dolphin, Jadee
Larry, Sue E.
Lederer, MaryEllen
Lee, Andrea
Lee, Sonja K.
Lesczynski, David D.
Lesniewski, Julie M.
Lewandowski, Cathleen
Lewandowski, Lynn E.
Lewandowski, Michael B.
Little, Gail Y.
Lobley Jr., Percy L.
Locke, Timothy J.
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.
Martinez, Linda
Maslowski, Kimberly M.
Mason, Ann D.
Matuszewski, Sharon A.
Mays, Jennifer
McCullum, Janet M.
McCusker, Megan
McKale, Suzanne M.
McKinney-Keys, Valerie
McLain, Kristin M.
Medina, Silvia
Meister, Katherine A.
Meloy, Catherine A.
Meyer, Laura I.
Meyer, Melissa J.
Meyer, Michael G.
Meyer, Timothy A.
Mielcarz, Leslie J.
Miller, Rachelle
Miller-Foley, Sara T.
Minster, Rebecca A.
Moiles, Sean P.
Molleson, Leslie
Mollet, Molly K.
Molnar, Alex
Momon-Hughes, Angela
Moon, Gloria M.
Mooney, Gregory A.
Moreland, Sarah J.
Morgan, Fakina S.
Mork, Lynn A.
Morzy, Steven M.
Moschea, Aimee A.
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.
Orellana, Lourdes A.
Ortiz, Madelyn
Otte, Beth
Ottow, Sarah B.
Owens Erick
Parkinson, Michael P.
Payan, Andrea
Pelsis, Allison
Perdue, Nicole M.
Perry, Sandra J.
Perry-Finch, Chauna M.
Peugh, Karen A.
Pham, Chinh P.
Phillips, Jenita
Phillips, Malissa T.
Picard, Mark
Piontek, Jason R.
Pitta, John
Pliskie, Peggy
Poole, Rodney
Powers, Nicole M.
Puddy, Eric J.
Puerzer, Nancy
Purefoy, Trish T.
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.
Roeske, Stephanie J.
Rogers, Gloria A.
Roman, Gregory F.
Roseland, Denise L.
Roskos, Jill
Rouse, Cynthia
Ruhlen, Lisa
Ruiz, Carmen
Ruka, Sarah B.
Russo, Mary S.
Rutledge, Dawn M.
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
Schwantes, Jamie M.
Schwede, Abby J.
Scott, Brent R.
Scott, Freeman
Scott-Walker, Grace
Sephus, Doretha M.
Shay, Jana L.
Sheriff, Tanya J.
Shong, Stephanie A.

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
Strong, Terry L.
Stronstad, Jacquelyn A.
Sulsberger, Jocelyn A.
Syse, Sara E.
Tanem, Kelly
Tank, Joel W.
Tant, Beth L.
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.
Trzcinko, Timothy P.
Turckes, Denise A.
Turner, Michael
Turza, Roxanna
Urbaniak, Michelle
Vacek, Elizabeth E.
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.
Vold, Jessica A.
Wagner, Emily E.
Wagstaff, Caitlin S.
Wakeman, Camilla
Walker, Catherine C.
Walworth, Stacy M.
Wandrey, Kim
Wangen, Heidi A.
Wankowski, Lori A.
Ward, Brenda J.
Waters, Lauretta
Watkins, Jewel N.
Weatherall, Tamisha
Weaver, Dexter J.
Weber, Keith M.
Weier, Diann
Weinstock, Angela M.
Weiskopf, Laura
Weiss, Jennifer Lynn
Weiss, Kelli
Weisse, Michelle S.
Welch, Amy
Welch, Wanda D.
Wessel, Heather R.
Whittaker, Fe M.
Wild, Mary Beth
Wilhelmson, Paige R.
Williams-Ashley, Alia T.
Williams, Dianne
Williams, Ronald F.
Wilson, Christopher J.
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.

TEACHERS AND TEACHER LIBRARIANS
(Completing Five Semesters)

Abresch, Sheri L.
Amann, Kathryn H.
Benner, Cynthia J.
Bernal, Marisa A.
Biava, Karen L.
Brankov, Vojislav D.
Broadwater, Jean M.
Brown, Cheryl V.
Bruseth, Kenneth T.
Brzezinski, Brian M.
Cappleman, James A.
Carini, Marie I.
Christopher, Carl A.
Cochrane, Cathleen R.
Crawford, Jennifer C.
Dawes, Lisa M.
Diaz, Jennifer
DiPadova, John P.
Dye, Kathelyne
End, Kathleen M.
Feider, Rebecca J.
Green, Rex
Gussie, David V.
Guzniczak, Jaime L.
Haar, Michael J.
Heinzel, Ann M.
Hooker, Shannon D.
Jaglowski, Jessica A.
Jamieson, Tanya M.
Jones, Mulunda S.
Kalkoske, Jill D.
Kolinske, Jody A.
Konzal, Heather L.
Kostrova, Jessica G.
Kotas, Amy E.
Krueger, Rachel A.
Lalich, Angelia
Lee, Amanda M.
Lein, Jennifer C.
Long, Anthony T.
Loewenstein, Susan K.
Lowery, Gina M.
Lucarelli, Krista M.
Maxwell, Carrie R.
McKenzie, Dana M.

Metzner, Lynn M.
Miller, Reg M.
Morales, Ruben
Murphy, Katie A.
Ocasio, Jacqueline
Pangallo, David A.
Peltonen, Jessica L.
Peters, Tiffany J.
Reith, Marie A.
Roberts, Keely L.
Rodriguez, Veneranda
Rogers, Martha E.
Roland, Stephanie R.
Schaeffer, Stacey M.
Scheer, Stacie J.
Schwab, Lisa J.
Severin, Richard M.
Simmons-Watson, Karen J.
Stark, Matthew M.
Stefanik, Sherry M.
Stein, Rebecca A.
Stempniewski, Amy R.
Stroud, Leticia N.
Tempel, Melissa J.
Thomas, Carolyn M.
Turner, Zenither
Uehling, Scott R.
Unanka, Raymond C.
Vega, Michael J.
Vivas-Diaz, Floralba
Waltho, Amy E.
Warren, Tammy N.
Westfahl, Deborah L.
Wexler, Daniel E.
Williams, Margaret M.
Williams, Maria D.
Wilson, Shauna D.
Yarn, Tecy S.

TEACHERS AND TEACHER LIBRARIANS
(Completing Six Semesters)

Adams, Gregory B.
Adkins, Ansleun
Allen, Glen A.
Amadi, Leona N.
Anderson, Amy L.
Anderson, Danielle L.
Anderson, Ricardo A.
Antholine, Michael E.
Apuy-Conrad, Patricia
Aranda, Alejandro A.
Baker, Brandi S.
Baltutis, Tracy
Barbeau, Maria T.
Barrett, Gail M.
Barth, Angela M.
Bast, Stacey A.
Baur-Thompson, Audrey A.
Bean, Robin J.
Beese-Ackermann, Lorie A.
Bell, Mary J.
Benkoski, Amy L.
Bent, Patricia V.
Bero, Marlyn D.
Biel, Thomas F.
Bishop, Jenna L.
Blakely, Julie A.
Bloedorn, Janice F.
Boesch, Katherine A.
Bowersock, Robin A.
Boyd, Marlon J.
Boyle James F.
Trina M. Boyle
Brennan, Andrew C.
Briggs, Deborah A.
Brown, Delois
Brown, Sara M.
Buchholz, Cindy L.
Buettner, Sandra C.
Bull, Jason R.
Burton, Deanna S.
Bush, Patricia G.
Carlton, Jewel
Carnes, Kevin B.
Carrington, Pilar A.
Castaneda, Maria I.
Causey, Deborah A.
Cavanaugh, Margaret M.
Chirchirillo, Tracy L.
Christianson, Tim O.
Clark, Ricky
Clark, Virginia
Cleary, Blair
Collyard, Kari M.
Cook, Amy M.
Cordero, Elsie
Cordova, Sonia
Cotton, Zuwena Y.
Cox, Vicki L.
Crawford, Lena M.
Currie, Blondell E.
Dalpaos, Margaret
Daniels, Audrey L.
Dawson, Kelley A.
DeKeyser, Betty J.
Doepke, Wendy E.
Donohue, Maura R.
Downs, Verinique D.
Drobac, Nadine
Duhacek, Heather
Durski, Misty Ellen
Eckford, Heidi L.
Enslin, Thomas W.
Erbe, Theresa A.
Escobar, Iris V.
Espinoza, Itza L.
Farley, Margaret A.
Fayne, Sereena L.
Fayne, Shunita E.
Felder, Sarita
Fellows,Jason
Fialkowski, Amy M.
Fink, Toni M.
Firle, Anthony C.
Flanagan, Julene A.
Flessert, David A.
Flores, Rosa Maria
Fons, Christopher A.
Fraundorf, Jamie May
Freeman-Clarke, Lori A.
Friedmann, Catherine A.
Fulbright, Danielle E.
Games, Emanuel R.
Garcia, Tina
Gaumond, Kia M.
Genske, Margaret A.
Gilson, Angela L.
Gladney, Lisa D.
Gleesing, Shawn D.
Goedel, Jean M.
Goodman, Robert E.
Graham, Ruth A.
Gran, Eric J.
Gribble, Stephan
Grob-Polewski, Meredith L.
Groh, Anne M.
Gruehn, Jean A.
Grueneberg, Joyce A.
Guerrero, Fernando
Guevara, Mirna C.
Guillen, Mariella
Hagen, John M.

Halaska, Lisa
Haley, Amanda L.
Hall, Monique L.
Hall, Ursula M.
Hall, Vickie Y.
Hammernik, Anna J.
Hands, Jessica C.
Hansen, Kathleen M.
Harley,Sarah
Harris, Alandra J.
Harris Jr., Curley
Harris, Mateba K.
Harris, Natosha D.
Harris, Tonesha N.
Hayes, Anesia L.
Heigl, Kelly D.
Henderson, Karolyn T.
Hepp, Joanne M.
Hewes,Amy S.
Hoenisch, Aaron
Hoenisch, Jaime L.
Hofstede, Lesley K.
Holton, Deborah M.
Hopgood, Andrew J.
Huck, Linda R.
Huegel, Ellen E.
Hufnal, Amy L.
Hughes, Terese
Humphreys, Kimberly A.
Hurst, Shirley S.
Jacobson, Nicole E.
Janes, Ralph T.
Jenkins, Toya L.
Johnson, Yvonne M.
Jolly, Jacqueline L.
Jones, Angilique L.
Jones, Stephanie J.
Jones-Goodwin, Rhoda
Jorgensen, Pamela J.
Jude, Shantee O.
Kaemmerer, Lisa K.
Karan, Aixa M.
Kaschak, Elizabeth
Keeran, Jennifer
Kempowski, Christopher A.
Kennedy, Megan M.
Keys, Michele C.
King, Julie A.
King, LaTonya C.
Kirwan, Brian R.
Klover, Craig G.
Klumb, Craig S.
Knachel, Maggie R.
Kodet, Sarah R.
Kouchick, Rick
Kovatovich, Jennifer J.
Kubenik, April
Kunkel, Jennifer K.
Kunzler, Martina C.
LaCosse, Alida L.
Lathan, Angel R.
Latorraca, Ellen L.
Lawrence, Mark A.
Lea Jr., Lewis C.
Lee, Helen
Lee, Kha
Lee, Willa V.
Lefebvre, Margaret R.
Lehman-Yaros, Jean J.
Lidwin, Christopher J.
Liezen, Angela S.
Lindstrom, Lisa M.
Lloyd, Erin M.
Lockhart, Trina D.
Long, Dustin L.
Long, Jeannie C.
Lopez, Luis A.
Lor, May Vu
Lupo, Joan M.
Luz, Lisa J.
Lynch, Tracy M.
MacLaughlin, Lorraine E.
Mahuta, Dawn M.
Malison, Terri L.
Mane, Angelic M.
Mark, Toilisa
Martin, Lisa R.
Martinson, Jamie M.
Marx, Daniel E.
Mason, Carla M.
McAdory, Bobbie
McCarty, Bronson D.
McConville, David P.
McCrary, Michael W.
McGurty, Therese M.
McKnight, Brian T.
McLaughlin, Jennifer M.
McMurtrey, William S.
McSorley, Kim M.
Means Jackson, Antionette
Michals, Teresa A.
Mickelson, Chad J.
Mike, Tracey L.
Miotke, Cheri L.
Miotke, Michael J.
Moore-Hazelwood, Sonja
Morgan, Stephanie A.
Mortonson, Deborah S.
Mundt, Cathleen S.
Murphy, Joanne M.
Murray, Paul
Nalls, Karen E.
Nathan, Jeanette
Ndaw, Elhadji
Nedobeck, Maria T.
Nelson, Alisa A.
Nieminski, Autumn J.
Nieth, Heidi J.
Nigaglioni, Ingrid P.
O'Brien, Jason M.
O'Connell, Jill A.
Oliva, Jacalyn J.
Omdahl, Keith V.
Osorio, Janett D.
Pankowski, Carrie D.
Pantak, Aleksander
Parkinson, Craig J.
Pavlik, Andrew J.
Pellicier, Tamara
Peltier, Melissa J.
Portalatin, Derrick S.
Portis-Jackson, Harriett V.
Purney, Daniel C.
Qattawona, Elsie M.
Rack, Christopher J.
Rafferty, Michele
Ramsfield, Amy J.
Rivera, Lucy
Rivera, Luis A.
Rodda, Sandra M.
Rodriguez, Rhonda K.
Roethle, Ann M.
Rogo, Elizabeth A.
Royster, Frances M.
Rummage, James A.
Ryan, James R.
Saffold, Billijo L.
Sanchez, Miguel M.
Sandoval-Gil, Blanca N.
Schierl, Talene R.
Schmidlin, Caryl M.
Scholler, Cheryl A.
Schwenk, Sandra M.
Scott, Jessica L.
Seehawer, Monica G.
Seymer-Mudek, Kay L.
Shaffer,Erin P.
Shannon, Kelly A.
Shebesta, Jill A.

Shebesta, Kristin M.
Shumway, Margaret K.
Simcakowski, Daniel
Simmons, Dawn M.
Sims, Shelli A.
Slavens, Robert M.
Snowden, Ida
Soldavini, Marianne
Stanke, Cal
Staszewski, Tina
Steavens, Wanda B.
Stein, Judith
Stevens, Lauren M.
Stewart, Monique
Stillman, Sara A.
Stingley, Regina L.
Straughter, Toni L.
Strong, Beth A.
Sukup, Linda A.
Sullivan, Donia L.
Sutton, Lydia M.
Tamburello, John
Tate, Craig R.
Taylor, Herman
Taylor, Jessica M.
Terry, Bryan S.
Thiedge, Meghan M.
Thimke, Brenda
Thomas, Bethann
Thomas, Beverly K.
Thomas, Christine M.
Torres, Maria T.
Tucker, Sharilyn E.
Turckes, Thomas P.
Tynes, Yolanda Y.
Underwood, Jamilah A.
Unrein, Tammy
Vang, Kou M.
Walker, Ingrid E.
Walker, Joella
Walker, Juliette
Walker, Phillip C.
Wallace, Margaret A.
Walton, Cynthia L.
Ware, Ernestine
Washington, Theopa C.
Watford, Tracey A.
Watkins Jr., Richard W.
Watts, Shelly J.
Weber, Sarah M.
Weinman, George S.
Weiser, Tracy
Wellenstein, Robert J.
Wellhausen, Kari A.
Wensel, Jason L.
Wensel, Jennifer
Whalen, MaryBeth
White, Umenia M.
Wickersham, Amy L.
Wieczorek, Judy C.
Wiemer, Diana M.
Willacker, Kari L.
Williams, Alaura B.
Williams, Cindy
Williams, Garland D.
Williams-Griffin, Bianca V.
Winograd, Gail S.
Winter, Patricia J.
Witczak, Yvonne
Wojnar, Amanda J.
Wood, Lisa L.
Wright, Carson F.
Yang, Mayker
Yang, Nada
Yang, Yeng
Young, Michelle A.
Zabor, Ben C.
Zahn, Richard A.
Zak, Angela C.
Zimmer, April A.
Zimmerman, Mark A.

PRINCIPALS AND ASSISTANT PRINCIPALS

PRINCIPALS
(Completing One Semester)

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

PRINCIPALS
(Completing Two Semesters)

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

PRINCIPALS
(Completing Three Semesters)

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

PRINCIPALS
(Completing Four Semesters)

Cheryl D. Colbert
Barbara J. Luepke
Graciela M. Pequeno

PRINCIPALS
(Completing Five Semesters)

Kristi Y. Cole
Raymond E. Collie
Jennie B. Dorsey
Reginald L. Lawrence II
Ruth E. Maegli
Christine A. Pitroski
Marion L. Reiter
Linda C. Robinson

PRINCIPALS
(Completing Six Semesters)

Carolyn A. Armour
Bridget J. Hartney
Terry D. McKissick

ASSISTANT PRINCIPALS
(Completing One Semester)

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

ASSISTANT PRINCIPALS
(Completing Two Semesters)

Matthew Boswell
James L. Bradley
Clavon Byrd
Donna Chandler-Luebke
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
Wendell J. Smith
Maurice E. Turner
Eugene T. Vlies
Donna F. Walker

ASSISTANT PRINCIPALS
(Completing Three Semesters)

Lisa J. Bickham
Rosa M. Cerda
Thresessa D. Childs
Abelardo Cordova
Jeanne M. DeMint
Ramon E. Evans
Lynn R. Gruber
Yolanda Hernandez
Janice K. Love
Eugene Pitchford III
Brenda K. Sheppard-Nelson

ASSISTANT PRINCIPALS
(Completing Four Semesters)

Helen Z. Bugni
Julia M. D'Amato
Joseph M. Hartlaub
Juanita J. Lee
Lisa M. Marion
Jason E. McCord
Marybell Nieves Harris
Angela Serio

ASSISTANT PRINCIPALS
(Completing Five Semesters)

Connie R. Govani
Keona S. Jones
David N. Nevaranta
Victor C. Nwagbaraocha
Denise L. Pitchford
Latish C. Reed
Maxine M. Rutowski

ASSISTANT PRINCIPALS

(Completing Six Semesters)

Karen M. Bradley	Keith O. Finley	Stephanie R. Maney
Lisa D. Carter	Zannetta R. Luckett	Kelvin J. Robinson

SUPPORT STAFF

(Completing 1 Semester)
Lauren Baker
Eugene Kloiber
Brian Litzsey

(Completing 2 Semesters)
Cedric Banks
Ann M. Terrell
James Zych

(Completing 3 Semesters)
Candace L. Apple
Brian M. Hoffer
Cassandra K. Lanier
Jamie M. Maltbey
Jodie M. Theis

(Completing Four Semesters)
Katie Seitz

(Completing Five Semesters)
Sherlyn Brown
Kristi M. Cooley
Andrew J. Engel
Laura C. Mooney

(Completing Six Semesters)

Anthony J. Elskamp	Robert C. Schmidt	Susan M. Simkowski

Leaves of Absence

	Present Assignment	Effective From
Illness Leave, to June 20, 2003:		
Deborah Arnold	Elm	April 8, 2003
Dorothy Horton	Professional Dev Center	March 17, 2003
Monica Moe	Carson Academy	February 3, 2003
Linda Nichols	38th Street	April 8, 2003
Personal Leave, to June 20, 2003:		
Mao Vang	Congress	April 28, 2003
Personal Leave, to June, 2004:		
Lisa Cottrell	Psychological Services	September, 2003
Sabbatical Leave, to January, 2004:		
Julie Engelmann	Morse	September, 2003

Sabbatical Leave, to June, 2004:

Kathleen O'Laughlin	Urban Waldorf	September, 2003

Extension of Maternity Leave, to June, 2004:

LaShawda Davis	Leave	September, 2003

Extension of Illness Leave, to June 20, 2003

John Bril	Leave	February 3, 2003

Report on Resignations

Name	Position	Effective Date
Audrey Adams	Teacher	06/20/03
Linda Albertson	Teacher	06/20/03
Fred Allen	AP	06/30/03
Jerald Anderson	Teacher	06/20/03
Joan Antonie	Teacher	08/28/03
Kemi Atandare	Soc Worker	06/26/03
Florence Babalola	Teacher	06/20/03
Thomas Backes	Teacher	06/20/03
Patricia Baka	Teacher	06/20/03
Victoria Barton	Teacher	06/20/03
Alton Basak	Teacher	06/27/03
Karen Bass	Teacher	06/20/03
Marcia Bauer	Teacher	06/20/03
Anne Beamon	AP	06/24/03
Drusella Becker	Teacher	06/20/03
Linda Becker	Teacher	06/20/03
Anne Behrs	Teacher	06/20/03
Carolyn Bell	Teacher	06/20/03
Lisa Bell	Teacher	04/17/03
Thomas Bell	Teacher	07/19/03
James Bellehumeur	AP	06/24/03
Thomas Bernhardt	Teacher	06/20/03
Mary Betzwieser	Teacher	06/20/03
Ruthanne Blissett	Teacher	06/20/03
Jane Bogart	Principal	07/01/03
Karen Boyle	AP	06/30/03
Penny Brill	Teacher	06/20/03
Marilyn Brilliant	Teacher	06/20/03
Lenora Brown	Teacher	06/20/03
Mary Bruce	Teacher	06/20/03
Diane Buchholz	Teacher	06/20/03
Thomas Burke	Teacher	06/20/03
Jenice Burrell	Teacher	06/20/03
Robert Buss	Teacher	06/20/03
Frank Calabresa	Teacher	06/20/03
LaBelle Calaway	Principal	03/21/03
Anthony Cardiel	Teacher	06/20/03
Maria-Lucia Cardoso	Teacher	04/17/03
Barbara Carl	Teacher	06/20/03
Yvonne Carter	Teacher	06/20/03

Donna Cassillo	Teacher	06/20/03
Thelma Chancellor	Teacher	06/20/03
John Christensen	Teacher	06/20/03
Janice Clark	Teacher	06/20/03
Marshal Coenen	Teacher	06/20/03
Audrey Collins	Teacher	04/27/03
Jeremias Colon	Teacher	06/20/03
Suzanne Cornell	Teacher	06/20/03
Charles Corrao	Teacher	06/20/03
Patricia Crerar	Teacher	06/20/03
Maureen Cunningham	Teacher	06/20/03
Rita Czukas	Teacher	06/20/03
Helen Dahms	Teacher	06/20/03
Virginia Daniel	Teacher	06/20/03
Patricia Deckert	Teacher	06/20/03
Dixie Deines	Teacher	06/20/03
William Del Moral Colon	Teacher	06/24/03
Candace Dondero	Teacher	06/20/03
Maria Donohoo	Teacher	06/20/03
Rosita Dorsey	Teacher	06/20/03
John Duchac	Soc Worker	06/26/03
Charmian Easter	Teacher	06/20/03
Barbara Ebersperger	Teacher	06/20/03
Kenneth Ebert	Teacher	06/20/03
Gregory Eckert	Teacher	06/20/03
Katherine Emanuele	Teacher	06/20/03
AnnMarie Fabos	Teacher	06/23/03
Janet Farchione	Teacher	06/20/03
Barbara Farrow	Teacher	06/20/03
Diane Fecteau-Pelzek	Teacher	06/20/03
Kathleen Fein	Teacher	05/12/03
Billy Fisher	AP	04/11/03
Donna Fletcher	Teacher	06/20/03
Donna Flores	Teacher	06/20/03
Brian Flynn	Teacher	06/20/03
Mary Fortin	Teacher	06/20/03
Karen Fox	Teacher	06/20/03
Patricia Frank	Teacher	06/20/03
Vilma Freidenfeld	Teacher	06/20/03
Pamela Frey	Principal	06/24/03
MaryBeth Gaborsky	Teacher	06/20/03
Ann Garrison	Teacher	06/20/03
Lena Gauss	Teacher	06/27/03
Annie Gee	Teacher	06/20/03
Rodney Gehrig	Teacher	06/20/03
Judith Gibbons	Supervisor	06/20/03
Marion Gipson	Teacher	06/20/03
Peter Glaser	Teacher	06/20/03
Patricia Glieber	Teacher	06/20/03
Alan Godshaw	Teacher	06/20/03

Jessye Golden	Teacher	06/20/03
Raymond Goral	Teacher	06/20/03
Monica Gramling	Teacher	06/20/03
Gail Griswold	Teacher	06/20/03
Darryl Gruender	Teacher	06/20/03
Susan Gruender	Teacher	06/20/03
Phyllis Gruszynski	Teacher	06/20/03
Gerald Guyer	Teacher	06/20/03
Michael Hamrin	Teacher	06/20/03
Paul Hanson	Teacher	06/20/03
Nancy Harder	Teacher	06/26/03
Patricia Hart	Teacher	06/21/03
Alma Hatton	Teacher	06/20/03
Susan Heckendorf	Teacher	06/24/03
Sharon Hernet	Teacher	06/20/03
Adele Hilkert	Teacher	06/20/03
Frances Hill	Teacher	06/20/03
Josephine Hill	Teacher	06/20/03
Orland Hill	Teacher	06/20/03
Rose Hill	Teacher	06/20/03
Helen Hilliard	Teacher	06/20/03
Rebecca Hobart	Teacher	06/20/03
Virginia Holland	Teacher	06/20/03
Mary Hollinshead	Teacher	06/20/03
Barbara Horack	Teacher	06/20/03
Kathryn Huffman	Teacher	06/20/03
Thomas Huwiler	AP	06/24/03
Anita Ivy	Teacher	06/20/03
Michele Jablonski	Teacher	06/20/03
Darrel Jacobs	Principal	06/27/03
Robert Jaeger	Teacher	06/20/03
Diane Jefferson	Teacher	04/27/03
Terry Jelinski	Teacher	06/20/03
Carol Johansen	Teacher	06/20/03
Anna Johnson	Teacher	06/20/03
Barbara Johnson	Teacher	06/20/03
Donelle Johnson	Teacher	06/20/03
Jacqueline Johnson	Teacher	06/24/03
Rita Johnson	Teacher	06/24/03
Theresa Joiner	Teacher	06/20/03
Larry Jordan	Teacher	06/20/03
Mary Margaret Jurik	Teacher	06/20/03
Eileen Kaczmarek	Teacher	06/20/03
Russell Kaeske	Teacher	06/20/03
Kenneth Kalfas	Teacher	06/20/03
Vicki Kalman	Teacher	06/20/03
Ricky Kempfer	Teacher	06/20/03
Alisa Kimbell	Teacher	06/20/03
Linda Kincaid	AP	03/28/03
Betty Klatt	Teacher	06/20/03

Charles Kline	Teacher	06/20/03
Maribeth Klopatek	Teacher	08/05/03
James Kocovsky	Teacher	06/20/03
Jack Kollath	Teacher	06/20/03
Jean Kovac	Teacher	06/20/03
Joseph Kruzel	Teacher	06/20/03
David Kucej	Soc Worker	06/26/03
Arlene Kurzer	Teacher	06/20/03
Cean Kussman	Teacher	06/20/03
Janet Larscheid	Teacher	06/20/03
Liela Laub	Teacher	06/20/03
Barbara Lauby	Teacher	06/20/03
Keith Laws	Teacher	06/20/03
Barbara Leland	Teacher	06/20/03
Jill Lindberg	Teacher	06/20/03
Georgia Little	Teacher	06/20/03
Cora Lockett	Teacher	06/20/03
Betty Lolkes	Teacher	06/20/03
Judith Lukas	Teacher	06/20/03
Carolyn MacLaurin	Teacher	06/20/03
Ronald Malicki	Teacher	06/20/03
Beverly Mantey	Teacher	06/20/03
Jackolyn Mathews	AP	06/27/03
Victoria Mattice	Teacher	06/20/03
James May	Teacher	06/20/03
Richard Mayo	Teacher	06/20/03
Robert Mayo	Teacher	06/20/03
Susan McConnell	Teacher	04/16/03
Pamela Mecikalski	Mentor	06/26/03
Louis Menako	Teacher	06/20/03
David Merollo	Teacher	06/20/03
Kenneth Meyer	Teacher	06/27/03
Marilyn Meyerhofer	Teacher	06/20/03
Christine Milad	Teacher	06/20/03
Sally Miller	Teacher	06/20/03
Sharon Minarovic	Teacher	06/20/03
Pamela Mishelow	Teacher	06/20/03
Jane Misslich	Teacher	06/20/03
Marcy Moll	Teacher	06/20/03
Philip Moloney	Teacher	06/20/03
Amedeo Monacelli	Teacher	06/20/03
Meridy Moore	Teacher	06/20/03
Paul Moore	Teacher	06/20/03
Gladys Montoya Munoz	Teacher	06/20/03
Marlene Nance	Teacher	06/20/03
Jean Neal	Teacher	12/19/03
Adrienne Nerad	Teacher	06/20/03
Susan Ness	Teacher	06/20/03
James Nitzsche	Teacher	06/20/03
Julie Nof	Teacher	06/24/03

Nancianne Nowlen	Teacher	06/24/03
Gwyneth Nurkala	AP	06/24/03
Patrick O'Connell	Teacher	06/30/03
Ronald Olson	Teacher	06/20/03
Sandra Orcholski	Teacher	06/20/03
Constance Orlandini	Teacher	06/24/03
Florina Ortiguera	Teacher	06/20/03
Mary O'Sullivan	Teacher	06/20/03
Jean Oswald	Teacher	06/20/03
Sarah Ottow	Teacher	06/20/03
Judith Padek	Teacher	06/20/03
Vernice Parker	Teacher	06/20/03
Sharon Pelon	Teacher	06/20/03
Lawrence Pentek	Teacher	06/20/03
Isabel Piana	Teacher	06/20/03
Philip Plautz	Teacher	06/20/03
Scott Pollard	Teacher	06/20/03
Ronald Price	Principal	06/30/03
Barbara Prodehl	Teacher	06/20/03
Esmeralda Quiles	Teacher	06/20/03
Gregory Radke	Teacher	06/20/03
Irma Ramsey	Teacher	06/20/03
Gerhard Reichardt	Teacher	06/20/03
Richard Reid	Teacher	06/19/03
Carol Reiners	Teacher	06/20/03
Judith Reiske	Teacher	06/20/03
Margaret Rogers	Principal	06/26/03
Patricia Ruffin	Teacher	06/20/03
Joanne Ruggieri	Teacher	06/20/03
Mary Ruzinski Smith	Teacher	06/20/03
Susan Sack	Teacher	06/20/03
Clyde Salyards	Teacher	06/20/03
Kathleen Schactner	Teacher	06/20/03
Sharon Schaefer	Teacher	04/11/03
Barbara Schimbke	Teacher	06/20/03
Linda Schink	Teacher	06/20/03
Eric Schluter	Teacher	06/20/03
Janet Schmal	Teacher	06/20/03
Sharon Schmidt	Teacher	06/20/03
Mary Schumann	Teacher	06/20/03
Nancy Schwichtenberg	Teacher	06/20/03
Nancy Sherwood	Teacher	06/20/03
Norbert Skibicki	Teacher	06/20/03
Johnny Smith	Teacher	06/20/03
Kay Smith	Teacher	06/20/03
Sue Sorce	Teacher	06/20/03
Holly Stangel	Teacher	06/20/03
Katharine Stangel	Teacher	06/20/03
Susan Staum	Teacher	06/20/03
Jean Steinbach	Teacher	06/19/03

Marilyn Stewart	Teacher	06/20/03
Robert Stolt	Teacher	09/15/03
Arleen Temple	Teacher	06/20/03
Margaret Tennessen	Teacher	06/20/03
Nancy Tessier Beyer	Teacher	06/20/03
Terri Thomas	Teacher	06/20/03
James Thompson	Principal	06/24/03
Susie Thompson	AP	06/24/03
Sylvia Thompson	Teacher	06/20/03
Willie Ruth Triggs	Teacher	06/20/03
Diane Ufnowski	Teacher	06/20/03
Bette Vangen	Teacher	06/20/03
Carolyn Vargo	Teacher	06/20/03
Lorraine Vasser	Teacher	06/20/03
Bonita Wagner	Teacher	06/20/03
Margaret Ward	Teacher	06/20/03
Rosalyn Washington	Teacher	06/20/03
Mary Wasielewski	Teacher	06/20/03
Agnes Wattecamps	Teacher	06/20/03
Sandra Weber	Teacher	06/20/03
Jeannine Weiss	Teacher	06/20/03
Mary Wheeler	Teacher	06/20/03
Ellen White	Teacher	06/20/03
Marilyn White	Teacher	06/20/03
Elaine Wickliffe	Teacher	06/20/03
Lonna Wiedmeyer	Teacher	06/20/03
Tressie Williams	Teacher	06/20/03
Sally Winter	Teacher	06/20/03
Bonnie Withers	Teacher	06/20/03
Sandra Yehle	Teacher	06/20/03
David Zastrow	Teacher	06/20/03
Wayne Zingsheim	Teacher	07/20/03

Affirmative Action Report

The Affirmative Action Report for the month of April 2003 is attached to the minutes of your Committee's meeting. This is an informational report, and no action is required.

Committee Recommendation

Your Committee recommends that the Board approve the classified personnel transactions, teacher appointments, reappointment 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 Recommendation

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

4(r)	Yolanda Hernandez	Principal Hayes City-Wide Bilingual School	Schedule III, Range 13Z $67,943.13
2(r)	Christlyn Stanley	Principal Sherman Multicultural Arts School	Schedule III, Range 13Z $70,382.81
5(r)	Ervin Forgy	Assistant Principal Madison University High School	Schedule III, Range 12Y $66,732.89
2(r)	Juanita Sprouse	Assistant Principal Audubon Technology and Communications Center	Schedule III, Range 11Z $71,744.00
2(r)	Lonnie Pugh	Assistant Principal Webster Middle School	Schedule III, Range 11Z $68,689.93
2(r)	James Davis	Director Department of Technology	Schedule IIIE, Range 16A $102,116.30
5(r)	Jeffrey Krupar	Administrative Specialist** Office of Educational Accountability	Schedule III, Range14A $96,530.62
2(r)	Anita Sparks	Administrative Specialist** Office of Educational Accountability	Schedule III, Range 14A $97,450.77
5(r)	Joseph Chiusolo	Staffing Specialist Department of Human Resources	Schedule III, Range 10A $70,413.77
4(r)	Maria Ayala Smith	Staffing Specialist — Special Education Department of Special Services	Schedule III, Range 10A $80,194.00
5(r)	Wendy Rowley	Assessment Specialist Division of Assessment and Accountability	Schedule III, Range 9A $74,827.12
2(r)	Maxine Winston	School Social Work Supervisor Department of Special Services	Schedule III, Range 8A $72,738.00

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; 6 = Other; r = Resident who must remain resident; nr = Non-resident who must become resident

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

* * * * *

(Item 4) Action on 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, as recurring expenses would extend beyond the year in which the Contingent Fund can provide support. (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. Changes in school offerings and the Neighborhood School Initiative's impact on school offerings were not available in time for the deadline to print *Directions,* the MPS school guide for three-choice school selection. The cost to correct and augment *Directions* was $193,000. One-time transfers of $148,000 to Communications and Public Affairs and $45,000 to Student Services are needed. These transfers are obligatory.

2. Improvements to the telephone system performed by Mitel have caused an expense of $63,684, which was not included in the FY03 budget for telephone services. A transfer in that amount to the Facilities and Maintenance Division is needed. This transfer is obligatory.

3. Goods and services for videoconferencing provided by SBC at a cost of $61,674 have not been included in the FY03 budget. A transfer to the Technology Division in that amount is needed. This transfer is obligatory.

4. The audit of the student information system (eSIS) requires funding not included in the FY03 budget. The amount needed to be transferred to Internal Audit, including money for focus groups, is $87,200. This transfer is obligatory.

5. A mid-project evaluation of the Neighborhood Schools Initiative project is recommended. The amount of funding needed is estimated at $100,000. This transfer is discretionary.

6. Disseminating information to staff and parents on the alignment of curriculum standards and learning targets at each grade level requires a one-time expense of $80,000, to be transferred to the Office of the Superintendent. This transfer is discretionary.

7. Schools are being significantly affected by the number of data system changes occurring over the last few years. The systems include the special education reporting system (SIMS), the school data system (eSIS), and the financial system (IFAS). In order to improve speed of accessing these systems, schools need computer upgrades. Therefore a transfer is needed to purchase an upgraded computer for each school, including partnership schools and non-instrumentality charters (to equip them for linkage to the MPS reporting systems). It is recommended that this transfer be $164,442, which will include incidental installation costs. (Expenditure of this amount, however, would be held in abeyance until June to ensure that no higher-priority need for funding arises in the interim.) This transfer is discretionary.

Strategic Plan Compatibility Statement

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

Statute, Board Policy or Rules Statement

9. This item is in accordance with Board Administrative Policy 3.04 on Fund Transfer Authority.

Fiscal Impact Statement

10. This item authorizes transfers of $750,000 from the School Operations Contingent Fund for several one-time expenses.

Implementation and Assessment Plan

11. Upon approval, funds will be transferred to the appropriate accounts.

Committee Recommendation

Your Committee recommends that the Board approve transfers from the Contingent Fund (SCF-0-0-CTG-DW-ECTG) totaling $750,000 to:

- Communications and Public Affairs printing/publishing account (INF-0-0-MED-IC-EDUP): $148,000 and Student Services contracted services account (SSV-0-0-SDS-SN-ECTS) $45,000

- Facilities and Maintenance contract services account (MTN-0-0-FSH-11-ECTS): $63,684
- Technology Technical Services contract services account (TSV-0-0-TEC-TC-ECTS): $61,674
- Internal Audit Services other expenses account (ADT-0-0-OBG-OB-EOTH): $87,200
- Office of the Superintendent other expenses account (SPT-0-0-SUP-SO-EOTH): $80,000
- Neighborhood Schools Initiative other expenses account (FAR-0-0-NSP-NP-EOTH): $100,000
- School Special Funds additional equipment account (TTC-0-0-SSF-DW-EAEQ): $164,442

Director Johnson moved to adopt the Committee's recommendations.

The motion prevailed, the vote being as follows:

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

Noes—None.

* * * * *

(Item 5) Action on Resolution 0203R-042 by Director Morales to Research the Costs Associated with Compliance with the No Child Left Behind Act

Background

At its meeting on January 30, 2003, the Board referred the following resolution by Director Morales to the Finance/Personnel Committee:

WHEREAS, The district has been diligently working to carry out the first stage of the ESEA No Child Left Behind (NCLB) Act of 2001.

WHEREAS, Processes were put in place by the Office of Communication and Public Affairs to align efforts between the schools and the district regarding all communication of NCLB information; and

WHEREAS, The regulations of the NCLB Act stipulate that the district is required to provide transportation for students enrolled in any of the schools listed as in need of improvement who wish to transfer to a more highly performing public school; and

WHEREAS, The NCLB Act also requires the district to reserve funds for supplemental educational services; and

WHEREAS, In accordance with the NCLB Act, the district must develop an improvement plan to meet annual achievement objectives; now, therefore, be it

RESOLVED, That the Administration conduct an analysis of the cost of complying with the No Child Left Behind Act and that the analysis include, but not be limited to, staffing needs, facilities, transportation, equipment, materials, and related instructional costs; and be it

FURTHER RESOLVED, That the Administration research how other districts measure the cost of the NCLB Act Compliance.

Administration's Analysis

1. The Elementary and Secondary Education Act (ESEA), as reauthorized by the *No Child Left Behind Act of 2001* (NCLB), set new requirements for the administration and use of federal ESEA funds.

2. MPS is required to ensure that our district meets the new requirements and achieves the ultimate goal of raising achievement of all students.

3. For the first time, our success in deploying these funds will be based on whether or not children are learning. NCLB demands more value from the federal investment, holds schools accountable for academic achievement, encourages parental confidence and community involvement in education, and requires the concentration of resources on proven educational methods.

4. The new NCLB legislation presents many challenges and opportunities for improving student achievement in our district.

5. The Administration is still working to interpret and understand the Act's local implications on our school district. In some cases we are still awaiting additional clarification and regulatory processes, while, in others, we are moving swiftly to ensure effective and timely implementation.

6. There are many provisions that have an immediate financial impact on schools and our district; others that will come into effect when additional schools are identified for improvement; and still more that will have a significant long-term impact.

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, Board Policy or Rules Statement

8. Originally authorized in 1965, ESEA is a federal program primarily designed to provide funding to supplement educational opportunities for students in situations of high poverty. Passed at the federal level with bi-partisan support, the *ESEA: No Child Left Behind Act of 2001* has been redesigned with a number of provisions that are intended to improve teaching and student achievement. The legislation also puts in place accountability standards and sanctions that apply to schools identified as "in need of improvement."

Fiscal Impact Statement

9. This item does not authorize expenditures; there are, however, a number of cost items associated with implementation of NCLB. Funds to cover these costs are intended to come from the allocation the District receives under the federal programs funded. The District receives 5% from the total allocation for indirect costs and then sets aside funds in each program area for administrative costs based on the requirements of the title program.

10. The Administration is concerned that administering these requirements may affect the traditional allocations going to improve teaching and learning in the classroom.

Implementation and Assessment

11. It should be noted that, while it may appear that there are additional costs being borne by the District as a result of the drastic shift in federal policy on accountability tied directly to student achievement, many of the provisions receiving greater attention under NCLB were originally passed as a part of the 1994 reauthorization of the ESEA: Improving America's Schools Act of 1994. The State of Wisconsin, which is under a timeline waiver, has not yet complied with all of the provisions under the 1994 law, and NCLB requires that the state and local districts come into compliance with both immediately.

Committee Recommendation

Your Committee recommends that the Board adopt the resolution and direct the Administration to research the costs and financial impact of complying with the *ESEA: No Child Left Behind Act of 2001* and to report the results of this research back to the Board in the July Board Cycle, including a comparison of current costs with those of five years ago.

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

* * * * *

(Item 6) Action on Resolution 0203R-044 by Director Hardin to Assign Two Safety Assistants to Elementary and K-8 Schools

Background

At its meeting on February 27, 2003, the Board referred resolution 0203R-044 by Director Hardin to the Finance and Personnel Committee and to the Strategic Planning and Budget Committee:

WHEREAS, The Milwaukee Board of School Directors is committed to providing a safe and orderly environment for students and staff and intends to address the concerns of parents in a positive and proactive way; and

WHEREAS, The Milwaukee Board of School Directors has identified school safety as a top priority for the district in its Strategic Plan; and

WHEREAS, Local, state and federal agencies are concerned about issues of safety and believe that any amount of violence in or around schools is unacceptable; and

WHEREAS, MPS School Safety Division staff members have dealt with as many as 403 serious incidents in middle schools in one school year, with 85 of these incidents involving weapons; and

WHEREAS, Such serious incidents have the potential for tragedy if not dealt with in a timely and efficient matter; and

WHEREAS, The Neighborhood Schools Plan promotes safety in schools and the surrounding neighborhoods in collaboration with parents, community residents, and law-enforcement officials: and

WHEREAS, In public hearings, parents and community members have strongly demanded a focus on safety; and

WHEREAS, The district currently funds two school safety assistants for middle schools, four safety assistants for high schools, and none for elementary schools; and

WHEREAS, Many elementary schools are converting into K-8 schools, thereby enrolling students that would have previously attended traditional middle schools; and

WHEREAS, Safe schools create optimum learning environments and opportunities for student success and create a welcoming environment for parents and the community; now, therefore, be it

RESOLVED, That two school safety assistants be assigned to Elementary and K-8 schools to help ensure the protection and safety of the children; and be it

FURTHER RESOLVED, That the Administration fund two school safety assistants at K-8 schools, effective for the 2003-2004 school year.

Administration's Analysis

1. Past practice of the District has included assigning two safety assistants to each middle and high school. Though this practice currently excludes elementary and K-8 schools, there are systems in place to provide safety support.

2. Through the chargeback process, all schools receive the following:

- Service of Safety Office
- 24-hour access to the Director of School Safety
- Investigations at principal's request
- Assignment of safety assistants on an as-needed basis, for which schools do not pay.

3. As a precautionary measure, all elementary and K-8 schools are secured through an authorized entry system/closed circuit television.

4. As stated, past practice of the District has been to assign two safety assistants to middle and high schools. This practice supports the higher incidences of expulsions at the middle and high schools. Student-related safety issues at the elementary and K-8 levels occur much less frequently than at the middle- and high-school levels. Issues that do arise are usually parent-related. The attached chart, which details expulsion statistics, illustrates that expulsions are statistically insignificant at the elementary and K-8 levels.

5. To support those schools that are transitioning to full K-8 status, the Director of School Safety is making a concerted effort to support these schools by putting in place systemic approaches to increased safety. In addition, principals of these buildings have received information on how to increase safety in their buildings.

6. The Division of School Safety has successfully implemented the Crisis Prevention Intervention (CPI) model. This nationally certified model focuses on strategies associated with anger management relative to working with students in immediate situations. CPI training is available via the Division of School Safety to all principals and their staffs. Outside entities, including the DA/Children's Center and the Public Defenders' Office, have indicated positive improvement and a decrease in the number of cases since implementation of CPI training in the district.

Statute, Board Policy or Rule Statement

7. The response to this item is consistent with Strategic Goal 1, Student achievement; Strategic Goal 2, Student success in further education and employment; and Strategic Goal 3, Family Satisfaction, as measured by their choices in the education marketplace.

Statute, Board Policy, or Rule Statement

8. The response to this item is consistent with Administrative Policy 4.03, Security.

Implementation and Assessment

9. In order to maintain and increase the level of security in all elementary and K-8 buildings, the following steps will be implemented during FY04:

a. The Director of Safety will make himself and his staff available to provide training for principals on strategies to support safe environments in all elementary and K-8 schools. One venue for this would be the Hot Topics sessions scheduled at the monthly principals' meetings. There will be a special emphasis on teaching principals techniques which they can convey to their staffs to maintain and increase school safety at all levels.

b. The Director of Safety will inform principals of all professional-development opportunities related to school safety both within and without the District in order to augment principals' knowledge base and skills in this crucial area. Two such opportunities are a repeat of the Administrators' Safety Seminar that was held last August, and the National Association of School Safety & Law Enforcement Officers (NASSLEO) 34th Annual Conference to be held in Milwaukee on July 21-23, 2003. The former opportunity was well received by principals, as they gained a better understanding of the law as it relates to school-safety issues (search and seizure, mandatory reporter, and other topics were addressed). Attendance at the latter will provide principals with cutting-edge techniques to ensure safety in school environments.

c. The Director of School Safety will continue to work with the 30 principals on the Principals' Advisory Committee to the Division of School Safety. Assurances will be made that an appropriate number of elementary and K-8 principals serve on this committee. This structure will allow a mechanism for gathering valuable input on maintaining and increasing safety in the elementary and K-8 buildings and will allow close monitoring of safety needs for them.

d. All safety training for FY04 will include an emphasis on fully utilizing the ability to monitor those who are being granted authorized entry into our schools via closed-circuit television and increased levels of screening related to granting admittance to our buildings.

Fiscal Impact Statement

10. There are 111 schools that would be affected by implementation of this resolution. Based on this, 222 safety assistants would have to be assigned. Assigning two safety assistants to each elementary and K-8 school would cost the District $7,576,638, including fringe benefits.

Committee Recommendation

Your Committee recommends that the Board adopt the Administration's suggestions for the continued implementation of targeted safety training for elementary and K-8 principals and their staffs to support the intent and spirit of this resolution.

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

* * * * *

(Item 7) Action on a Request for a Transfer Funds from the Non-Instrumentality Charter Contracted Services Account

Background

Funds were set aside for an average of 1,412 full-time equivalency (FTE) pupils for non-instrumentality charter schools FY03 activity. The expected FTE pupil count has not been attained; therefore, as of this date, $700,000 of non-instrumentality charter funds is not needed for charter payments.

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 FY03 funds under this guideline.

Administration's Analysis

1. Non-instrumentality charters receive the same estimated per-pupil amount as the State determines for charters which contract through UWM, MATC, or the City of Milwaukee. For FY03, the per-pupil amount is $6,951.48. 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.

The average FTE pupil count was approximately 103 lower than anticipated. The pupil-count estimate anticipates approval from the Department of Public Instruction (DPI) to increase the count for some schools. FTE pupil-count information was supplied to MPS after the cut-off date and was not included in the report submitted in January to DPI. This results in a balance of $716,000 in the Non-instrumentality Charter school account. $16,000 of the remaining balance will be reserved in the Non-instrumentality Charter Schools account for Special Education reimbursement purpose. (The account currently has $100,000 to reimburse applicable schools for their share of Special Education reimbursement to be received by MPS.) Therefore, $700,000 set-aside for Non-instrumentality Charter Schools is now available to be used for other school purposes as follows.

2. Transfer $122,715 to Garland to adjust the funding for the school. As part of the re-adoption of the FY03 budget in October 2002, school budgets were amended to reflect impact of enrollment changes. The adjustment for Garland Elementary was based on incorrect enrollment figures.

3. Transfer 105,578 to the Neighborhood Schools Plan. The Neighborhood Schools Plan has included funds for schools transitioning to K-8 status, in order to alleviate a portion of their extra costs for supplies. The amount in the Superintendent's proposed budget for FY04 is $200,000 ($210/pupil in affected classrooms); an amount which was set low due to project budget constraints. To restore the amount to the FY03 level of $322 per pupil, an additional $105,578 is required.

4. The remaining balance in the Non-instrumentality Charter Schools account will be requested as carryover to FY04 during fall adjustments.

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 Board Administrative Policy 3.04 on Fund Transfer Authority.

Fiscal Impact Statement

7. This item does not authorize expenditures. This item requests transfers of $228,293 from the Non-instrumentality Charter contracted services account (GEN-0-I-BDS-1S-ECTV) to:

- Garland School (GEN-0-0-BDE-GL-EBAJ) for $122,715
- Neighborhood Schools Plan (GEN-0-0-NSP-XX-EOTH) for $105,578

Implementation and Assessment Plan

8. Upon approval, funds will be transferred to the appropriate accounts. The amount transferred to the Neighborhood School Plan will be requested as carryover to FY04 during fall adjustments.

9. The remaining balance in the Non-instrumentality Charter Schools account will be requested as carryover to FY04 during fall adjustments.

Committee Recommendation

Your Committee recommends that the Board approve the transfer of $228,293 from the Non-Instrumentality Charter contracted services account to Garland Elementary School ($122,715) and Neighborhood School Plan ($105,578).

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

* * * * *

(Item 8) 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's (UWM) Children's Center, a private provider of kindergarten services, for 30 FTE K4/K5 kindergarten seats. The Administration is requesting authorization to enter into a new contract for 30 to 35 FTE K4/K5 kindergarten seats during FY04. 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 a seat at Hartford at K5 or first grade. Hartford University School will administer the contract and fund the contract through the per-pupil allocation. An MPS teacher will be assigned to the UWM Children's Center. Total cost of the contract is not to exceed $175,000.

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

3. The admission procedures for participation are aligned with current Board policy. The Administration is requesting that the Board authorize Hartford University School to enter into a contract with the University of Wisconsin-Milwaukee's Children's 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 day care can lead to future academic achievement.

Statute, Board Policy or Rule Statement

5. No Board policy or rule would require modification.

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
Position benefits: DWC-0-0-BDK-HF-EEBN0000
Contract services: GEN-0-0-BDK-HF-ECTS0000

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 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 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.

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(Item 9) Action on a Recommendation to Approve Inter-District (Chapter 220) Contracts

Administration's Analysis

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

2. In October 2002, the Administration mailed to each suburban district the 2003-2004 Interdistrict Student Transfer Agreement with a request that the agreement be signed by the respective board president and returned to the Milwaukee Public Schools. A copy of the agreement is included in the attachment to the minutes of your Committee's meeting.

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

4. As of March 28, 2003, the 23 participating suburban districts have returned the 2003-2004 interdistrict transfer agreement signed by their board presidents.

5. The chart below highlights the number of contracted seats for the 2002-2003 school year, the actual enrollment for 2002-2003, and the number of contracted seats for the 2003-2004 school year for all 23 suburban school districts.

Chapter 220 District	2002-2003 Contracted Seats	2002-2003 Actual Enrollment	2003-2004 Contracted Seats
Brown Deer	100	94	92
Cudahy	150	132	128
Elmbrook	331	325	357
Fox Point/Bayside	101	101	102
Franklin	325	319	354
Germantown	37	34	34
Glendale/River Hills	67	65	65
Greendale	98	66	66
Greenfield	180	128	155
Hamilton/Sussex	105	105	105
Maple Dale/Indian Hills	67	72	68
Menomonee Falls	362	313	335
Mequon/Thiensville	167	154	145
New Berlin	94	73	76
Nicolet	143	123	123
Oak Creek/Franklin	140	122	140
St. Francis	224	154	187
Shorewood	272	235	255
South Milwaukee	293	215	227
Wauwatosa	660	604	615
West Allis/West Milwaukee	249	191	191
Whitefish Bay	307	275	295
Whitnall	147	133	133
Grand Total	4,619	4,033	4,248

6. The Brown Deer and Glendale/River Hill School Districts achieved 30% or more minority population. Under State Statue 121.85(2)(a)(1), these districts cannot accept new Milwaukee minority resident students via the Interdistrict Student Transfer Program (Chapter 220), for the 2003-2004 school year. Milwaukee resident students attending these districts have a right to remain in the districts to complete their education at the elementary, middle, or high school, per State Statute 121.85(8)(3)(a).

Statute Board Policy or Rule Statement

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

Fiscal Statement

8. This item does not authorize expenditure of funds.

Administration's Recommendation

The Administration recommended that the Board approve the 2003-2004 Interdistrict Student Transfer Agreement and authorize the Board President to execute the 2003-2004 transfer agreements for the following school districts:

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

Committee Recommendation

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

Director Johnson moved to approve the contracts as recommended by the administration.

The motion prevailed, the vote being as follows:

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

Noes—None.

* * * * *

(Item 10) Action on a Request for Additional Partnership Seats

Administration's Analysis

1. Seeds of Health, Inc., has successfully operated the Grandview High School for the past 15 years, serving at-risk students in partnership with the Milwaukee Public Schools. The current contracted FTE is 200. The agency has requested consideration for funding an additional 25 students for the high-school program.

2. State legislation now allows schools to serve up to 250 students. Upon Board approval, the additional 25 FTE would bring the FY04 total for Grandview to 225. The students would transfer from Seeds of Health's Milwaukee Parental Choice Program. Milwaukee Public Schools would generate revenue as a result of enrolling the Choice students.

3. Silver Spring Neighborhood Center, Inc., has successfully operated a middle school for the past 18 years, serving at-risk students in partnership with the Milwaukee Public Schools. The current contracted FTE is 65. The agency has requested consideration for funding an additional 15 students for the middle school program. Upon Board approval, the additional 15 FTE would bring the FY04 total for the middle school to 80. The parent agency is a member of the Milwaukee Public Schools' Neighborhood Schools Initiative.

Strategic Plan Compatibility Statement

4. 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

5. The requested additional seats will fall within the guidelines of Wisconsin Statute 118.153, Children At Risk of not Graduating from High School; State of Wisconsin accountability measures; the Neighborhood Schools Initiative; and the Elementary and Secondary Education Act (ESEA).

Fiscal Impact Statement

6. This item does not authorize expenditures. The additional 40 seats for FY04 are estimated at $292,200. Funds are included for this expansion in the Agency-Non-MPS budget in the Superintendent's FY04 proposed budget.

Implementation and Assessment Plan

7. Following authorization by the Board and beginning with the FY04 budget cycle, the Administration will increase the contracted FTE for Seeds of Health, Inc., to 225 FTE and for Silver Spring Neighborhood Center, Inc., to 80 FTE.

Committee Recommendation

Your Committee recommends that the Board authorize the Administration to increase the FY04 contracted seats at Grandview High School from 200 FTE to 225 FTE and to increase the FY04 contracted seats at Silver Spring Neighborhood Center from 65 FTE to 80 FTE.

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

* * * * *

(Item 11) Action on a Recommendation to Approve a Financing Agreement for the Acquisition of Technology in the Schools

Administration's analysis

1. 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, schools — and the District in general — need to leverage any and all available funds. Often schools are unable to accumulate the funds to purchase the hardware needed to fully use the technology available. Entering a lease/purchase agreement can provide the financial leverage which schools need.

2. Since FY96, the District has entered into lease/purchase agreements for technology purchases. Each year, the master lease/purchase agreement requires the Board to grant authorization to enter into lease/purchase agreements. Since FY97, the Board has authorized $5 million each year. The $5 million figure is not a cumulative amount, but rather the amount of new lease/purchase authority granted for that fiscal year. The cost of the new telephone system required the District to increase the authorization to $8 million in FY01. The Administration received authorization to obtain and use $8 million for lease/purchases for FY2001 at the May 29, 2001, Board meeting.

3. Since FY96, schools have purchased 8,801 computers through lease/purchase agreements. Lease/purchases for network servers and storage equipment, telephone equipment, and administrative software and hardware were established to fund the portion of equipment costs that E-rate funds did not cover. Therefore, the Administration is requesting authorization to increase the lease/purchase authority to $5 million in FY04.

4. Since FY96, the total amount of lease/purchases is $39,703,491.51. Payments totaling $35,028,917.94 have been made, leaving a balance of $4,674,573.57. Additional payments, totaling $160,439.04, are scheduled in FY02, leaving a balance of $4,514,134.53. Financial controls are in place to ensure that funds are available to make the annual payments.

5. The Administration has traditionally requested lease/purchase authorization in May or June for the next fiscal year. The Administration is requesting authorization to obtain and use $5 million for lease/purchases for FY03.

6. The Administration has reviewed the current master lease/purchase agreements with the City Attorney's Office. The Administration plans to issue a Request for Proposal (RFP) to obtain the most attractive financing rates. All new agreements are reviewed and Opinions of Counsel are issued by the City Attorney's Office.

Strategic Plan Compatibility Statement

7. The recommendation supports the MPS Strategic Plan, approved by the Board in March 2000, to use technology effectively to support teaching and learning throughout the district by implementing the MPS Technology Strategic Plan.

Statute, Board Policy or Rule Statement

8. The lease/purchase agreements are consistent with state statutes and MPS policies and rules.

Fiscal Impact Statement

9. Action on this item does not authorize expenditures. Lease/purchases in excess of $50,000 are submitted to the Board for approval, at which time funding sources will be indicated. All lease/purchase agreements are reviewed to ensure that schools and departments have the funds within their budgets to pay the annual cost. Should any school or department fail to meet its payments, the District has the options of 1) paying the lease payment, 2) transferring the equipment and lease contract to another school or department, or 3) returning the equipment to the lessor.

Implementation and Assessment Plan

10. Upon approval of the Board, the Administration will issue a Request for Proposal (RFP) to obtain the most attractive financing rates. The Administration will enter into master lease agreements with the successful vendor for the purchase of technology equipment. Lease/purchases in excess of $50,000 are submitted to the Board for approval, at which time funding sources will be indicated.

Committee Recommendation

Your Committee recommends that the Board authorize the Administration to obtain up to $5 million in lease/purchase agreements for the purchase of technology in FY04.

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

* * * * *

(Item 12) Action on a Recommendation to Approve the Funding of New Contracts for 21st Century Community Learning Centers (CLCs)

Administration's Analysis

1. In 2002, the Milwaukee Public Schools received two federal grants from the Department of Education (DOE) and one grant from the Wisconsin Department of Public Instruction (DPI), totaling $7.4 Million, 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 recreation 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 math.

2. In April 2002, the Board approved the continuation of Community Learning Center contracts for the 14 CLC sites in Project #4 (for the second year of the three-year DOE grant).

3. The Administration is requesting Board authorization to enter into similar contracts for FY04 for the following 13 sites to complete the third and final year of the DOE Grant:

NOTE: The 14th site, Granville, has opted to run a before-and-after-school child care program in conjunction with its year-round school. A request for a new CLC site and contract will be brought forward at a later date.

CLC Grants for 13 sites in Project #4

Agency	Sites	Amount
New Concept Self Development Ctr.	Cass Street K-8 School	$122,000
Bay View Community Center	Clement Ave. Elementary School	$122,000
YMCA of Metro Milwaukee	Engleburg Elementary School	$122,000
YMCA of Metro Milwaukee	La Follette Elementary School	$122,000
YMCA of Metro Milwaukee	Lloyd Street Elementary School	$122,000
CESA1of Brookfield, WI	Fritsche Middle School	$140,000
United Migrant Opportunities Serv.	Kosciuszko Middle School	$140,000
Northcott Neighborhood House	Lee Elementary School	$122,000
Boys & Girls Club	Lincoln Avenue Elementary School	$122,000
Boys & Girls Club	Marshall High School	$140,000
Boys & Girls Club	Mitchell Elementary School	$122,000
Boys & Girls Club	Palmer Elementary School	$122,000
Opportunities Industrialization Center	21st Street Elementary School	$122,000
Total		$1,640,000

4. In addition to the core CLC partnerships with CBOs (community-based organizations) and schools, the CLC grant proposals included the following support components: evaluation, data retrieval required at the CLC site and at the District level, and technical support. 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 the 45 MPS Community Learning Centers to meet the reporting requirements set forth by the Department of Education and the Wisconsin Department of Public Instruction for FY04. The total amount for these contracts is $520,000. The percentage of HUB participation is13.5%.

5. Evaluation Support

The 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- toCUCD 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 annual and final reports as required by the Wisconsin Department of Public Instruction (DPI) and the Department of Education (DOE). 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 $200,000.

Fiscal Information: FY04: $200,000

Account Codes: GEN-0-0-ZA2-RC-ECTS0000

The Historically Underutilized Business (HUB) Coordinator has reviewed this contract.

HUB Certified Prime?	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION				
	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
NO	9	8	8*	NA	NA	0	NA	NA

*Includes minority

6. Data Retrieval at CLC sites

Cayen and Associates, LLC, provides technology support to 45 CLC sites that includes data collection and analysis, hardware and software troubleshooting, and the upgrading and installation of new systems. Cayen and Associates will continue the development of *Academics Plus, a* Web-based data tracking system, on–line help, and users' training and manuals. This system is designed to track individual student participation in after-school activities and supplemental services, as required by the No Child Left Behind legislation. This contract will be an extension of services authorized since 1998. A final report documenting participation and student achievement will be available at the end of the fiscal year. This contract will not exceed $200,000.

Fiscal Information: FY04: $200,000
Account Codes: GEN-0-0-ZA2-RC-ECTS0000

The Historically Underutilized Business (HUB) Coordinator has reviewed this contract.

HUB Certified Prime?	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION				
	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
NO	8	1	3	NA	NA	0	NA	NA

*Includes minority

7. Data Retrieval Support at District Level

Interactive Business Systems, Inc., (IBS) will continue to provide system-wide student data retrieval for 45 Community Learning Centers. 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 $50,000.

Fiscal Information: FY04: $50,000
Account Codes: GEN-0-0-ZA2-RC-ECTS0000

The Historically Underutilized Business (HUB) Coordinator has reviewed this contract.

HUB Certified Prime?	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION				
	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
NO	666	140	186	NA	NA	0	NA	NA

*Includes minority

8. Technical Support

R.L. Consultants provided technical assistance and support services to the CLC sites and administrative team. This includes creating computer-generated fiscal tracking systems, developing contracts, monitoring contract compliances, developing and writing proposals, developing e-mail databases, monitoring CLC budgets and cost expenditures, facilitating CLC meetings, and assisting the CLC director on special assignments. This will be an extension of services authorized since April 2000. A final report documenting student achievement will be available at the end of the fiscal year. This contract will not exceed $70,000.

Fiscal Information: FY04: $70,000
Account Codes: GEN-0-0-ZA2-RC-ECTS0000

HUB Certificate Number: W61370104

The Historically Underutilized Business (HUB) Coordinator has reviewed this contract.

HUB Certified Prime?	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION				
	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
YES	1	1	0	No	100%	$70,000	Tech.	Service

*Includes minority

Sole-Source Professional Service Request Summary

Total contract dollars to be awarded $520,000
Total HUB dollars $70,000
% MBE participation 13.5
% WBE participation 0
Total HUB Participation 13.5

Strategic Plan Compatibility Statement

9. 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, 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. The 21st Century Community Learning Center grant awarded to the District by the U.S. Department of Education will fund the contracts totaling $2,282,000.

12. The total cost of the third year of the three-year DOE Grant for CLC Project #4 contracts, which is $1,640,000, will be funded out of budget code GEN-0-0-ZA2-RC-ECTS0000.

13. The total cost of the contracts for supportive services, which is $520,000, will be funded out of budget code GEN-0-0-ZA2-RC-ECTS0000.

Implementation and Assessment Plan

14. The 21st Century CLC project director/designee will monitor the agency's compliance with the contract and manage the reimbursements of monthly expenditures. Monthly attendance participation reports are required of the agencies along with their monthly cost reports.

15. An annual performance report, whichrequired by the U.S. Department of Education of each CLC site in project 4, must be submitted to the project director in March of each grant year.

16. Indicators of successful CLC programs will be measured in the following areas:

1.1 Achievement Outcomes. Students regularly participating in the program will show continuous improvement in achievement through measures such as test scores, grades, and/or teacher reports.

1.2 Behavior Outcomes. Students participating in the program will show improvement on measures such as school attendance and decreased disciplinary actions or other adverse behaviors.

2.1 Core Educational Services. Centers will offer high quality services in at least one core academic area, e.g. reading and literacy, mathematics, and science.

2.2 Enrichment and Support Activities. Centers will offer enrichment and support activities such as nutrition and health, art, music, technology, and recreation.

2.3 Community Involvement. Centers will establish and maintain partnerships within the community to increase levels of community collaboration.

2.4 Services to Parents and Other Adult Community Members. Centers will offer services to parents, senior citizens, and other adult community members.

2.5 Extended Hours. Centers will offer services at least 15 hours per week on average and provide services when school is not in session, during the summer and holidays.

17. A copy of the Department of Education's annual performance report will be available for Board review upon its completion.

18. In addition to the Site Management Plan, the Action Learning Team/Advisory Group at each CLC site administers a site self-assessment during the school year. The site assessment, which is linked to the CLC project goals and objectives, indicates the strengths and challenges of the individual sites. Challenges are converted to action plans at the sites to continuously improve the quality of the CLCs.

Committee Recommendations

Your Committee recommends that the Board:

1. Authorize the Administration to enter into contracts for FY04 June 1, 2003, through May 31, 2004, with the following lead agencies:

Agency	Sites	Amount
New Concept Self Development Ctr.	Cass Street K-8 School	$122,000
Bay View Community Center	Clement Ave. Elementary School	$122,000
YMCA of Metro Milwaukee	Engleburg Elementary School	$122,000
YMCA of Metro Milwaukee	La Follette Elementary School	$122,000
YMCA of Metro Milwaukee	Lloyd Street Elementary School	$122,000
CESA1of Brookfield, WI	Fritsche Middle School	$140,000
United Migrant Opportunities Serv.	Kosciuszko Middle School	$140,000
Northcott Neighborhood House	Lee Elementary School	$122,000
Boys & Girls Club	Lincoln Avenue Elementary School	$122,000
Boys & Girls Club	Marshall High School	$140,000
Boys & Girls Club	Mitchell Elementary School	$122,000
Boys & Girls Club	Palmer Elementary School	$122,000
Opportunities Industrialization Center	21st Street Elementary School	$122,000
Total		$1,640,000

2. Authorize the Administration to enter into contracts for FY04 June 1, 2003, through May 31, 2004, with the following support agencies:

UWM-CUCD $200,000
Cayen and Associates, LLC $200,000
Interactive Business Systems, Inc. $50,000
R.L. Consultants $70,000
Total $520,000

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

* * * * *

(Item 13) Action on Request to Approve Summer Grants for Safe Places and Community Learning Centers

Administration's Analysis

1. In 1996 the Milwaukee Public Schools (MPS) and the Youth Serving Agencies Coalition (YSAC) collaborated to provide before- and after-school services for working parents. The program, which was called "Safe Places" and linked community-based organizations (CBOs) with schools, provided academic enrichment, recreation, and social development activities. It became the forerunner of Community Learning Centers (CLCs).

2. Currently there are 15 Safe Places that are funded during the school year, mainly through Wisconsin Works childcare subsidies, in-kind funding from the CBOs, and academic grants from the District. In past years, many of these Safe Place sites received money from the summer school wrap-around account to provide recreation enrichment activities before and after the summer school program.

3. In 1998, the District began receiving grant awards from the Department of Education (DOE) to implement CLCs. Currently there are 45 sites in operation during the school year. Access to funds is limited this summer, as funding for the majority of the new CLC contracts will not be available from Department of Public Instruction (DPI) and the Board until July. In addition the CLC review team is currently completing its site evaluations and modifying the evaluation criteria for the new CLC contracts, which criteria are projected to be released in mid-August 2003.

4. Limited funding for Safe Places and CLCs this summer, as well as the elimination of the District's summer school in 40 elementary and eight middle schools, will result in hardships for many parents. The District is in a position this summer to use federal grant funds and surplus wrap-around funds to continue to provide opportunities for families to receive full daycare, meals, recreation activities, and learning enrichment. Forty-four (44) summer grants would be extended to Safe Places and CLCs this summer, based on the lead agency's commitment to adhere to the following operational and program standards for elementary and middle schools.

5. 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 am to 6:00 pm. The program time will be 9:00 am–4:00 pm, with extended drop-off hours of 7:00-9:00 am and pick-up hours of 4:00-6:00 pm available for working parents. The program and inservice must be offered between June 1, 2003, and August 31, 2003. Preferred program dates are June 30 – August 8, in order to provide consistency in food service through MPS (no program on July 4, 2003).

   b. The lead agency, which will be responsible for providing a minimum of 16 hours of training to all staff, must operate the program for a minimum of six weeks. The required minimum enrollment is 100 participants, and a minimum 80% attendance rate must be maintained over the 6-week program. The collection of daily attendance is required and must be submitted to CLC Program Office, Room 265, MPS Central Services, on a bi-weekly basis. Program may serve participants only 5–12 years of age with this Block Grant funding.

   c. The lead agency shall offer on a daily basis, academic enrichment activities, a wide variety of recreational enrichment, and a nutritious breakfast, lunch, and snack (through MPS School & Nutrition Services). Meals must also be provided for the community (ages 18 and under).

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

   e. The lead agency shall follow the Standards for After School Safe Place Sites prepared by the Youth Serving Agencies Coalition Standards Committee (YSAC).

f. Lead Agencies meeting these requirements will receive a maximum of $25,000, of which $20,000 (80%) of the total will be dispersed 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.

g. The lead agency further agrees that program fees will not be charged to W-2 participants; however, monies may be collected for fieldtrips to help offset the actual cost of the trips.

6. 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 5 hours of programming on a daily basis. Programming priority should be directed toward middle-school youth. The middle-school program must be offered starting July 1, 2003, as summer grant funding is available only with the new fiscal year (July 1). Preferred program dates are July 1, 2003, through August 8, 2003. (No program on July 4, 2003)

b. The lead agency will be responsible for providing a minimum of 16 hours of training to all staff. These inservices may be held prior to July 1 and will be charged to the FY03 budget.

c. The required minimum enrollment is 100 participants, and the minimum 80% attendance rate must be maintained over the 6-week period. The collection of daily attendance is required and must be submitted to CLC Program Office, Room 265, MPS Central Services, on a bi-weekly basis.

d. The lead agency shall offer on a daily basis academic enrichment activities, a wide variety of recreational enrichment, and a nutritious lunch. Lunch must also be provided to the community (ages 18 and under). The lead agency should make arrangements for food services through SDC, the Salvation Army, or other food-service provider.

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

f. The lead agency shall follow the Standards for After School Safe Place Sites prepared by the Youth Serving Agencies Coalition Standards Committee (YSAC).

g. Programs meeting these requirements will receive a maximum of $20,000, of which $16,000 (80%) of the total will be disbursed upon execution of this contract. Final payment of $4,000 (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 $16,000, the Lead agency will return the overpayment within 30 days of notice. A maximum of $2,000 (10%) may be used for administrative costs.

h. The lead agency further agrees that program fees will not be charged to participants; however, monies may be collected for fieldtrips to help offset the actual cost of the trips.

7. The Administration is requesting Board authorization to enter into contracts for the period of June 1 through August 31, 2003, with the following elementary school lead agencies:

Agency	Sites	Amount
Boys and Girls Club	Allen Field Elementary School	*$50,000
Boys and Girls Club	Clarke Street Elementary School	$25,000
Boys and Girls Club	Gaenslen K-8 School	$25,000
Boys and Girls Club	Lincoln Elementary School	$25,000
Boys and Girls Club	Palmer Elementary School	$25,000
Boys and Girls Club	Pierce Elementary School	$25,000
Boys and Girls Club	Riley Elementary School	$25,000
Boys and Girls Club	Vieau Elementary School	$25,000
YMCA	Engleburg Elementary School	$25,000
YMCA	La Follette Elementary School	$25,000
YMCA	Lloyd Elementary School	$25,000
YMCA	Mitchell Elementary School	$25,000
YMCA	Wheatley Elementary School	$25,000
YMCA	Westside1 Elementary School	$25,000
YMCA	Starms Elementary School	$25,000
YMCA	Hampton Elementary School	$25,000
YMCA	Kluge Elementary School	$25,000
YMCA	37th Street Elementary School	$25,000
CESA1	Humboldt Park Elementary School	$25,000
Bay View Community Center	Clement Ave. Elementary School	$25,000
Northcott Neighborhood House	Lee Elementary School	$25,000
Northcott Neighborhood House	Green Bay Ave. Elementary School	$25,000
Northcott Neighborhood Center	Franklin Elementary School	$25,000
Northcott Neighborhood Center	Story K-8 School	$25,000
Journey House	Longfellow Elementary School	$25,000
V.E. Carter	O.W. Holmes Elementary School	$25,000
Latino Community Center	Kagel Elementary School	$25,000
Opportunities Industrialization Center	21st Street Elementary School	$25,000
Opportunities Industrialization Center	Garden Homes Elementary School	$25,000
Milwaukee Christian Center	Doerfler Elementary School	$25,000

*Anticipate enrollment in excess of 200

Total $775,000

8. The Administration is requesting Board authorization to enter into contracts for the period of June 16 through August 31, 2003, with the following middle-school lead agencies:

Agency	Sites	Amount
Opportunities Industrialization Center	Douglas Academy MS	$20,000
Opportunities Industrialization Center	Malcolm X MS	$20,000
Opportunities Industrialization Center	Robinson MS	$20,000
United Migrant Opportunity Service	Kosciuszko MS	$20,000
Silver Spring Neighborhood Center	John Muir MS	$20,000
Boys and Girls Club	Walker MS	$20,000
Boys and Girls Club	Grand Avenue MS	$20,000
Milwaukee Police Athletic League	Burroughs MS	$20,000
Marcus Center for Performing Arts	Lincoln MS of the Arts	$20,000
Agape Community Center	Edison MS	$20,000
CESA1 of Brookfield	Fritsche MS	$20,000
Northcott Neighborhood Center	Milwaukee Village MS	$20,000
New Concept	Cass Street K-8 School	$20,000
Big Brothers Big Sisters	Westside II	$20,000

Total $280,000

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 market place.

Statute, 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. MPS has received a grant from the Wisconsin Department of Workforce Development to be used for the enhancement of childcare. A portion of this grant will fund the Elementary School Safe Places and CLCs.

12. The total amount of the allocation for elementary schools is $775,000 and will be funded through budget code GEN-0-0-013-RC-ECTS-0000.

13. A portion of the Summer School Wrap-Around Program account will fund the middle schools CLCs.

14. The total amount of the allocation for middle schools is $280,000 and will be funded through budget code CSV-0-0-CNR-RC-ECTS-0000.

Implementation and Assessment Plan

15. The Department of Community Recreation Director/designee will monitor the agency's compliance with the contract and manage the reimbursements of expenditures. Program evaluation that will include expenditures, attendance, and activity reports will be required from each agency.

16. Indicators of a successful Safe Place/CLC Program will be measured in the following areas:

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

b. Enrichment Activities — provide activities in reading, math, or science 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, which should include quiet and active play.

e. Family support — provide an opportunity for families to participate and have input in activities offered.

Committee Recommendations

Your Committee recommends that the Board:

1. Authorize the Administration to enter into contracts from June 1, through August 31, 2003, with the following elementary school lead agencies:

Agency	Sites	Amount
Boys and Girls Club	Allen Field Elementary School	*$50,000
Boys and Girls Club	Clarke Street Elementary School	$25,000
Boys and Girls Club	Gaenslen K-8 School	$25,000
Boys and Girls Club	Lincoln Elementary School	$25,000
Boys and Girls Club	Palmer Elementary School	$25,000
Boys and Girls Club	Pierce Elementary School	$25,000
Boys and Girls Club	Riley Elementary School	$25,000
Boys and Girls Club	Vieau Elementary School	$25,000
YMCA	Engleburg Elementary School	$25,000

Agency	Sites	Amount
YMCA	La Follette Elementary School	$25,000
YMCA	Lloyd Elementary School	$25,000
YMCA	Mitchell Elementary School	$25,000
YMCA	Wheatley Elementary School	$25,000
YMCA	Westside1 Elementary School	$25,000
YMCA	Starms Elementary School	$25,000
YMCA	Hampton Elementary School	$25,000
YMCA	Kluge Elementary School	$25,000
YMCA	37th Street Elementary School	$25,000
CESA1	Humboldt Park Elementary School	$25,000
Bay View Community Center	Clement Ave. Elementary School	$25,000
Northcott Neighborhood House	Lee Elementary School	$25,000
Northcott Neighborhood House	Green Bay Ave. Elementary School	$25,000
Northcott Neighborhood Center	Franklin Elementary School	$25,000
Northcott Neighborhood Center	Story K-8 School	$25,000
Journey House	Longfellow Elementary School	$25,000
V.E. Carter	O.W. Holmes Elementary School	$25,000
Latino Community Center	Kagel Elementary School	$25,000
Opportunities Industrialization Center	21st Street Elementary School	$25,000
Opportunities Industrialization Center	Garden Homes Elementary School	$25,000
Milwaukee Christian Center	Doerfler Elementary School	$25,000

*Anticipate enrollment in excess of 200

Total $775,000

2. Authorize the Administration to enter into contracts from June 16, through August 31, 2003, with the following middle school lead agencies:

Agency	Sites	Amount
Opportunities Industrialization Center	Douglas Academy MS	$20,000
Opportunities Industrialization Center	Malcolm X MS	$20,000
Opportunities Industrialization Center	Robinson MS	$20,000
United Migrant Opportunity Service	Kosciuszko MS	$20,000
Silver Spring Neighborhood Center	John Muir MS	$20,000
Boys and Girls Club	Walker MS	$20,000
Boys and Girls Club	Grand Avenue MS	$20,000
Milwaukee Police Athletic League	Burroughs MS	$20,000
Marcus Center for Performing Arts	Lincoln MS of the Arts	$20,000
Agape Community Center	Edison MS	$20,000
CESA1 of Brookfield	Fritsche MS	$20,000
Northcott Neighborhood Center	Milwaukee Village MS	$20,000
New Concept	Cass Street K-8 School	$20,000
Big Brothers Big Sisters	Westside II	$20,000

Total $280,000

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

* * * * *

(Item 14) Action on a Request for a One-Year Extension of a Contract with Gas Marketing

Administration's Analysis

1. Since 1996, the market for natural gas has been very volatile due to the deregulation of the gas utility industry. The Administration has addressed this volatility by contracting with an energy marketer/consultant. The Administration subsequently issued two Request For Proposals (RFP) for natural gas purchasing and energy services. The first contract was awarded by the Superintendent in December 1996 due to the limited number of schools that it covered. The second was awarded by the Board at its meeting of January 25, 2000 (Proc. p. 562). WPS Energy Services wass been awarded the contract in both instances. Each contract was for one year, with the potential for two additional one-year extensions.

2. In addition to purchasing the gas commodity, WPS Energy Services is also responsible to contract for pipeline transportation to get the gas to Milwaukee, to contract for local distribution to get the gas to our buildings, to provide for balancing our gas supply on a daily basis, and to provide forecasting, trend analysis, budget projections, and general consulting and energy information management services related to the purchase of natural gas and deregulation of all utilities.

3. The natural gas commodity itself accounts for 72% of the District's gas budget, while pipeline transportation accounts for 13.5%, local distribution accounts for 14.4%, and the marketer charges less than 1%.

4. The cost of natural gas for the District has reflected the very volatile nature of the natural gas commodity market. In FY01 the cost escalated to $9.83 per Dekatherm, resulting in a budget shortfall of $2.5 million. At that time, the District, as well as many other large users of natural gas, had not locked in its gas allotments due to large fluctuations in the daily rates. By the end of FY01, the market cost had decreased 72% from the beginning of the year and was approaching costs last seen in 1998 and 1999 for the long-term purchase of gas.

5. The term of the contract with the gas marketer is important because the actual natural gas contracts are held in the name of the marketer, not in the name of the District. Other than WPS Energy Services, there was only one other vendor in the state that the Administration felt had the ability to perform this function on behalf of the District, but that vendor did not respond to the last RFP.

6. At its meeting of October 25, 2001, the Board authorized the Administration to extend the existing marketing agreement to allow WPS Energy Services to continue to represent the District for up to an additional seven years to allow for the purchase of long-term gas supplies. The extension was contingent upon the winter season price's falling within a range of $2.50-$3.00 per Dekatherm or lower, which did not include pipeline transportation, local distribution charges, the lock-in fee, or marketing charges. The District does not actually pay for the gas until the month that it is actually used.

7. Due to the volatility of gas prices, the Administration has been able to pre-purchase gas only for the FY03 school year under the terms described above. From July 2002 to January 2003, the District has saved $920,000 over the cost we would have paid purchasing directly from WE Energies in lieu of our gas marketer. Despite those savings, we are currently expected to overrun the FY03 budget by $600,000 due to the extreme cold weather early this year.

8. MPS also has to contract for transportation to deliver the natural gas to Milwaukee. This delivery is purchased annually by our marketer, as detailed in our Request for Proposal. Our current transportation agreement includes a firm supply to Milwaukee on an annual basis. In addition, the District has facilitated an agreement with the Milwaukee Metropolitan Sewerage District (MMSD) to share the latter's pipeline capacity on the coldest days of the year. This agreement significantly reduces our exposure to large spikes in gas prices and allows us to not have to purchase excess capacity on the pipeline for the entire year in order to cover us for the few coldest days of the year.

9. Since the MMSD is also a customer of WPS, and we are located in the same delivery region with WE Energies, the marketer can coordinate this sharing, thereby saving the District $143,350 per heating season through this agreement with the MMSD. MPS has contracted with the MMSD and the marketer for this sharing through the 2003-2004 heating season.

Since the MMSD agreement provides cost savings, and since delivery from the same supplier is required to transact this sharing, we are requesting that the Board authorize a one-year extension to the current contract with WPS in order for the District to continue to take advantage of this savings.

Strategic Plan Compatibility Statement

10. 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 Rule Statement

11. Administrative Policy 3.09, Purchasing and Bidding Requirements, requires Board approval of all contracts for services in excess of $50,000. It also limits the terms of contracts to a maximum of three years. In October 2001, the Board waived this requirement based upon our ability to buy gas at a fixed price for future years. Approval of the recommendations would modify this waiver.

Fiscal Impact Statement

12. The WPS Energy contract consists of a transportation rate, utility balancing and distribution rate, energy information management services, and its marketer rate. The transportation, distribution, and balancing rate is estimated for FY04 to be $0.78/dth, which amounts to $638,000. The amount for its energy information management is $36,000, and the marketing services is $48,000. The transportation and distribution rates are passed through from WPS to MPS without any markup.

13. The recommended budget for natural gas in FY04 is $5,448,432, which includes all transportation, distribution, balancing, energy information management, and marketer costs and takes into account the savings realized through the contract with MMSD. This budget amount was based on being able to purchase gas at a cost of $5.00 per Dekatherm. The cost of gas at the beginning of April was $5.20 per Dekatherm. There is no immediate impact on the District since the gas is not paid for until the month that it is actually used. Significant savings will be realized through the long-term purchase of natural gas, since each $0.10 raise in price costs the District $88,000.

Implementation and Assessment Plan

14. Upon approval by the Board, the Administration will work with WPS Energy Services to establish purchasing guidelines based on market analysis and forecasting of trends for the purchase of gas for the FY04 heating season. A new RFP for natural gas purchasing and energy services will be developed and brought back to the Board in the spring of 2004, unless gas can be purchased for $5.00 per Dekatherm or less.

Committee Recommendations

Your Committee recommends that the Board

1. Approve that the current contract with WPS Energy Services be extended to June 2004 to coincide with the agreement with MMSD; and

2. Amend the Board action of October 25, 2001, to allow the Administration to further extend the current contract with WPS Energy Services through the FY09 budget year if the price of natural gas can be obtained for less than $5.00 per Dekatherm.

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

* * * * *

(Item 15) Action on a Request to Transfer the Browning Elementary School Name to the New Westlawn Site

Background

1. On August 24, 2000, the Board adopted the plan for the Neighborhood Schools Initiative (NSI). The Neighborhood Schools Plan identified Silver Spring Neighborhood Center (SSNC) as a community partner with Browning School.

2. At the MPS Board meeting of November 28, 2000, the Board authorized continuing negotiations with several community agencies that serve the stated aims of the Neighborhood Schools Plan, including Silver Spring Neighborhood Center and the Housing Authority of the City of Milwaukee (HACM), for the purpose of replacing the existing Browning Elementary School with a new K-5 elementary school with three-section classes per grade (572 seats).

3. At its meeting of October 8, 2002, the Board gave approval to the Administration to enter into a disbursing agreement with the Housing Authority of the City of Milwaukee and Chicago Title Insurance Company, Inc., for the purpose of paying for the construction of the new school at the Westlawn Housing Authority facility.

Administration's Analysis

4. The Browning School community — composed of the school governance council, parents and staff — has expressed its desire to transfer the name of Browning School to the new school site located at the Westlawn Housing Authority facility at 5460 North 64th Street.

a. On April 11, 2003, the Browning School Governance Council submitted a letter of support to transfer the Browning School name to the new school.

b. On March 31, 2003, a letter was received from Mr. Donald Janicki, Principal of Browning School, stating the parent survey results in support of transferring the Browning School name to the new school.

c. On January 13, 2003, a document was submitted with signatures from Browning School staff in support of transferring the Browning School name to the new site.

5. Eleven years ago, Browning School established the Browning School College Scholarship program. Because of this scholarship program, the parents, governance council, and the staff would like to transfer the Browning School name to the new school.

Strategic Plan Compatibility Statement

6. The recommended name change 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 change is appropriate to the program's focus.

Statute, Board Policy or Rules Statement

7. Administrative Policy 5.01(6), Facilities Development, 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 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

8. The new Browning School is part of the Neighborhood Schools Initiative construction and cost is included; therefore, there is no financial impact.

9. There is a fiscal impact of approximately $200 for the removal of the Browning School name;, which is to be taken care of by Facilities and Maintenance.

10. The new occupant of the Browning School building shall absorb the cost of the installation of the new name.

Implementation and Assessment Plan

11. Upon Board approval, the Administration will proceed with the name changes related to the new and old Browning Schools.

Committee Recommendations

Your Committee recommends that

1. The Board approve the transfer of the “Browning School” name to the new school site located at the Westlawn Housing Authority facility at 5460 North 64th Street; and
2. That the name of the site of the current Browning School be changed to North 76th Street School until a facility use is determined.

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

* * * * *

(Item 16) Action on a Request for a Site Acquisition of Land for the New Locust Street Elementary School

Administration’s Analysis

1. At its meeting of August 24, 2000, (Proc. pp. 183-187) 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 projects which required acquisition of land to enable construction of new schools or to expand existing school sites. One such project was the construction of a new two-section K-8 school (572 seats) to serve the western portion of existing Auer Avenue attendance area and southeastern portion of existing Frederick Douglass attendance area. This school has been designated the Locust School until a permanent name is identified.

3. At its meeting of November 28, 2000, the Board of School Directors approved attendance-area changes to various elementary, middle-, and high-school attendance areas, except for those related to Grant School and Milwaukee School of Languages, as part of the ongoing implementation of the NSI. The Board subsequently approved the changes to the Grant School attendance area on December 19, 2000, and to Milwaukee School of Languages on February 26, 2001. The creation of the new elementary attendance area for the Locust School was included in the approved changes.

4. In 2001, the Administration began discussion with the Department of City Development (DCD) to begin the planning and identification of potential sites for the new school. DCD initially identified eight (8) possible sites for the district's consideration. Five (5) of these were subsequently eliminated since they were either too small, located outside of the attendance area, or located at the extreme boundaries of the attendance area.

5. The Administration began due-diligence activities on the remaining three (3) sites. These sites included:

a. An area bounded by North 30th Street, West Burleigh Street, West Auer Avenue, and the Soo Line Railroad tracks. This site was identified as the Geiser Site and included 6.2 acres.

b. An area bounded by North 33rd Street, West Burleigh Street, West Chambers, and the Soo Line Railroad tracks. This site was designated as the Senator Site and contained 5.6 acres.

c. An area bounded by West Burleigh Street, West Fond du lac Avenue and the Soo Line Railroad tracks**.** This site was designated as the Fond du Lac Site and contained 11.5 acres.

6. Due-diligence activities for these sites include Phase I and limited Phase II environmental studies on the Geiser and Senator Sites, and a full Phase II environmental review on the Senator Site. In addition, an asbestos study was completed on the buildings on the Senator Site. No activity was conducted on the Fond du Lac Site due to an inability to gain access to the site. As a result, it was dropped from consideration.

7. Representatives of MPS discussed the proposed sites with the community at nine (9) biweekly meetings held from July 10, 2002, through November 12, 2002. These meetings were attended by approximately 66 persons, including representatives from Auer Avenue School, the Office of Neighborhood Schools, the Division of Facilities and Maintenance Services, School Board Directors Johnson and Hardin, County Board Supervisor Michael Mayo, Reverend John Riser, and Alderwoman Rosa Cameron. Although the residents had a number of questions regarding the acquisition of the proposed sites, the response was generally supportive of either of the above sites.

8. Additional input was solicited at meetings at Auer Avenue School and a community fair, as well as at African World Festival. Based on these additional discussions, consensus was reached on the Senator Site.

9. The Office of Neighborhood Schools then requested that the law firm of Gonzalez, Saggio and Harlan conduct an independent evaluation of both sites and make a recommendation as to the preferred site. Based upon their evaluation, the Senator Site was recommended.

Strategic Plan Compatibility Statement

10. The recommendation is consistent with the practice of fiscal responsibility and making informed decisions about the allocation of district resources and supports the goal of family satisfaction as measured by their choice in the education marketplace.

Statute, Board Policy or Rules Statement

11. Wisconsin Statutes 119.16(3)(b) requires the Board's approval to purchase property. The Board may wish to retire to executive session, as permitted under Wisconsin Statutes Section 19.85(1)(e), to discuss matters related to the acquisition of these properties.

Fiscal Impact Statement

12. Funds for the acquisition of the site are included in the project budget, which is part of the $98.4 million bonding authority for NSI. The project budget of $11,389,361, which is allocated in account number FAR-0-0-NSI-N1-ECNC-0000, is broken down as follows:

Construction	$7,352.685
Design Fees	551,451
Site Acquisition	1,500,000
Professional Services	330, 871
Furniture and Equipment	882,322
Staff Cost	36,763
Contingency	735,269
Total	$11,389,361

Implementation and Assessment Plan

13. The entire parcel is owned by a single owner who is a willing seller. Upon approval by the Board, the Administration will work with DCD to begin negotiations with the owner. Upon successful negotiations with the owner, the Administration will bring the purchase to the Board for approval. Once the site is acquired, it will be cleared and prepared for construction. Some remediation of the site is required; however, the full extent will not be known until completion of schematic design.

14. Approval of the site will ensure that construction can commence in spring of 2004 and that the building will open in September 2005.

Committee Recommendations

Your Committee recommends that the Board:

1. Approve the parcel bounded by West Burleigh Street, North 33rd Street, West Burleigh, and the Soo Line Railroad tracks containing 5.6 acres as the site for the new Locust School; and
2. Authorize the Department of City Development and the City Attorney to take all necessary actions to acquire the parcel.

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) Report Concerning an Update on the MPS State Legislative Agenda

Background

At its meeting on November 21, 2002, the Milwaukee Board of School Directors unanimously approved the following 2003-04 MPS Legislative Agenda.

1. MPS seeks an increase in the amount of state funding to meet the growing costs of special education services by:
   - Increasing funding for special education, realizing the promise of the 63% state reimbursement;
   - Providing funding for early intervention to maintain and meet the needs of students in regular education in an effort to reduce the number of children in need of special education;
   - Modifying legislation to streamline the application review and approval processes, so that properly completed applications for special education services can be approved in a shorter period of time;

- Opposing plans that establish a high-cost special education aid preference policy that will potentially drain funds from districts with high levels of poverty;
- Supporting legislation that assists professionals in obtaining the resources necessary for effective professional practice in special education.

2. MPS seeks to support the current equalization aid formula by:
   - Maintaining the state's 2/3 funding commitment
   - Increasing the secondary cost ceiling.
3. MPS seeks to continue to provide quality educational services for all children by:
   - Supporting increased funding for Bilingual/Bicultural Education;
   - Increasing "on-time" accessibility to TEACH funding.
4. MPS, through additional state funding, seeks to create more incentives to attract and retain new and current teachers by:
   - Supporting DPI's efforts to increase the number of National Board Certified Teachers (NBCT's) in Wisconsin;
   - Offering a one-time $2,000 bonus to teachers who achieve NBCT status and are under contract with a school in the MPS District or in districts with 50% low-income;
   - Offering NBCTs an additional $2,000 every year that they teach after receiving the certification within the MPS district or in districts with 50% low-income;
   - Establishing a loan-forgiveness program for those who teach math, science, trade, technical and special education in the MPS district or in districts with 50% low-income;
   - Creating state-subsidized teaching centers and/or other opportunities for site-based training programs;
   - Establishing an individual income-tax deduction for an amount up to $500 that is spent by classroom teachers each year for educational materials or supplies for use in the school.
5. MPS seeks to establish a balanced and diversified funding base to sustain a maximum of 70 Community Learning Centers (CLCs) by creating a matching-funds provision by which the state would match a percentage of dollars from its general revenue fund (unrestricted cash) of 12.5% provided by the District for before- and after-school programs.
6. MPS seeks to allow school districts to count each child as a full FTE of funding for participating in all-day K4 programming by modifying the current legislation that counts K4 students as a maximum 0.6 FTE to a more sufficient estimate that counts students in K4 programming as a full 1.0 FTE.
7. MPS seeks to expand SAGE funding and increase flexibility by:
   - Opposing plans to restrict SAGE schools from expanding the program to grades two and three for districts that have student populations that are less than 50% low-income;
   - Indexing the per-pupil allocation for the SAGE program to CPI-Urban (or another price index that more appropriately reflects changes in education costs.) This will ensure that schools have sufficient resources to reduce class size to 15:1;
   - Allowing schools that participate in SAGE to alter a contract or a renewal of a contract to reduce class size to 15:1 by notifying DPI annually by July 1. The notification would specify those grades from kindergarten through grade three in which the school district agrees to reduce class size, and the district would then be eligible to receive SAGE funding only for those grades.

8. MPS seeks to add an additional $3 million in P-5 funding for a variety of special programs that relate directly to student achievement and experiences by:

   - Limiting class size in all grades below the sixth grade to no more than 25 students;
   - Requiring individual schools to revise all submitted proposals each year to be reviewed by the state P-5 Advisory Council and approved by the state superintendent;
   - Supporting the hiring of educational professionals to lead and support classroom instruction.

9. MPS seeks to establish and maintain partnerships with other advocacy groups and governmental agencies that address the needs of MPS students by:

   - Making collaborative efforts to find creative and cost effective solutions that will better serve the needs of the MPS students;
   - Pursuing joint legislative initiatives, when appropriate, with other community and governmental entities;
   - Lending strong support to the Milwaukee Partnership Academy.

10. MPS seeks to increase to the scope of healthcare coverage for students by:

    - Expanding the volunteer healthcare provider program to cover the provision of services in public elementary and secondary schools so that providers can qualify for liability coverage without charge;
    - Increasing partnership activities with local healthcare organizations to meet MPS identified health needs (immunizations, vision screening, asthma absence reduction and communicable disease reduction).

11. MPS seeks to continue support of the Neighborhood Schools Initiative by:

    - Continuing to work closely with key NSI legislative architects and government officials to ensure the ongoing success of NSI;
    - Continuing to strengthen relationships with NSI community partners.

12. MPS seeks to continue to revitalize Milwaukee's neighborhoods by exploring creative ways to partner with other governmental organizations such as WHEDA, City of Milwaukee Health Department and the City of Milwaukee Office of Community Block Grant Initiatives to address the housing, health and economic needs of MPS families.

Update

I: MPS Legislative Agenda

1. Special Education — Although the Governor's proposed budget includes maintaining special education funding at current levels, the Speaker's Task Force on the State Budget Review has recommended an audit to find ways to consolidate special education in an effort to reduce costs. The Joint Finance Committee had not acted as of the time of this writing. Over the past few months, the District has been working with legislators to protect special education funding.

2. Equalization Aid — The Governor's proposed budget includes a provision to increase equalization aids by $100 million while repealing the state's commitment to fund two-thirds of school costs. The Governor's budget also would repeal the hold-harmless provision for equalization aid paid on the first $1,000 of per-pupil spending.

3. Bilingual education/TEACH — The Governor's proposed budget maintains bilingual education funding at current levels. The Governor also proposes eliminating the TEACH board, the educational technology block grants program, and the educational technology training and technical assistance grants program.

The Governor recommends transferring the board's remaining educational technology functions, which includes telecommunications access grants, to DPI. MPS received roughly $5.8 million in FY03 under the block grant program. The Joint Finance Committee has concurred with the Governor's recommendations regarding TEACH.

4. Teachers — The District supports DPI's efforts to attract and retain the best teachers possible. Legislation to enhance DPI's efforts has not been introduced.

5. CLCs — The District continues to work with community groups to secure increased funding for Community Learning Centers as federal support for the programs expires.

6. K4 — Gov. Doyle has been supportive of K4 funding, though he did not include specific language regarding K4 in his proposed budget. The Speaker's Task Force on the State Budget Review, however, has recommended elimination of funding for K4. The District is working to ensure that K4 remains funded. The Joint Finance Committee had not made its recommendation in this area as of this writing.

7. SAGE — The Governor's proposed budget includes maintaining SAGE funding. The Joint Finance Committee had not made a recommendation as of this writing.

8. P5 — There have been no proposals to date to increase or reduce funding for P5 programming.

9. Relationships — The District continues to pursue and develop relationships with advocacy and community-based groups and other governmental entities to address the needs of MPS students.

10. Health care — The District is seeking re-introduction of a bill that would expand liability coverage for qualified healthcare providers volunteering services to schools.

11. NSI — The Neighborhood Schools Initiative continues to move forward, with several successful groundbreakings having taken place during the past few months, including groundbreakings for U.S. Grant Elementary School and Thurston Woods Campus in December; Clarke Street Elementary in January; Sherman Multicultural Arts School in February; 53rd St. Elementary in March; Lincoln Ave. Elementary in April; and Mitchell Integrated Arts School and Greenfield Elementary in May.

12. Milwaukee neighborhoods — We continue to work with various community-based organizations to strengthen and revitalize Milwaukee's neighborhoods.

II: Update on Legislation of Significant Interest to the District

There are several education-related legislative proposals that are of significant interest to the MPS district as well as to school districts across the state. The following is a brief summary of some key legislation:

1. Audit of MPCP — AB126 directs the Legislative Audit Bureau to administer a longitudinal study of the Milwaukee Parental Choice Program. The bill was adopted by the Assembly and referred to the Senate.

2. Unpardoned Felon — AB41 would give an educational agency authority to refuse to employ or to terminate from employment any unpardoned felon. Currently, educational agencies may terminate or refuse to hire felons only if their crimes substantially relate to the circumstances of their jobs. AB 41 was approved by the Assembly and is pending in the Senate.

3. Youth Options — AB183 would make the Youth Options program optional for school districts and allow districts to design their own programs. AB233 would eliminate the Youth Options program. The Youth Options Program allows students in grades 11 and 12 currently enrolled in public high schools to attend postsecondary institutions to take one or more courses for high-school and college credit. The school board of the district in which the student is enrolled is responsible for paying the cost of tuition, fees, and books under certain circumstances. Both bills are pending.

4. DPI Waiver — SB161 would allow the Department of Public Instruction to waive any school board or school district from any requirement in the laws or administrative rules if a school board requests it and holds a public hearing on the matter. DPI would be prohibited from granting a waiver that would exempt districts from state revenue limits. The bill is pending in the Senate.

5. School Finance Overhaul — Assembly Bill 272, introduced in April, would make numerous changes to school operations effective 2004-2005. The most significant of these would be the elimination of the current school-aid formula and implementation of a foundation plan in its stead.

6. Unfunded pension obligation — The District is pursuing legislation in both houses of the Legislature that would allow the City, on behalf of Milwaukee Public Schools, to issue debt to refinance the required contributions for unfunded prior-service liability under the Wisconsin Retirement System. That amount is estimated at $167 million. The debt carries interest of 8%. It is anticipated that refinancing could save $1 million to $3 million annually for 30 years.

7. Organized labor instruction — SB 175 would require the District to include instruction on the history of organized labor in America and the collective-bargaining process in classes on state, national, and world history.

8. Residency rule — AB 189 would prohibit the District from requiring non-elected employees to live in the City of Milwaukee. The bill also would prohibit the District from negotiating for a residency requirement.

9. Choice — AB 259 would allow a pupil enrolled at a Choice school and whose family's income rises about 175% of the federal poverty level to continue in the Choice program. The bill also would lift enrollment cap that limits enrollment in Choice schools to 15% of the district's enrollment. AB 260 would allow any private school in Milwaukee County to participate in the Milwaukee Parental Choice Program. Both bills are pending in the Assembly.

10. Charter Schools — Senate Bill 9 would allow counties to operate charter schools. Operators of county charter schools would receive state aid according to the same formula that applies to operators of other independent charter schools. AB 261 would allow a student who resided outside MPS to attend a non-instrumentality charter within MPS. The District would be authorized to provide transportation and would receive state transportation aid if it elected to do so.

11. AB 331 would prohibit a school board member's salary, during the member's term of office, from exceeding the salary provided when the term began.

Strategic Plan Compatibility Statement

This report is consistent with State of Wisconsin statutes and Board policies.

Statute, Board Policy or Rules Statement

This report is consistent with State of Wisconsin statutes and Board policies.

Fiscal Impact Statement

This item does not authorize expenditures. There is no direct fiscal impact associated with receiving this report.

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(Item 2) Report Concerning the Impact of Issues Raised in State Legislative Fiscal Bureau Papers Currently under Consideration by the Joint Finance Committee and Related Legislation

Background

The primary vehicle for guiding the budget discussion of the State Legislature's Joint Finance Committee is a series of issue papers. This report discusses papers that have been released that have direct implications for Milwaukee Pubic Schools. In addition, several separate bills have been introduced related to the Milwaukee Parental Choice Program (MPCP) and charter schools in Milwaukee.

Administration's Analysis

1. A memo from co-chairs Darling and Kaufert (dated 4/14/2003, attached) removed from consideration 21 issues included in the Governor's Proposed Budget, but designated as non-fiscal by the Legislative Fiscal Bureau in an April 8, 2003, memo (attached). Among those issues was the proposed repeal of the Qualified Economic Offer (QEO) provisions. By removing the proposed change from consideration, the current law regarding the QEO remains in effect.

2. The QEO, which was implemented as a cost-control mechanism to help manage school district labor costs, has generally been considered to work in concert with the state's two-thirds funding pledge and revenue limits.

3. State's Two-Thirds Funding and General School Aids (Paper #605)

a. The Governor's budget eliminates the requirement that the state fund two-thirds of partial school revenues, as well as the process by which this funding level was ensured. In its place, specific dollar amounts — $40,000,000 in 2003-04 and $60,000,000 for 2004-05 — were substituted. Based on the funding distribution of last year's state budget, this change decreased state equalization aid to MPS by approximately $7.5 million for FY04 and $16.9 million for FY05.

b. The paper presents alternatives for consideration which ranged from restoration of the necessary $462 million to fund two-thirds, to further reductions in state aid ranging from $100 to $400 million. Aid reductions, absent a change in revenue limit, allow for the local opportunity to fund the difference with property tax.

c. This LFB paper also discusses the proposed transfer of funds from the transportation fund to equalization aid. This transfer provides the increases in equalization aid mentioned above.

d. The Governor's budget proposed that the revenue-limit law remain intact. This would provide an increase in per-pupil funding of $239.98. This estimate forms the basis of the MPS FY04 budget.

e. The paper highlights several alternatives for decreasing the revenue limit. The alternatives and their impacts are listed in the table below. Revenue-limit reductions require spending reductions.

LFB ALT From Paper #605	Possible Reduced Growth in 2003-04 Per Pupil Revenue Limit (Current growth = $236.98)	Resulting Additional Reduction to MPS Budget
2A	$118	$11,737,496
2B	$75	$15,979,489
2C	$40	$19,432,274
2D	$0	$23,378,314

4. Primary Aid Hold Harmless (Paper #606)

a. The Governor's budget proposes abolishing the primary aid guarantee within the school-aid formula, which ensures that all districts receive aid for their first $1,000 in per-pupil expenditures, regardless of their property wealth; however, a separate hold-harmless provision would remain that ensures that no district's payment can be less than 85% of the previous year — the savings from this change would be phased in over several years. This change would increase aid to MPS by roughly $158,120 for FY04.

b. The alternatives presented in the papers include restoration of the primary guarantee to $4,000,000 per member and removing the 85% special adjustment aid. The impact of these alternatives on MPS has not been calculated at the district level.

5. Low Revenue Ceiling (Paper #607)

The Governor's budget proposes allowing the revenue limit for districts that spend below the state average to increase to $7,400 in 2003-04 and $7,800 in 2004-05. This change would not affect MPS's ability to spend because MPS spends slightly above the state average per pupil.

6. Categorical Aid Reduction (Paper #615)

a. This paper discusses three small categorical aid programs: Alcohol and Other Drug Abuse Grants (AODA), Driver Education Grants, and Alternative Education grants. These grants provide $935,260 to MPS. The paper discusses options for reducing funding for these programs at various levels, including outright elimination.

b. Of greater concern, although not the focus of this paper, is the elimination of the TEACH block grant program and TANF funding for early childhood and alternative education. There is no discussion of restoration of these programs, which had a combined impact on MPS of reducing funding of $7.1 million.

7. Milwaukee Parental Choice Program and Milwaukee-Racine Charter School Program Payment Amount (Paper #625)

The Legislative Fiscal Bureau details the existing system and a number of alternatives that are summarized below.

a. Milwaukee Parental Choice Program

The Department of Public Instruction (DPI) now pays the parent or guardian of each pupil attending a MPCP school an amount equal to the lesser of:

- The private school's operating and debt service cost per pupil related to educational programming; or
- The amount paid per pupil in the previous school year, plus the amount of the per-pupil revenue limit increase provided to public school districts under revenue limits in the current year.

The estimated cost of the payments from the MPCP program appropriation is partially offset by a reduction in the general school aids otherwise paid to the Milwaukee Public Schools by an amount equal to 45% of the total cost of the MPCP program. Under revenue limits, MPS may levy property taxes to make up for the amount of aid lost due to this reduction. The Legislative Fiscal Bureau in January estimated the 2002-03 cost of the program at $65.6 million, with MPS paying $29.5 million.

b. Charters

DPI is required to pay the operators of Milwaukee and Racine charter schools an amount equal to the sum of the amount paid per pupil in the previous school year and the amount of revenue increase per pupil allowed under revenue limits, multiplied by the number of pupils attending the charter school. Payments to these charter schools are fully offset by a proportionate reduction in the general school aids of all 426 public school districts. School districts may levy property taxes to make up for the amount of revenue lost due to these aid reductions. The Fiscal Bureau estimated in January that the total cost of the Racine-Milwaukee Charter School Program for 2002-03 was $25.2 million.

The Governor's MPCP proposal would change the formula to reduce the appropriation by $7 million compared with current law. The 45% MPS MPCP reduction would be reduced by $3.2 million over the same time period. In the charter program, the Governor would reduce the appropriation by $3.1 million over the biennium, compared with current law.

The Fiscal Bureau outlines various alternatives to the governor's proposals:

- For the MPCP program, the alternatives range from increasing the MPS general aid reduction by $2.1 million, to $3.2 million over the biennium, to reducing it by $4.2 million. The increases would require a tax levy offset or spending decrease; the last option would provide an additional $4.2 million in general aids to the District if no other changes were made to the funding formula.
- Charter school alternatives include increasing funding for Milwaukee-Racine charter schools by $2.6 million, to $3.1 million over the biennium, or reducing it by $15.9 million. The funding changes would be spread across school districts statewide.

8. In addition to the paper discussed above, three bills, described below, would make changes to the MPCP and Milwaukee Charter Programs.

- **Assembly Bill 259** — This bill eliminates the restriction on the percent of district students that can participate in the Milwaukee Parental Choice Program. Under current law, no more than 15% of a school district's enrollment may attend private schools under MPCP.
- **Assembly Bill 260** — This bill provides that any private school located in Milwaukee County may participate in MPCP. Under current law, only private schools located in the City of Milwaukee may participate in MPCP.
- **Assembly Bill 261** — This bill allows a pupil who resides outside the Milwaukee School District to attend an independent charter school located in the Milwaukee School District. The bill also allows a school board to transport pupils to and from a charter school. The District will receive state transportation aid if it elects to do so. The estimated cost, if MPS were to provide such transportation, would be approximately $1.2 million annually.

Committee Recommendation

Your Committee recommends that the Board oppose the direction of Assembly bills 259 and 260 in regard to the expansion of the Milwaukee Parental Choice Program (MPCP).

Director Johnson moved that the Board take no opinion on the direction of Assembly Bills 259 and 260 in regard to the expansion of the Milwaukee Parental Choice Program.

Director Blewett moved a substitute: that the Committee's recommendation be amended to read that the Board oppose the direction of Assembly Bills 259 and 260 in regard to the expansion of the Milwaukee Parental Choice Program and that the Board oppose the tax freeze proposed in the state legislature.

Director Horton moved to divide the question.

The motion to divide the question failed of adoption on the following vote:

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

Noes—Directors Balistreri, Blewett, Hardin, Morales and O'Neil—5.

The question being on Director Blewett's substitute motion, it was adopted, the vote being as follows:

Ayes— Directors Balistreri, Blewett, Hardin, Morales and O'Neil—5.

Noes—None.

Voting "present"— Directors Dannecker, Horton, Johnson and President Spence—4.

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(Item 3) Report on the Review of Chapter 220 and Its Impact on MPS

Administration's Analysis

1. This report provides a brief overview of the inter-district Chapter 220 program, its financial impact on Milwaukee Public Schools, and the implications of some suggested program changes.

2. Under the Chapter 220 inter-district program, over 500 suburban students transfer into MPS, and over 4,000 Milwaukee students transfer to suburban schools. Each district receives two forms of aid which encourage participation: "receiving" district aid, and "sending" district aid.

3. A district receiving a pupil transfer is paid an amount based on its district-wide cost per pupil. (The higher-spending the district, the greater the aid per pupil.) Since the suburbs receive many more pupils than they send to MPS, this form of aid is the more significant to them. For MPS, this aid amounts to roughly $4 million.

4. Unlike receiving district aid, sending district aid is not calculated as a separate and distinct amount. Instead, pupils who transfer out of each district are included in that sending district's equalization aid calculation along with resident pupils who remain in their home districts.; however, the transfer pupils may only be counted at 75% of their full-time equivalent value. In Milwaukee's case, that means that 75% of 4,000 pupils, or 3,000 weighted pupils, are included when MPS's general equalization aid is determined. If these pupils had not been counted in the FY03, state aid to MPS would have been approximately $12 million lower.

5. This sender aid is particularly important to MPS because the state law imposes a cost on it that the suburbs do not bear. By law, a district that operates an intra-district integration program — that is to say, Milwaukee — must pay for the transportation of both suburban transfers to MPS and Milwaukee residents transferring to the suburbs. This requirement costs over $12 million per year. Without sender aid, this cost would fall on the property tax.

6. Several suggestions have surfaced in the State Legislature in recent weeks concerning possible changes to the Chapter 220 program or its financial support. One proposal under discussion is to eliminate sender aid by excluding the ability of the sending district to count the pupils transferring out. For MPS, this would mean a loss of $12 million in equalization aid. It could also mean a decrease in enrollment for revenue limit purposes. This decrease could potentially phase in a loss of revenue authority after three years of $23 million unless the base years' enrollments were retroactively adjusted. (Such an adjustment might limit the impact to less than $1 million.)

7. Another proposal is to freeze new enrollment in the program. This would begin a multi-year decline in Chapter 220 aid as the program slowly shrinks. Costs would probably fall more slowly than revenue, however, and transportation savings would be possible only when entire bus routes could be consolidated or eliminated. (For FY04, 130 pupils from the suburbs and 369 pupils transferring to the suburbs are expected to be new to the 220 program.)

8. The most sweeping suggestion to surface at the state level is to terminate the inter-district 220 program completely. In this event, each district would feel some financial consequences. For Milwaukee, the precise effect would be particularly complex and difficult to predict. The only certainties would be the loss of $16 million in sending and receiving district aid, and an end to the $12 million in costs for inter-district transportation. These changes in revenue and costs, however, would be offset in different ways and to different extents, based on where the former 220 students enrolled:

- Pupils who stayed in the suburbs under the Open Enrollment program ("Public School Choice") would be countable at 100% for MPS aid purposes. This would actually increase revenue by roughly $1,000 per pupil. There would be no transportation or education costs; however, MPS would be required to pay almost $5,200 (FY03 figure) per pupil to the suburb enrolling the pupil.
- Pupils enrolling in a private choice school would generate no aid to replace the lost 220 aid. Beyond that, the state would deduct from MPS's general aid 45% of the payment which it gave the choice school — about $2,600 per pupil in FY03. These new choice pupils might also generate new costs for MPS if they qualified for pupil transportation.
- Pupils enrolling in non-MPS charter schools would have an effect similar to that of choice pupils: loss of 220 aid, no aid to replace it, and a deduction — much smaller than for the choice program — from MPS's remaining aids to fund the charter schools. Pupil transportation would not be funded by MPS.
- Pupils enrolling in non-instrumentality charter schools would generate aid at a higher level than the lost 220 aid (+$1,000/pupil). Payment to the charter schools by MPS would require almost (FY03 figure) $7,000 per pupil.
- Pupils enrolling in MPS traditional or instrumentality charter schools would, as above, generate roughly $1,000 more in aid than as Chapter 220 transfers-out. If the FY03 formula weights per pupil were used, these schools would receive an additional $5,415 to $6,174, depending on the school levels in which the pupils enrolled. (Note that these per-pupil amounts are probably greater than the marginal costs of adding only a few pupils to a single school; also, the figures do not include possible additional transportation costs.)

Committee Recommendation

Your Committee recommends that the Administration be directed to develop a position paper with regard to the Chapter 220 program, with a time-certain date by which to report back to the Board, to be no later than the end of June.

Director Morales moved to adopt the Committee's recommendation.

The motion prevailed, the vote being as follows:

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

Noes—None.

Temporarily absent—Director Blewett—1.

* * * * *

REPORTS OF SPECIAL COMMITTEES

The Director, Office of Board Governance/Board Clerk, presented 20 expulsion orders from the Independent Hearing Panel of the Milwaukee Board of School Directors.

Director Johnson moved to accept the reports of the Independent Hearing Panel of May 5, 6, 7, 8, 9, 14, 19, 20, 21, 23, 27, and 28, 2003.

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

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

Noes—Director Hardin—1.

* * * * *

RESOLUTIONS

Resolution 0304R-003

by Directors Horton and Dannecker

WHEREAS, The Milwaukee Board of School Directors is committed to providing a safe and orderly environment for students and staff; and

WHEREAS, The Milwaukee Board of School Directors is responsible for ensuring the safety of all children in the Milwaukee Public Schools; and

WHEREAS, The Board has identified school safety as a top priority for the District in its Strategic Plan; and

WHEREAS, Safe student transportation, as well as the safety of transportation services, is a key concern of the Board; and

WHEREAS, In its transportation contracts for the FY04 school year, MPS mandates that all drivers of special needs students participate in specialized driver training; and

WHEREAS, MPS offers specialized driver training for our contractors who provide transportation services to special needs students; and

WHEREAS, MPS currently has Handicapped Childcare Assistants (HCAs) riding the buses with special needs students as stipulated in the IEPs, and

WHEREAS, Some special education students who have difficulty communicating information vital to the bus driver's ability to provide efficient transportation service may need more assistance than is currently available; and

WHEREAS, Special education students riding school buses may require more assistance than the average driver is trained to provide; now, therefore be it

RESOLVED, The Administration investigate training Handicapped Childcare Assistants (HCAs) for possible placement on buses to provide assistance to special education students with severe communication difficulties; and be it

FURTHER RESOLVED, That the Administration develop a plan to present to the Board regarding placing HCAs on buses with special education students to facilitate communication, thus providing the most effective and safe transportation possible for all of our students; and be it

FURTHER RESOLVED, That the Administration investigate the feasibility and cost of implementing a policy to ensure that all buses transporting special needs children are equipped with video cameras.

Referred to the Special Education Committee.

Resolution 0304R-004

by Director Blewett

WHEREAS, The Milwaukee Public Schools is currently working to ensure that every student is performing at or above grade level in reading, writing, and mathematics; and

WHEREAS, This initiative is based on the concepts of a balanced literacy paradigm; and

WHEREAS, One goal of the balanced literacy initiative is to develop educational programs that will focus on improving achievement in literacy; and

WHEREAS, Components of a balanced literacy framework — including elements of shared writing, interactive writing, and guided writing/writer's workshops — were discussed in March of 2002 at a worksession of the Milwaukee Partnership Academy; and

WHEREAS, An intensive writing curriculum would promote the District's goal of achieving high standards at all levels; and

WHEREAS, An intensive writing program includes a curriculum rich with interactive writing, guided writing, and shared writing experiences; now, therefore, be it

RESOLVED, That the Milwaukee Public Schools initiate a district-wide program to become a writing-intensive school district; and be it

FURTHER RESOLVED, That the Administration be directed, in collaboration with the writing departments of local institutions of higher education, to research, to develop, and to present a plan to the Board for such a program and curriculum, to be implemented in the Milwaukee Public Schools beginning in the 2003-2004 school year.

Referred to the Innovation/School Reform Committee.

Resolution 0304R-005

By Director Morales

WHEREAS, The Milwaukee Public Schools' operations are complex; and

WHEREAS, The District and the children which it serves need the involvement and support of parents and community members; and

WHEREAS, The deliberations of Milwaukee Board of School Directors often utilize acronyms, education policy concepts, and parliamentary procedures that are unfamiliar to many in the community; now,t herefore, be it

RESOLVED, That the Milwaukee Board of School Directors direct the Office of Board Governance and the Administration to investigate interpretive systems that may be in use in other school districts to facilitate the public's understanding of Board meetings as they are happening; and be it

FURTHER RESOLVED, That the Office of Board Governance and Administration propose such a system if no example exists in other districts.

Referred to the Legislation, Rules and Policies Committee.

Resolution 0304R-006

By Director Morales

WHEREAS, The federal government has established a color code for identifying the current level of terrorist threat; and

WHEREAS, The MPS Administration has established a policy to link travel authorization for MPS staff and students to the federal terrorism threat color code; and

WHEREAS, recent MPS-sponsored trips have been modified, postponed, or cancelled in response to this policy; now, therefore be it

RESOLVED, That the Milwaukee Board of School Directors hold a meeting and public hearing on this travel ban policy by September 2003; and be it

FURTHER RESOLVED, That the Administration prepare a presentation, to be made at this meeting, on the rationale for the travel ban policy, possible alternatives to the policy, and a process for MPS staff, students, and the public to be involved in the refinement and implementation of the policy.

Referred to the Legislation, Rules and Policies Committee.

* * * * *

The Board recessed from 9:43 to 10:09 PM.

The Board adjourned at 12:12 AM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
JUNE 3, 2003

Special meeting of the Board of School Directors called to order by President Spence at 6:43 PM.

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

Absent and excused—Director Morales—1

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

May 30, 2003

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Jeff Spence, a special meeting of the Board of School Directors will be held at 6:30 pm, on Tuesday, June 3, 2003, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of:

1. Considering and possibly taking action on the 2003-2004 School Calendar;
2. Appointment of Ex Officio member of the Library Board;
3. Public hearing and possible action on a charter school petition from Advanced Language and Academic Studies (ALAS) High School; and
4. Receiving an update on litigation brought against the Board by the Wisconsin Coalition for Advocacy.

With respect to item 4, 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
Director/Board Clerk

1. CONSIDERING AND POSSIBLY TAKING ACTION ON THE 2003-2004 SCHOOL CALENDAR

The Superintendent presented the following calendar for the Board's consideration:

TO THE BOARD OF SCHOOL DIRECTORS:

RE: Approval of Calendar for the 2003-2204 School Year

The Milwaukee Public Schools (MPS) and the Milwaukee Teachers' Education Association (MTEA) have reached agreement on a calendar of the 2003-2004 school year. As it is a negotiated agreement between the MPS and the MTEA, it is being submitted to the Board for adoption.

Sincerely,

William G. Andrekopoulos
Superintendent of Schools

Milwaukee Public Schools

2003-2004 SCHOOL CALENDAR

AUGUST

MON	TUE	WED	THUR	FRI
25	26	27	28	29

28 Organization day – no student attendance
29 No student attendance

SEPTEMBER

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

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

OCTOBER

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

16 Kindergarten conference day
17 Elementary, middle, and high school conference day – no student attendance
30 & 31 Convention day – no student attendance

NOVEMBER

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

27 & 28 Thanksgiving recess – no student attendance

DECEMBER

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

22 through 31 Winter recess – no student attendance

JANUARY

			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23

1, 2 Winter recess – no student attendance
5 Classes resume
19 M.L. King Day – no student attendance

JANUARY

MON	TUE	WED	THUR	FRI
F26	F27	F28	29	30

26, 27, 28 High school final exams
29 Record day/Staff planning day – no student attendance

FEBRUARY

2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27

23 Mid-semester break – no student attendance

MARCH

1	2	3	4	5
8	9	10	11	12
15	16	17	KC18	EMHC19
22	23	24	25	26
29	30	31		

18 Kindergarten conference day
19 Elementary, middle, and high school conference day – no student attendance

APRIL

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

9 through 16 Spring recess – no student attendance
19 Classes resume

MAY

3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

31 Memorial Day – no student attendance

JUNE

	1	2	3	4
7	8	9	10	F11
F14	F15	16	17	18
21	22	23	24	25

11, 14, 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.

Director Johnson moved to approve the 2003-2004 school calendar.

The motion prevailed, the vote being as follows:

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

Noes—None.

2. APPOINTMENT OF EX OFFICIO MEMBER OF THE LIBRARY BOARD

Director Dannecker nominated Director Johnson to serve as the Board's representative on the Library Board.

Director Johnson was appointed, the vote being as follows:

Ayes—Directors Balistreri, Dannecker, Hardin, Horton, Johnson, O'Neil, and President Spence—7.

Noes—None.

Temporarily absent—Director Blewett—1.

3. PUBLIC HEARING AND POSSIBLE ACTION ON A CHARTER SCHOOL PETITION FROM ADVANCED LANGUAGE AND ACADEMIC STUDIES (ALAS) HIGH SCHOOL

The Superintendent and the Director, Office of Board Governance/Board Clerk presented the following item:

Background

On May 9, 2003, Advanced Language and Academic Studies High School submitted a petition to become an MPS instrumentality charter school for 250 students grades 9-12 for the 2003-2004 school year. On Wednesday, May 28, 2003, members of the Board's Charter School Review Panel, along with the Superintendent's Charter School Review Team, met to review the charter school petition. Staff members, students and parents demonstrated their passion, commitment, and support for the Advanced Language and Academic Studies High School petition.

Analysis

1. Following the presentation, both panel and team members decided to recommend the concept of the Advanced Language and Academic Studies High School petition to become an MPS instrumentality charter school. Both panel and team members believe that the petition for Advanced Language and Academic Studies High School has the necessary components to establish a successful charter school. Some of the factors contributing to the endorsement are that Advanced Language and Academic Studies High School:

a. Has a dedicated staff willing to take ownership for the Advanced Language and Academic Studies.

b. Offers instruction integrated with a Bilingual Language Arts/English curriculum and project based learning.

c. Offers business/technological literacy integrated with a rigorous writing program, and balanced curriculum promoting high levels of academic bilingualism and biliteracy.

d. Has a supportive infrastructure of students, staff, parents and potential community stakeholders necessary to achieve its goals.

e. Has proposed a program that provides a new high-quality innovative school for traditionally underserved, or at-risk populations.

f. Has recognized a need and value to have the independence to set curriculum, goals, and standards for its own students, and be held to the high standards of accountability of a charter school.

2. The MPS Charter School Review Panel, along with the Superintendent's Charter School Review Team, recommends that the concept of Advanced Language and Academic Studies High School petition be approved at this time with the contingency that written clarification must be made in the following areas:

a. A clear written design of the educational plan and the methods the school will use to enable pupils to attain the educational goals.

b. A written process of how ALAS assessments will be coordinated with MPS assessments.

c. More specificity of how administrative services will be provided (i.e. transcripts, IEPs).

d. Clarification of the school's governance structure.

3. The Superintendent and the Superintendent's Charter School Review Team support the concept of the Advanced Language and Academic Studies High School with a charter that would begin with the 2004-2005 school year instead of the petition's request to begin with the 2003-2004 school year. The Administration will work with the ALAS representatives and the South Division High School administration to support further development of the proposed program during the 2003-2004 school year. Collaborative planning will be supported without being disruptive to the South Division High School program and reform initiatives. Delaying the opening until the 2004-2005 school year will allow funding to be allocated during the FY05 budget development process, student assignment to occur during the 2004-2005 Three-Choice School Selection Process, and a suitable MPS facility to be identified without significant disruption to 2003-2004 school budgets, staffing, student assignment, and facility usage.

Strategic Plan Compatibility Statement

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

The recommendation is consistent with Wisconsin Statute 118.40 Charter Schools, and Administrative Policy 9.12 Charter Schools.

Fiscal Impact Statement

Upon approval, budget funds will be allocated according to Administrative Policy 9.12 relative to funding of MPS instrumentality charters schools.

Recommendation

The MPS Charter School review Panel, along with the Superintendent's Charter School Review Team, recommends that:

1. The concept of the Advanced Language and Academic Studies High School petition be approved at this time with the following contingencies completed prior to contract negotiation:
   a. Provide written clarification of the school's educational plan, governance structure and assessment procedures.
   b. Work with the MPS Administration to identify a suitable facility.
2. Upon satisfaction of the contingencies, that the Board authorize the Office of Diversified Community Schools, in consultation with the Board designee and the Office of the City Attorney, to begin negotiations for a five-year contract with representatives from Advanced Language and Academic Studies in anticipation of the establishment of an MPS instrumentality charter school.

Director Dannecker moved to approve the Advanced Language and Academic Studies (ALAS) charter school petition and

1. That the item be brought back at the June full Board meeting for approval of the start date; and

2. That, before the regular June Board meeting, the petitioners meet with the Superintendent or the Superintendent's designee and the South Division principal to discuss the following and report back on these and other issues they deem relevant:

   a. Possible facility options, including sharing of facilities and other resources with South Division High School in light of anticipated downsizing at South Division.

   b. Possible process for allowing South Division students to select course work aligned with the intended ALAS curriculum to facilitate student selection of ALAS.

   c. Define steps that may be taken in the upcoming year to guarantee the petitioners reasonable governance and operational autonomy as they begin to move toward becoming a completely independent program.

   d. Possible enrollment and recruiting processes including continued outreach to traditionally underserved and/or at-risk populations.

   e. Control of their own budget, without unduly disrupting South Division's program and reform initiatives, including control of a reasonable portion of moneys allocated to South Division for students likely to enroll in the ALAS program when that option becomes available.

3. That the Superintendent and petitioners jointly report back to the Board regarding these discussions and the Superintendent make any appropriate recommendation at the regular June Board meeting, before the Board approves the start date.

Director Dannecker moved that the Board resolve itself into a Committee of the Whole for the purpose of giving public hearing to representatives of the Advanced Language and Academic Studies (ALAS) High School and other interested parties.

The motion prevailed, the vote being as follows:

Ayes—Directors Balistreri, Blewett, Dannecker, Horton, Johnson, O'Neil and President Spence—7.

Noes—None.

Temporarily absent—Director Hardin—1.

The Board resolved itself into a Committee of the Whole at 7:33 PM.

The Board rose from the Committee of the Whole at 8:15 PM.

President Spence, who chaired the Committee of the Whole, reported that the Board had given public hearing on the Advanced Language and Academic Studies (ALAS) High School charter petition.

The Board took up Director Dannecker's motion.

The motion failed of adoption on a tie vote:

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

Noes—Directors Balistreri, Blewett, Hardin and O'Neil—4.

Director Horton moved that the Board approve the recommendation of the Charter School Review Panel.

Director Dannecker moved to amend by adding "with the actual setting of the date to be put over until the regular June Board meeting so that further discussion can take place between the Superintendent, the Principal of South Division and the petitioners, as requested by the Superintendent."

The amendment failed of adoption on a tie vote:

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

Noes—Directors Balistreri, Blewett, Hardin and O'Neil—4.

The question being on approval of the recommendation of the Charter School Review Penal, it was approved, the vote being as follows:

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

Noes—None.

4. RECEIVING AN UPDATE ON LITIGATION BROUGHT AGAINST THE BOARD BY THE WISCONSIN COALITION FOR ADVOCACY.

Director Balistreri moved that the Board retire to executive session, pursuant to Wisconsin Statutes, Section 19.85(1)(g), to confer with its legal counsel regarding litigation brought against the Board by the Wisconsin Coalition for Advocacy.

The motion prevailed, the vote being as follows:

Ayes—Diectors Balistreri, Blewett, Dannecker, Horton, Jonson, O'Neil and President Spence—7.

Noes—None.

Temporarily absent—Director Hardin—1.

The Board retired to executive session at 8:46 PM.

Director Blewett left at 8:55 PM.

The Board adjourned from executive session at 9:06 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
JUNE 12, 2003

Special meeting of the Board of School Directors called to order by President Spence at 7:31 PM.

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

Absent—None.

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

June 11, 2003

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Jeff Spence, a special meeting of the Board of School Directors will be held immediately upon adjournment of the meeting of the Special Education Committee scheduled to begin at 6:30 p.m. on Thursday, June 12, 2003, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of considering and taking action on the recommendation of the Board's Finance/Personnel Committee regarding transportation contracts for the 2003-04 school year, as formulated at the Committee's meeting on Tuesday, June 10, 2003.

LYNNE A. SOBCZAK
Board Clerk

Director Dannecker moved to discharge the Committee on Finance/Personnel from further consideration of transportation contracts for the 2003-04 school year.

The motion prevailed, the vote being as follows:

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

Noes—None.

REPORT OF THE FINANCE/PERSONNEL COMMITTEE REGARDING APPROVAL OF TRANSPORTATION CONTRACTS

Administration's Analysis

1. At its June 27, 2002 meeting, the Board approved revisions to Administrative Policy 3.09: Purchasing and Bidding Requirements. The revised policy governing transportation contracts is stated below:

Student transportation contracts are to be formally bid and awarded by the Board every three (3) years, or as determined by the Director of Business Support Services, with approval by the Board. Contracts for individual bus routes or services may be awarded on an emergency basis. All MPS student transportation services must be purchased from transportation vendors that meet the safety and licensing requirements of the Division of Pupil Transportation Services.

2. The Administration is seeking Board approval of six (6) contract categories for FY04. The categories are regular/suburban service (662 buses), special education service (193 buses), orthopedically impaired (70 buses), early childhood special education service (25 buses), homeless/alternative vehicle service (35 buses). and the Milwaukee County Transit System. The Administration issued Request for Quotation (bids) for the regular/suburban service and the special education service. The Administration is seeking sole-source approval for the orthopedically impaired, early childhood special education, and the homeless/alternative vehicle services, and the Milwaukee County Transit Service. All school bus contracts are for one year, with two additional one-year options. The contract for the Milwaukee County Transit System is based on weekly bus pass usage.

3. Request for Quotation (bids) were issued in March 2003 and received on April 4, 2003, for Special Education services, and on April 28, 2003, 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 either the Regular/suburban or special education contracts.

4. For FY04, the average bus route increased 8.3% for Regular/suburban service and 7.9% for special education services. Uncertainty in the labor market resulted in an average 14.1-16.5% increase in the bids' base rates and an average 18.3-19.1% increase in the bids' per-hour costs. The recent hike in fuel prices resulted in the average bids' mileage rates increasing by 11.8%. The full impact of the rate increases was mitigated by significantly reducing deadhead mileage and by increasing the pool of available buses. In addition, eight (8) suburban districts are either contracting their own Chapter 220 Inter-district transportation for FY04 or presently considering that alternative. The Administration has negotiated a 2.5% increase in rates for these districts. A copy of each contractor's bid rates is provided in the attachments. A summary of the award is found as Table I listed below.

5. The Administration is seeking sole-source authorization for four specialty contracts. A brief description and rationale for the sole-source request are provided below.

- Orthopedic-Impaired: The Administration recommends awarding the contract to Laidlaw Education Services. This service requires special lift-equipped buses to service orthopedically impaired students, and Laidlaw currently provides this service. The Administration was successful in negotiating a 3% increase in bus rates. Total cost of this contract is $2,926,945. This cost includes both mid-day and after-school services.
- Early Childhood Special Education: The Administration recommends awarding the contract to Laidlaw Education Services, which currently provides this service. The service requires some special equipment, as the students serviced are in grades K3-K4. The Administration was successful in negotiating a 3% increase in rates. Projected cost of this contract is $1,035,562. The contract may increase, depending on the number of early childhood K3-K4 students. This cost includes mid-day services.
- Homeless/Alternative Vehicle: The Administration recommends awarding the contract to Lakeside Bus Company, the current contractor for this service. Services performed under this contract include the homeless/shelter program, students assigned to alternative vehicle routes, sick-and-stranded service, and various shuttles and miscellaneous bus routes. Thirty-five (35) buses are available from 6:00 am to 6:00 pm at a flat rate of $265. Lakeside has the capacity to adjust bus schedules on a daily basis to accommodate homeless students and students who require temporary transportation. In addition, the Administration will utilize these buses to service isolated students in special programs. A requirement of this contract is to provide 24-hour service. Cost for this service is $1,623,125.

- Milwaukee County Transit Service: The Administration recommends purchasing up to $4,643,766 in bus passes for the 2003-2004 school year. The costs of weekly bus passes are: $10.00 (student pass), $10.50 (special activity pass), and $12.00 (24/7 pass).

These contracts are included in the table below.

Bus Contractor	Regular & Suburban	Special Education	Orthopedic	Early Childhood	Homeless & Alternative	Total
Altas Transit	$1,780,281					$1,780,281
Bee Bus	$841,614	$1,637,710				$2,479,324
Bestway Services	$2,472,671					$2,472,671
Dairlyand Bus	$1,878,337	$510,885				$2,389,222
Durham Bus	$ 1,302,745					$1,302,745
Johnson Bus	$538,822					$538,822
Joy Farm Bus	$ 1,542,511	$269,962				$1,812,473
Laidlaw Bus	$323,988	$1,418,955	$2,926,945	$1,035,562		$5,705,450
Lakeside Bus	$8,117,396	$1,973,687			$1,623,125	$11,714,208
Lamers Bus	$6,941,261					$6,941,261
Milwaukee Bus	$1,281,503	$123,942				$1,405,445
Milwaukee Transit*	$4,643,766					$4,643,766
Riteway	$1,176,542					$1,176,542
Specialized Care	$348,315	$934,714				$1,283,029
Totals	$33,189,752	$6,869,855	$2,926,945	$1,035,562	$1,623,125	$45,645,239

*Estimate is based on FY03 expenditures

6. Currently, no bus company is certified as MBE or WBE. 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 $1,435,052.

	EMPLOYEE INFORMATION			HUB PARTICIPATION				
HUB CERTIFIED	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
No	N/A	NA	NA	3.5%	3.5%	$1,435,052	Transportation	Service

7. The Administration will include in the *2003-2004 MPS Specifications and Operating Procedures* a requirement that all bus drivers servicing students with special education needs complete the MPS or MPS-approved program for transporting students with special needs. There will be no additional cost to the District for this requirement.

Strategic Plan Compatibility Statement

8. Pupil transportation supports the MPS Strategic Plan, Goal 1, Student Achievement; Goal 2, Student access to further education and employment; and Goal 3, Family satisfaction as measured by their choices in the education marketplace.

Statute, Board Policy or Rule Statement

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

Fiscal Impact Statement

10. Total cost for these contracts is $45,645,239. For the FY04 budget, the Administration has projected a 5% increase in bus rates. While the increase in rates of 8.3% for regular/suburban service and 7.9% for special education service is greater than the 5% increase assumed in the FY04 budget, the

Administration has taken steps to mitigate the increase. Depending on student enrollment through the Spring and Summer, the Administration will adjust the FY04 bus routes. The Administration recommends that any projected surplus in FY03 transportation accounts be carried over to FY04 to cover any deficit in transportation accounts.

Implementation and Assessment Plan

11. Bus contracts are for one year, with two additional one-year options. Quality of service, costs, and the needs of the District will determine if the options will be exercised.

Recommendation

Your Committee recommends that the Board approve the contracts found in the table below:

Bus Contractor	Regular & Suburban	Special Education	Orthopedic	Early Childhood	Homeless & Alternative	Total
Altas Transit	$1,780,281					$1,780,281
Bee Bus	$841,614	$1,637,710				$2,479,324
Bestway Services	$2,472,671					$2,472,671
Dairlyand Bus	$1,878,337	$510,885				$2,389,222
Durham Bus	$ 1,302,745					$1,302,745
Johnson Bus	$538,822					$538,822
Joy Farm Bus	$ 1,542,511	$269,962				$1,812,473
Laidlaw Bus	$323,988	$1,418,955	$2,926,945	$1,035,562		$5,705,450
Lakeside Bus	$8,117,396	$1,973,687			$1,623,125	$11,714,208
Lamers Bus	$6,941,261					$6,941,261
Milwaukee Bus	$1,281,503	$123,942				$1,405,445
Milwaukee Transit	$4,643,766					$4,643,766
Riteway	$1,176,542					$1,176,542
Specialized Care	$348,315	$934,714				$1,283,029
Totals	$33,189,752	$6,869,855	$2,926,945	$1,035,562	$1,623,125	$45,645,239

* * * * *

Director Dannecker moved to adopt the Committee's recommendation.

At 8:45 PM, Director Johnson moved to recess for ten minutes.

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

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

Noes—Directors Balistreri, Blewett, Hardin, Morales and O'Neil—5.

After further discussion, the Board recessed from 9:27 to 9:38 PM.

Director Johnson moved to substitute the following:

1. That the Board defer action on the bids for regular/suburban and special education services;
2. That the Board direct the Administration to negotiate a one-year contract extension with the current bus companies in accordance with Administrative Policy 3.09, and with the following terms and conditions:
   i. Base, time, and mileage rates would be increased at a maximum of a 7% rate;
   ii. The number of buses awarded shall be equivalent to the FY03 market share in each category;
   iii. Bus companies that decline to enter into a one-year contract may have their market share distributed in accordance with the District's emergency purchase/contract procedures found in Administrative Policy 3.09;
3. That, if the Administration is successful in negotiating one-year contract extensions and, if necessary, emergency contracts as specified in Item 2.iii above, and if the Board approves the terms and conditions of such contracts, the Board shall at its June 26, 2003 meeting:
   i. Reject the bids, and
   ii. Approve one-year contract extensions and all contracts awarded in accordance with the District's emergency purchase/contract procedures found in Administrative Policy 3.09;
4. That, if the Administration is unsuccessful in negotiating one-year contract extensions, and, if necessary, emergency contracts as specified in Item 2.iii above, or if the Board does not approve the terms and conditions of such contracts, the Board shall, at its June 26, 2003, meeting:
   i. Consider approval of the contracts.
5. That the Board approve the sole-source contracts for orthopedically impaired, early childhood special education, homeless/alternative, and the Milwaukee County Transit System as recommended by the Administration.

Director Morales moved to amend 2. by adding "iv. No company that refused to participate in/or participated in the contract negotiation process unsuccessfully may be awarded transportation contracts in any emergency procedure for the 2003-2004 school year."

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

Ayes—Directors Blewett, Hardin, Morales and O'Neil—4.

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

The question being on adoption of the substitute, it was adopted, the vote being as follows:

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

Noes—Directors Blewett, Hardin, Morales and O'Neil—4.

Director Blewett requested permission to change his vote.

There being no objection, the request was granted, the result then being:

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

Noes—Directors Hardin, Morales and O'Neil—3.

Director Blewett moved to reconsider.

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

Ayes— Directors Blewett, Hardin, Morales and O'Neil—4.

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

The Board adjourned at 10:40 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
JUNE 26, 2003

Regular meeting of the Board of School Directors called to order by President Spence at 6:55 PM.

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

Absent—None.

AWARDS AND COMMENDATIONS

Excellence in Education Award

Each month, the Milwaukee Board of School Directors recognizes an outstanding school, student, staff member, or parent or community member for a display of excellence, achievement, and innovation that may serve as an example to our school district and the entire Milwaukee community. This month, the Milwaukee Board of School Directors is pleased to present the Excellence in Education Award to two deserving recipients. The first award goes to:

Thomas R. Bernhardt,
Teacher,
Washington High School

Thomas R. Bernhardt has dedicated 32 years to Milwaukee Public Schools in his chosen profession of education. Twenty-two of those years were spent serving the school community at Washington High School, where he is currently serving in the role of *Community Liaison.* Mr. Bernhardt has excelled in many areas, including strong leadership abilities, a belief in every student's ability to attain success, superb communication skills, and an excellent work ethic.

Mr. Bernhardt has derived much reward from his role as an educator in Milwaukee Public Schools. He is an eternal optimist with a knack for identifying and eliciting the best qualities in both students and colleagues alike. To those inquiring what he taught, he often replied "I teach kids how to work together." This quote reflects the essence of his success in reaching all students.

During his extensive and varied career in Milwaukee Public Schools, which he began as a science teacher, Mr. Bernhardt has reaped many rewards from his work with high-school students from all walks of life. He summarizes one major reward of his career as being able to work with a lot of good kids and having them come back and talk with him and stay in touch. The thick file on his desk filled with letters from former students is a testament to the positive impact he has had on the lives of the students with whom he has worked.

One of Mr. Bernhardt's greatest accomplishments has been the successful development of student government at Washington High School. When he started working with this initiative in 1983, his goal was to ultimately have it become self-running, with the students leading the entire process. Twenty years later, this goal has been accomplished, and Washington High School has one of the strongest and most active student government models in the city. Mr. Bernhardt worked diligently to ensure that student government at Washington High School truly put the emphasis on becoming "student government" and not "Bernhardt government."

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

Teachers awarded the Board's Excellence in Education award also receive a $250 monetary award. Funding for the award is provided by the Milwaukee Public Schools Foundation, Inc., through a contribution made by School Board President Jeff Spence.

* * * * *

The second recipient of the Excellence in Education award is:

Virginia Grant Stamper
Student Services Coordinator
(Posthumous Award)

The staff and students of Milwaukee Public Schools continue to be the beneficiaries of Virginia Grant Stamper's contributions to the field of education. Ms. Stamper served MPS in several capacities, including speech pathologist (1969-1970), Student Services Chapter 220 Program Administrator (1997-2000), and most recently Student Services Coordinator. In addition to her professional contributions to MPS, Ms. Stamper served as principal of Urban Day School for two years and served for decades as a college professor at several institutions of higher learning, including UW-Milwaukee, Marian College, and Marquette University.

Virginia Grant Stamper established herself as a scholar and lifelong learner early in her life. Her esteemed colleagues described her as a master educator who never ceased her quest for new knowledge to enhance her ability to teach her students. As a student at West Division High School, she consistently earned top academic honors, including a full scholarship to the University of Wisconsin. She earned her bachelor's degree in exceptional education, and a master's degree and doctorate in linguistics from the State University of New York at Buffalo. Ms. Stamper was multi-lingual, having learned French, German, Japanese, Spanish and Swahili.

Virginia Grant Stamper was an educator in every sense of the word. At every level she taught, she maintained high standards and provided her students with the necessary rigor to prepare them for future academic and professional challenges. She consistently showed compassion and genuine concern for her students and was instrumental in developing within them high levels of confidence, pride, and self-esteem. Ms. Stamper believed that education represents the vision of our future and worked hard to ensure that all individuals were educated.

A consistent theme in Ms. Grant Stamper's personal and professional life was her belief in the power of education and her deep feelings regarding the power of culturally specific education. She had strong convictions on the importance of African-American students' learning about different facets of their history and culture through their educational experiences. This dedication was evident in her role as professor within the Department of Africology at UW-Milwaukee and the courses she taught at Marian College in the area of multi-cultural education.

* * * *

Resolutions in Recognition of Dr. Karen Jackson

Resolution in Honor of
Dr. Karen Jackson

WHEREAS, During her years as Director of Human Resources in the Milwaukee Public Schools, Dr. Karen Jackson always exhibited the utmost in leadership and dedication on behalf of the students and staff of the Milwaukee Public Schools; and,

WHEREAS, Dr. Karen Jackson has understood the importance of placing exemplary teachers in each and every classroom throughout the Milwaukee Public Schools; and,

WHEREAS, Dr. Karen Jackson has earned the respect of the District and the community at large, and has brought pride to herself and her family through her work in the Milwaukee Public Schools; and

WHEREAS, Dr. Karen Jackson continues to serve as an important role model to staff and administrators in the Milwaukee Public Schools; now, therefore, be it

RESOLVED, That the Board of School Directors extend its sincere appreciation to Dr. Karen Jackson for her years of dedicated service to the Milwaukee Public Schools; and be it

FURTHER RESOLVED, That this resolution be spread upon the permanent minutes 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 Dr. Karen Jackson in tribute to her record of dedicated public service to the citizens of Milwaukee and the employees of the Milwaukee Public Schools.

The resolution was adopted by consensus.

* * * *

Special Recognition

At the Partners for Profit Trade Fair that took place in Green Bay, Wisconsin, on May 6, 2003, the Wisconsin Supplier Development Council presented Milwaukee Public Schools with its prestigious Corporation of The Year Award. MPS received this honor in recognition of the District's excellence in providing opportunities for minority-owned businesses.

A second presentation was made at this event to Ms. Renee Taylor, HUB Program Coordinator, who received the first-ever Glen Mayer United Parcel Service Business Manager of the Year Award. The inscription on the award summarizes the contribution which Ms. Taylor has made in this area on behalf of Milwaukee Public Schools and the City of Milwaukee: *Your Tireless Effort, Spirit and Dedication Blazed a Trail for all to Follow.*

* * * * *

Other Awards and Commendations

STUDENTS

The Hispanic Chamber of Commerce announced the following 2003 Scholarship Recipients at an awards ceremony held on June 11, 2003, at the United Community Center.

Eva Cortez, South Division High School
Kevin Rodriguez, South Division High School

Each student received a $10,000 award.

The following five seniors were awarded $1,000 scholarships from the Harold S. Vincent Scholarship Fund that was established in 1966 in recognition of Mr. Vincent's contributions to education and teachers during his service as superintendent of the Milwaukee Public Schools. Priority is given to those applicants who are interested in a teaching career:

Julianan Coker, Marshall High School
Christopher Harper, Bradley Tech
Sable Nelson, Rufus King High School
Marvin Newton, North Division High School
Amanda Palkowski, Rufus King High School

Daniel Bingham-Pankratz, a junior at Rufus king International Baccalaureate High School, achieved a perfect score of 1600 on the May 2003 administration of the SAT Assessment. He has a 4.0 cumulative grade-point average. He is a catcher and outfielder on the King baseball team and plays trumpet in the school's jazz band and orchestra.

The following 15 girls, representing eight MPS schools, participated in the Miss Juneteenth Day Pageant on June 14, which was held at the Dr. Martin Luther King Community Center. This year's theme was Freedom, Unity and Respect. Contestants were judged in five categories: poise and personality, creativity and performing talent, Afrocentric attire evening wear, reading of their essays on the meaning of Juneteenth Day, and responses to interview questions.

Brittany Clark, Marshall High School
Priscilla Eubanks, Hamilton High School
Anitra Ford, North Division High School
Brickney Frierson, King High School
Indea Holland, Vincent High School
Shanee McCoy, King High School
Olena McDowell, King High School
Brittany McNealey, King High School
Sherville Parker, Hamilton High School
Stephanie Powe, Riverside High School
Kawyanda Prather, King High School
Christina Redd, King High School
Brianna Smiley-Smith, King High School
Shirley Thomas, Bay View High School

SCHOOLS

Washington High School was named the recipient of the Metropolitan Milwaukee Association of Commerce's (MMAC) Scholar Academic Excellence Award. It is the third time Washington has received the award, which is presented to the target high school whose students have done well academically in their first year of college. On average, Washington graduates achieved the highest grade-point average of all the target high school scholars during the 2001-2002 school year.

The Department of Public Instruction has awarded the sixth round of grant awards for the Comprehensive School Reform Program. This competitive federal grant program was established in 1998-99 to provide financial incentives for schools to implement whole-school reform programs that are based on reliable research and effective practices. The state received 50 applications. Milwaukee Public Schools submitted 29 applications. The state awarded 12 grants, and MPS received five awards as follows:

Milwaukee Village School.....$100,000
Mitchell Integrated Arts Schools $125,000
Muir Middle School.....$100,000
Philipp Elementary School $100,000
Wisconsin Avenue School $125,000

Each school will be eligible to receive the above amount for three years, or a total of $1,725,000.

STAFF/DEPARTMENTS

This year, the following four MPS schools were selected to receive a Crystal Apple Award from Time Warner Cable. These awards recognize outstanding efforts by teachers to enrich the classroom learning experience using some of the resources provided to us by Time Warner Cable.

Lisa Sherman-Colt, Milwaukee High School of the Arts
Carrie Davis and Denice Neibuhr, Tippecanoe
Jacqueline Pollman and Mary Widen, Cooper Elementary School
Carol Sirko, Rose Haas, and Claire Schrauth, Cooper Elementary School

* * * * *

APPROVAL OF MINUTES

The minutes of the regular and special Board meetings of April 29 and May 2, 6, 13, 20, 22 and 29, 2003, were approved as corrected.

* * * * *

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

RESOLUTION AUTHORIZING THE SALE OF REVENUE ANTICIPATION NOTES

WHEREAS, The Milwaukee Public Schools is a department of the City of Milwaukee (the "City") authorized by secs. 65.05 and 119.46, Stats., to determine its expenditures and the taxes to be levied therefor; and

WHEREAS, The Milwaukee Public Schools operates on a fiscal year commencing July 1, 2003 through June 30, 2004 (the "Fiscal Year"); and

WHEREAS, Section 119.46, Stats., establishes a School Operations Fund and authorizes the Milwaukee Public Schools to report the amount of money therefor required for the ensuing school year and the amount of property tax to be levied therefor; and

WHEREAS, The anticipated state general school aid revenue payments for the School Operations Fund for the Fiscal Year amount to $606,495,816 and these anticipated state general school aid revenue payments under sec. 121.15, Stats., represent 66% of the anticipated revenues for the School Operations Fund for the Fiscal Year; and

WHEREAS, The Milwaukee Public Schools is anticipating the receipt of state general school aid revenues from the State of Wisconsin in September, December, March, and June of the Fiscal Year, and specifically in the amount of $200,143,619 in June, 2004; and

WHEREAS, Operating expenses are incurred on a uniform basis throughout the school year; and

WHEREAS, The Milwaukee Public Schools has determined that it will be necessary to finance the operating budget of the Milwaukee Public Schools on an interim basis between now and the receipt of state general school aid revenue payments during the Fiscal Year; and

WHEREAS, Under sec. 65.06 (4), Stats., the Board of School Directors may change any appropriation specified in the budget for one purpose which is found unnecessary for that purpose to another purpose to which the Board shall find necessary to expend a greater sum than specified in the budget for that purpose; and

WHEREAS, For purposes of facilitating the sale of the aforesaid notes, the Board recognizes and agrees that it cannot transfer funds in the School Extension Fund authorized by sec. 119.47, Stats., or the School Construction Fund authorized by sec. 119.48, Stats., which have been certified by the City Comptroller as encumbered by reason of there being in existence a contract in full force and effect; now, therefore, be it

RESOLVED, By the Board of School Directors of the City of Milwaukee that it hereby requests the City to issue short-term promissory notes pursuant to the provisions of sec. 67.12(1), in an amount not to exceed $150,000,000, which is less than 60% of anticipated receipts for the Fiscal Year, for the

purpose of financing the operating budget of the Milwaukee Public Schools on an interim basis pending receipt of state general school aid revenue payments during the Fiscal Year; and be it

FURTHER RESOLVED, That the City and its proper City officers be and hereby are authorized to irrevocably pledge and assign all revenue of the School Operations Fund due and not yet paid as of the date of delivery of and payment for the notes and which are not otherwise applied as security for repayment of such obligations; 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 state general school aid revenue payments under sec. 121.15, Stats., received in June, 2004 in the amount of the principal obligation of the short-term promissory notes for the purpose of securing payment of the principal obligation upon maturity; and be it

FURTHER RESOLVED, That for purposes of sec. 65.05 (4), Stats., the Board hereby recognizes and agrees that it cannot transfer during the Fiscal Year as unnecessary funds in the School Extension Fund authorized under sec. 119.47, Stats., or the School Construction Fund authorized under sec. 119.48, Stats., which have been certified by the City Comptroller as encumbered by reason of there being in existence a contract in full force and effect.

Director Johnson moved to adopt the resolution.

The resolution was adopted, the vote being as follows:

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

Noes—None.

* * * * *

COMMUNICATIONS FROM THE SUPERINTENDENT

(Item A) Approval of a Negotiated Labor Agreement with the 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, 2001, through June 30, 2003)

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 the summary 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, 2001, THROUGH JUNE 30, 2003

1. Two (2)-year contract (July 1, 2001, through June 30, 2003)
2. Salaries: 7/01/01 ..... 2.0%
   7/01/02 ..... 1.15%
   1/01/03 ..... 1.45%
3. Closed ASC supplemental retirement plan to new participants, effective July 1, 2003
4. Codified employee contribution to ERS in accordance with global settlement
5. Made additional days available for elementary, K-8, and middle-school principals for activities related to educational and budgetary plans. Superintendent also entitled to five days if needed. Days funded from local school budgets.
6. Increase in tuition reimbursement

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

Director Johnson moved to approve and adopt the contract.

The motion prevailed, the vote being as follows:

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

Noes—None.

* * * * *

(Item B) Approval of Prevailing Wage Rates

Office of the
Superintendent of Schools

TO THE BOARD OF SCHOOL DIRECTORS:

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, which was incorporated in Section 2.32 of the Board's Rules, was 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 are attached. It is the recommendation of the Superintendent that the Board authorize increases for MPS construction craftsmen as of the date(s) indicated on the attachments provided along with this communication.

Sincerely,

William G. Andrekopoulos
Superintendent of Schools

Director Johnson moved to approve the wage increases.

The motion was adopted, the vote being as follows:

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

Noes—None.

* * * * *

(Item C) Communication from the Superintendent Regarding Follow-up to Resolution 0203R-039 by Director Hardin Regarding Uniforms for Staff Assigned to Playground Duty

Background

At its meeting on December 19, 2002, the Board referred the following resolution 0203R-039 by Director Hardin to the Finance and Personnel Committee:

WHEREAS, Milwaukee Public Schools recognized that educating students means more than providing instruction; and

WHEREAS, The district acknowledges 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, 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 School 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 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 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. The individual schools will purchase belts, jackets, or vests for playground supervisors to use on recess duty. The Administration is to study the effectiveness of this program after a year and review the feasibility of implementing this program district-wide.

2. The Administration was to complete the recommended action of seeking seven to ten schools to participate in the pilot program and report back to the Board by June 2003. This Administration decided to bring this follow-up directly to the full Board, instead of going through Committee, in order to allow the schools that were considering participation in the pilot the maximum time to decide.

3. The following schools have expressed interest in, and have made a commitment to, participating in this pilot program:

- Forest Home
- Gaenslen
- Garfield
- Greenfield
- Holmes
- Kagel Elementary School
- Lincoln Avenue
- Lloyd
- Sixth-Eighth Street
- 21st Street School
- Vieau
- Wheatley

4. Those schools participating in the pilot will be responsible for the purchase of supervisory playground attire:

- Belt 8 @ $3.00 = $24.00
- Jacket 8 @ $20.00 = $160.00
- Vest 7 @ $10.00 = $80.00

5. As directed by the Board, the Administration will study the effectiveness of this program after one year and review the feasibility of implementing it district-wide and will report back to the Board with this information in summer of 2004.

Director Blewett moved to receive the report.

The motion prevailed, the vote being as follows:

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

Noes—None.

* * * * *

(Item D) Follow-up to a Budget Amendment Request from Director Hardin Regarding Strategies to Prevent or to Mitigate Reductions in the MPS Work Force

Office of the
Superintendent of Schools

TO THE BOARD OF SCHOOL DIRECTORS:

During the recent budget process, the Board adopted an amendment by Director Harding directing the Administration to form a work group to identify prevention/reduction strategies relative to lay-offs of non-probationary educational assistants. In addition, strategies regarding MPS carpenters and painters slated for layoff were discussed. The summary document below highlights the strategies identified by the work group.

Sincerely,

William G. Andrekopoulos
Superintendent of Schools

Reduction in Force Prevention/Reduction Strategies for Non-Probationary Educational Assistants

The Milwaukee Public Schools fully appreciates the impact that reductions in force have upon district employees and their families. Some efforts to reduce or eliminate layoffs can be directed toward all employees in a given job classification. As an example, capping educational assistant positions at 30 hours per week could have saved the District over 1.4 million dollars in FY04. Many times, however, these types of strategies are not sufficiently sensitive to the operational needs of individual schools. Other strategies to lessen the impact of reductions in force can be directed toward those employees directly affected by budget reductions.

Examples of such strategies could include, but are not limited to, the following:

- Require that all FY04 educational assistant vacancies be filled during the annual reassignment process and not held to be filled at a later date. This would reduce the number of layoffs.
- Work with the MTEA to lessen the impact of reductions in force through such strategies as soliciting volunteers for layoff, extending leaves of absence beyond contractual limits, and approving leave of absence requests that are outside of contractual limitations.
- Seek agreement with the MTEA to grant up to $2,000 in tuition reimbursement to educational assistants who request unpaid leaves of absence (one semester) to pursue course work in the field of education. This would also assist in resolving issues about educational assistants' qualifications as a result of "No Child Left Behind" legislation.
- Request the City of Milwaukee, Department of Employee Relations, to conduct additional civil service examinations no later than July 2003 to allow educational assistants to become eligible for other positions such as school secretary. Educational assistants would be informed of these examinations through direct mailings.

On June 4, 2003 the Office of Classified Staffing became aware of the fact that the Housing Authority of the City of Milwaukee needed to fill carpenter and painter vacancies. Contact was established with the Housing Authority, and the names and addresses of all of the MPS carpenters and painters slated for layoff were forwarded. The Housing Authority mailed information and applications to these MPS employees.

No single strategy or combination of strategies can eliminate the negative impact of budget reductions on employees or district operations. At best, these impacts can be reduced.

* * * * *

(Item E) Communication from the Superintendent Regarding Negotiation of, a Report on, and Possible Action on Transportation Contracts

1. At its June 27, 2002 meeting, the Board approved revisions to Administrative Policy 3.09, Purchasing and Bidding Requirements. The revised policy governing transportation contracts is stated below:

> Student transportation contracts are to be formally bid and awarded by the Board every three (3) years, or as determined by the Director of Business Support Services, with approval by the Board. Contracts for individual bus routes or services may be awarded on an emergency basis. All MPS student transportation services must be purchased from transportation vendors that meet the safety and licensing requirements of the Division of Transportation Services.

2. The Administration issued a Request for Quotations (bids) for transportation services in March 2003. Contractors were required to submit three price components for each bus: base amount, cost per hour, and cost per mile. All contractors were required to submit the number of buses available and their sizes. No contractor was to be awarded more than 35% of the total number of buses available for either the regular/suburban or special education contracts.

3. Responses were received on April 4, 2003, for special education services, and on April 28, 2003, for regular/suburban services. In June 2003, the Administration sought Board approval of six (6) contract categories for FY04:

- regular/suburban service (662 buses);
- special education service (193 buses);
- orthopedically impaired (70 buses);
- early childhood special education service (25 buses);
- homeless/alternative vehicle service (35 buses), and
- the Milwaukee County Transit System.

4. The Administration sought approval for the orthopedically impaired, early childhood special education, and the homeless/ alternative vehicle services and the Milwaukee County Transit Service agreements on a sole-source bases. Awards were recommended 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 school bus contracts were to be for one year, with two additional one-year options. The contract with the Milwaukee County Transit System ~~is~~ was based on weekly bus pass usage.

5. The contract recommendations were as outlined in the table below.

Bus Contractor	Regular & Suburban	Special Education	Orthopedic	Early Childhood	Homeless & Alternative	Total
Atlas Transit	$1,780,281					$1,780,281
Bee Bus	$841,614	$1,637,710				$2,479,324
Bestway Services	$2,472,671					$2,472,671
Dairlyand Bus	$1,878,337	$510,885				$2,389,222
Durham Bus	$ 1,302,745					$1,302,745
Johnson Bus	$538,822					$538,822
Joy Farm Bus	$ 1,542,511	$269,962				$1,812,473
Laidlaw Bus	$323,988	$1,418,955				$1,742,943
Lakeside Bus	$8,117,396	$1,973,687				$10,091,083
Lamers Bus	$6,941,261					$6,941,261
Milwaukee Bus	$1,281,503	$123,942				$1,405,445
Milwaukee Transit*						
Riteway	$1,176,542					$1,176,542
Specialized Care	$348,315	$934,714				$1,283,029
Totals	$28,545,986	$6,869,855				$35,415,841

4. At its meeting on June 12, 2003, the Board passed a motion directing that:

(1) The Board defer action on the bids for regular/suburban and special education services;

(2) The Board direct the Administration to negotiate one-year contract extensions with the current bus companies, in accordance with Administrative Policy 3.09 and with the following terms and conditions:

i. Base, time, and mileage rates should be increased at a maximum of a 7% rate;

ii. The number of buses awarded would be equivalent to the FY03 market share in each category;

iii. Bus companies that declined to enter into one-year contracts might have their market shares distributed in accordance with the District's emergency purchase/contract procedures found in Policy 3.09;

(3) If the Administration was successful in negotiating one-year contract extensions and, if necessary, emergency contracts as specified in Item (2)iii above, and if the Board approved the terms and conditions of such contracts, the Board at its June 26, 2003, meeting:

i. Reject the bids, and

ii. Approve the one-year contract extensions and all contracts awarded in accordance with the District's emergency purchase/contract procedures found in Policy 3.09;

(4) If the Administration was unsuccessful in negotiating one-year contract extensions and, if necessary, emergency contracts as specified in Item (2)iii above, or if the Board did not approve the terms and conditions of such contracts, the Board at its meeting on June 26, 2003, consider approval of the contracts;

(5) The Board approve the sole-source contracts for orthopedically impaired, early childhood special education, homeless/alternative, and the Milwaukee County Transit System as recommended by the Administration.

Administration's Analysis

5. The Administration has initiated negotiations to extend transportation contracts under the terms outlined in the motion. The results of the negotiations are listed below.

Bus Contract Extensions (2003-2004)

Bus Contractor	Regular & Suburban	Special Education	Orthopedic	Early Childhood	Homeless & Alternative	Total
Altas Transit	$1,707,788					$1,707,788
Bee Bus	$804,181	$1,625,144				$2,429,325
Bestway Services	$2,439,605					$2,439,605
Dairyland Bus	$1,310,132	$491,057				$1,801,189
Durham Bus	$ 0					$0
Johnson Bus	$485,073					$485,073
Joy Farm Bus	$ 1,562,344	$238,315				$1,800,659
Laidlaw Bus	$4,827,922	$1,431,507				$6,259,429
Lakeside Bus	$8,088,325	$1,936,579				$10,024,904
Lamers Bus	$5,942,769					$5,942,769
Milwaukee Bus	$1,250,116	$125,879				$1,375,995
Milwaukee Transit						
Riteway	$0					$0
Specialized Care	$344,256	$943,498				$1,287,754
Totals	$28,762,511	$6,791,979				$35,554,490

6. A comparison of the results of the Requests for Quotation (bids) that were issued in March 2003 and received on April 4, 2003, for Special Education services, and on April 28, 2003, for regular/suburban services is provided below.

Bus Contract Bid Results (2003-2004)

Bus Contractor	Regular & Suburban	Special Education	Orthopedic	Early Childhood	Homeless & Alternative	Total
Altas Transit	$1,780,281					$1,780,281
Bee Bus	$841,614	$1,637,710				$2,479,324
Bestway Services	$2,472,671					$2,472,671
Dairlyand Bus	$1,878,337	$510,885				$2,389,222
Durham Bus	$ 1,302,745					$1,302,745
Johnson Bus	$538,822					$538,822
Joy Farm Bus	$ 1,542,511	$269,962				$1,812,473
Laidlaw Bus	$323,988	$1,418,955				$1,742,943
Lakeside Bus	$8,117,396	$1,973,687				$10,091,083
Lamers Bus	$6,941,261					$6,941,261
Milwaukee Bus	$1,281,503	$123,942				$1,405,445
Milwaukee Transit*						
Riteway	$1,176,542					$1,176,542
Specialized Care	$348,315	$934,714				$1,283,029
Totals	$28,545,986	$6,869,855				$35,415,841

* Extending the bus contracts for one additional year increases transportation costs by $138,649 above the bid amount for the same time period.

7. The emergency procurement provision in Administrative Policy 3.09 reads as follows.

a. Emergency Purchase/Contract. An emergency purchase/contract is a purchase/contract made because of a condition that threatens the safety of the public health, structure, or adjoining property; creates a hazardous condition for the occupants; or results in a violation of law or labor contract.

i. Emergency purchases/contracts over the identified dollar limits that would normally require Board approval must be presented to the Board as an informational item in a timely manner.

ii. Inadequate or poor planning by schools or departments shall not be considered an emergency for the purposes of this policy.

8 Invoking the emergency procurement clause because bids were rejected is a unique and untested application of the provision and could subject the District to litigation.

9. Approving the contract extensions, rather than approving bids as recommended by the Administration, will have negative impacts on employees and managers of bus companies that participated in the bidding process in good faith. The impacts on individual bus companies are as outlined in the table below:

Bus Contractor	Recommended Bid Award	Recommended Negotiated Award	Difference
Atlas Transit	$1,780,281	$1,707,788	($72,493)
Bee Bus	$2,479,324	$2,429,325	($49,999)
Bestway Services	$2,472,671	$2,439,605	($33,066)
Dairyland Bus	$2,389,222	$1,801,189	($588,033)
Durham Bus	$1,302,745	$	($1,302,745)
Johnson Bus	$538,822	$485,073	($53,749)
Joy Farm Bus	$1,812,473	$1,800,659	($11,814)
Laidlaw Bus	$1,742,943	$6,259,429	$4,516,486
Lakeside Bus	$10,091,083	$10,024,904	($66,179)
Lamers Bus	$6,941,261	$5,942,769	($998,492)
Milwaukee Bus	$1,405,445	$1,375,995	($29,450)

Bus Contractor	Recommended Bid Award	Recommended Negotiated Award	Difference
Milwaukee Transit			0
Riteway	$1,176542	0 *	($1,176,542)
Specialized Care	$1,283,029	1,287,754	$4,725
Totals	$35,415,841	$35,554,490	$138,649

*Declined to negotiate

10. Awarding the contracts as negotiated also will have a negative impact on the District, forcing it to spend $138,649 more on transportation costs than it would spend if the contracts are awarded as bid. The additional spending would require the Administration to reduce expenditures in other budgetary areas in an already extremely difficult fiscal year.

11. The Board has the option of awarding the bids as recommended by the Administration or rejecting the bids and awarding contracts as negotiated by the Administration at the Board's direction.

Strategic Plan Compatibility Statement

12. 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

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

Fiscal Impact Statement

14. Total cost to extend these contracts is $35,554,490. The cost of awarding the recommended bids is $35,415,841, for a difference of $138,649. The reason for the increase is the result of reassigning buses from lower-cost vendors to Laidlaw. The Administration recommends that any projected surplus in FY03 transportation accounts be carried over to FY04 to cover any deficit in transportation accounts.

Recommendation

The Administration recommends the Board reject the contracts as negotiated and award the contracts as bid.

Director Morales moved that the Board award the contracts as negotiated for a one year extension.

Director Johnson moved to substitute the administration's recommendation to reject the contracts as negotiated and award the contracts as bid.

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

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

Noes—Directors Balistreri, Blewett, Hardin, Morales and O'Neil—5.

The question being on the motion to award the contracts as negotiated for a one year extension, Director Blewett moved to amend as follows: "That the Board reject the bids and approve the one year contract extensions and all contracts awarded in accordance with the District's emergency purchase/contract procedures found in Administrative Policy 3.09."

The amendment was adopted by consensus.

The motion as amended was adopted on the following vote:

Ayes—Directors Balistreri, Blewett, Hardin, Morales and O'Neil—5.

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

The Board recessed from 9:05 to 9:25 PM.

* * * * *

REPORTS OF STANDING COMMITTEES

Separate consideration was requested of the following items:

Innovation/School Reform Committee, Item 1, a report and presentation on the development and implementation of the learning targets; and

Finance/Personnel Committee, Item 9, revision of Administrative Policy 7.19, Student Organizations.

On the motion of Director Johnson, the balance of the repots was adopted, the vote being as follows:

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

Noes—None.

COMMITTEE ON FINANCE/PERSONNEL

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

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Finance/Personnel presents the following report:

(Item 1) Action on Monthly Finance and Facilities Matters: Award of Contracts; Authorization to Make Purchases; 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

Below are contract recommendations for June 2003. Adequate funding is available in the accounts as noted below.

Access Control, Audio/Video Surveillance System Installation

Pulaski High School

Prime Contractor
Faith Technologies, Inc.
3720 North 124th Street
Wauwatosa, WI 53222

Low Bidder, Base Bid of $95,193, plus $8,323 for Mandatory Alternate Bid 1,
to provide three (3) additional cameras, for a total contract of.....$103,516.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	0%	0%	675	19	57	Corporation	1

Funds have been committed for this project from Facilities and Maintenance FY03 account codes OGA00SSTDWEAEQ and SCS00MP3DWECTS (W.O. 2-577524).

Madison University High School

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

Low Bidder, Base Bid of.....$80,663.64

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	0%	0%	17	0	3	Corporation	1

Funds have been committed for this project from Facilities and Maintenance FY03 account code SCS00MP3DWECTS (W.O. 2-577535).

Washington High School

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

Low Bidder, Base Bid of.....$123,034.67

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	0%	0%	17	0	3	Corporation	1

Funds have been committed for this project from Facilities and Maintenance FY03 account code SCS00MP3DWECTS (W.O. 2-577538).

South Division High School

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

Low Bidder, Base Bid of $113,500, plus $3,148 for Mandatory Alternate Bid 1, to provide new cameras and speakers at Stair #4 and #8; plus $7,123 for Mandatory Alternate Bid 2, to provide two new PTZ cameras in Cafeteria; plus $16,022 for Mandatory Alternate Bid 3, to replace five exterior PTZ cameras with color; plus $6,023 for Mandatory Alternate Bid 4, to provide a 21" monitor, keyboard, and intercom at Room 260; plus $3,652 for Mandatory Alternate Bid 5, to replace one exterior PTZ camera with color camera, for a total contract of.....$149,468.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	0%	0%	17	0	3	Corporation	1

Funds have been committed for this project from Facilities and Maintenance FY03 account codes SCS00MP3DWECTS (W.O. 2-577546) and GEN00BDHSDEREQ (W.O. 2-615683) and CSV00PRCRCEOTH (W.O. 2-615686).

Playground and Parking Lot Reconstruction

Kosciuszko Middle School

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

Low Bidder, Base Bid of.....$154,896.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	13% MBE	674	69	94	Corporation	8

Funds have been committed for this project from Facilities and Maintenance FY02 and FY04 account code FAR00MM2KZECNC (W.O. 2-512017).

Reconstruct Tennis Courts

North Division High School

Prime Contractor
Stark Asphalt
11710 West Hampton Avenue
Milwaukee, WI 53225

Low Bidder, Base Bid of.....$155,757.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% WBE	34	1	2	Corporation	5

Funds have been committed for this project from Facilities and Maintenance FY03 account code FAR00980NDECNC (W.O. 2-552773).

Athletic Track Reconstruction

Custer High School

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

Low Bidder, Base Bid of.....$232,000.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	13% MBE	674	94	69	Corporation	8

Funds have been committed for this project from Facilities and Maintenance FY03 account code FAR00980CDECNC (W.O. 2-550655).

New Tot Lots — Bid Package #4

Maryland Avenue School

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

Sole Bidder, Base Bid of.....$62,668.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% MBE	15	7	2	Corporation	2

Funds have been committed for this project from Facilities and Maintenance FY03 account codes FAR00MM2MDECNC and 00000CMPMDFTRG (W.O. 2-593435).

Golda Meir School

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

Sole Bidder, Base Bid of.....$59,600.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% MBE	15	7	2	Corporation	2

Funds will be committed for this project from Facilities and Maintenance FY03 and FY04 account code FAR00MM2GMECNC (W.O. 2-594982).

Forest Home Avenue School

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

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

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	9% MBE 2% WBE	15	7	2	Corporation	2

Funds have been committed for this project from Facilities and Maintenance FY03 account codes FAR00MM2FHECNC, MTN00FSH11ECTS and MBM00BDEFHEMMB (W.O. 2-387314).

Exterior Masonry Restoration & Painting

Golda Meir School

Prime Contractor
Abel Building & Restoration, Inc.
700 West Michigan Street
Milwaukee, WI 53233

Second-Lowest Bidder, Base Bid of.....$268,991.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% MBE	25	12	3	Corporation	2

Funds have been committed for this project from Facilities and Maintenance FY03 account codes FAR00SR3GMECNC and FAR00MM2GMECNC (W.O. 2-511952).

Note: Low bid contained mathematical error.

Roof Replacement

Kosciuszko Middle School

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

Low Bidder, Base Bid of.....$73,000.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% MBE	117	46	5	Corporation	1

Funds have been committed for this project from Facilities and Maintenance FY03 account codes FAR00MM2KZECNC and FAR00980KZECNC (W.O. 2-546442).

Fire Alarm Replacement

Washington High School

Prime Contractor
Adaptive Electrical Controls, Inc.
15050 Froedtert Drive
Elm Grove, WI 53122

Low Bidder, Base Bid of.....$339,835.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
Yes	10%	100% WBE	8	1	1	Corporation	0

Funds have been committed for this project from Facilities and Maintenance FY02 account code FAR00MM2WAECNC (W.O. 2-516525).

Restroom Modifications

Clara Mohammed School

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

Low Bidder, Base Bid of.....$57,000.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	11% DBE	8	1	0	Corporation	1

Funds have been committed for this project from the Urgent Renovation Grant FY03 account code FAR00SR3M6ECNC (W.O. 2-579455).

Sharon Junior Academy

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

Low Bidder, Base Bid of.....$58,550.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% MBE 6% DBE	8	1	0	Corporation	2

Funds have been committed for this project from the Urgent Renovation Grant FY03 account code FAR00SR3SJECNC (W.O. 2-579629).

Elevator Modifications

Early View Academy

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

Low Bidder, Base Bid of.....$145,837.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	12% MBE	8	1	0	Corporation	2

Funds have been committed for this project from the Urgent Renovation Grant FY03 account code FAR00SR3EVECNC (W.O. 2-579618).

St. Adalbert School

Prime Contractor
T.V. John & Son, Inc.
5201 North 124th Street
Butler, WI 53007

Second-lowest Bidder, Base Bid of.....$167,500.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	11% MBE	15	0	2	Corporation	10

Funds have been committed for this project from the Urgent Renovation Grant FY03 account code FAR00SR3S1ECNC (W.O. 2-579634).

Note: Low bid contained mathematical error.

Construction Contracts

Total construction contract dollars awarded.....$2,336,916.31
Total dollars HUB participation $508,242.52
% of MBE participation.....6.03
% of WBE participation 15.30
% of DBE participation 00.42
% Minority employees within company.....17.04
% Women employees within company 10.99

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

B-5337 ASSISTIVE TECHNOLOGY, ABLENET PRODUCTS — INFORMATIONAL ITEM

Per Purchasing Services, purchase orders were issued by May 2, 2003, because of a federal fund cutoff. The purchase orders were issued to the lowest bidder who submitted a complete bid, Lab Resources, at $53,302.70, less 1% 14 days. Comparison with two partial bids received proved that it was still more advantageous to purchase the items entirely from Lab Resources.

This bid was for 10 different types of Ablenet products. Of these, seven were physical switch-type devices. The other item is a product called Bookworm and a few accessories. This technology allows students with disabilities to "read" their favorite books. It will be distributed to each early childhood preschool class, and inservicing will focus on matching this tool to the need of the special education student for accessing the curriculum.

Funds were committed to account code 1-25-4-310-600-411-219000 in the amount of $51,031.70 (this converts to IFAS account code #DTI00IF3DW-ESUP) and to account code 1-25-4-383-600-411-152000 in the amount of $2,089.00 (this converts to IFAS account code #ECS00PS3DW-ESUP).

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-5333 BRETFORD DESKS

The purchase of various Bretford desks from INDOFF-JOE PRICE in the amount of $96,491.04 is being recommended for approval. This is student furniture to be used by Neighborhood Schools Initiative projects per the Division of Facilities and Maintenance.

Seven requisitions were submitted in the amount of $112,150.00 and were encumbered in account code #1-10-1-000-000-000-713280. This converts to IFAS Account Code #1100000000-AISP.

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

* Vendor may qualify as a HUB firm. HUB Program will determine certification status.

SS-793 Fujitsu Touch Screen laptops from Omni Tech

This is an informational item — a purchase order was issued by May 2, 2003, because of a federal fund cutoff. A purchase was issued for a total of 49 Fujitsu Lifebook B2620 and 36 Fujitsu Lifebook P1000 notebooks, plus accessories, for a total of $139,109. These models were selected because they have built-in touch-screen capability. In the past, the Department of Special Services Center purchased standard laptops and had them converted to touch-screen models by a third party at a higher cost. The laptops are for use during the school day by students with severe speech deficits. Per the manufacturer, Omni Tech was the preferred education reseller for Wisconsin.

The account code charged is DTI00IF3DW-ESUP.

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-794 APPLE COMPUTER ITEMS

The purchase of computers, disk drives, software, accessories, supplies and related items included on Apple Computer's educational price list is being recommended for approval, as needed, for a one-year period through June 30, 2004. The authorization to purchase is a sole-source, as the District purchases Apple equipment directly from the manufacturer.

Funds are encumbered when staff online either purchase requisitions or stock requisitions. Purchases are district-wide for administrative and classroom use. For filling warehouse stock, items are initially charged to the warehouse stock account #1100000000-AINV.

The sole source would include items bought via lease-purchases as well as those bought via purchase orders for delivery to schools or for warehouse stock. If a TEACH, State of Wisconsin, University of Wisconsin, or similar agreement is renegotiated at pricing that is more advantageous than Apple Computer can offer under this proposed sole source, MPS would then reference that agreement on purchase orders and lease-purchases. If Apple Computer changes its distribution system for education purchases, MPS would then re-evaluate the means of product acquisition.

Annual totals vary. For FY02, the purchase order total was approximately $2,541,000. For FY03, currently through May 1, 2003, the purchase order total was $1,143,700.

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

*The HUB Program Office will contact Apple to determine the applicable level of first- or second-tier HUB participation.

DIVISION OF TECHNOLOGY REQUEST FOR APPROVAL OF SOLE-SOURCE CONTRACTS

The Technology Division is responsible for the development and deployment of software applications required by the District to effectively manage business activities. Often, due to the priority and the expertise required to develop certain software applications, external support is required. The Division has limited technical staff that for the most part is tasked with the maintenance of existing software applications.

The Division has determined, in concert with other major departments and divisions, that there will be several major software upgrades required in FY04, along with new automated functions required to adhere to NCLB and other district priorities. These projects include, but are not limited to, Three Choice, enhancement to the data warehouse, upgrading desktops to support the upgrade to Peoplesoft, full implementation of SSIMS, upgrading eSIS for additional functionality, implementation of the new transportation system and others. In order to complete the projects in a timely manner, it has been determined that we must use external organizations that have comprehensive knowledge of our software applications. This will allow the District to complete these projects in the required timeframe and in a fiscally responsible manner. To that end, the Administration is recommending approval of the following seven sole-source contracts:

AUTHORIZATION TO EXTEND A CONTRACT WITH OMNI RESOURCES, INC., TO PROVIDE TECHNICAL SUPPORT FOR THE DISTRICT'S STUDENT INFORMATION SYSTEM (eSIS).

Recommend authorization to extend for one year the contract with Omni Resources, Inc., to continue the development on the Three-Choice selection process for Student Services and to work on various tasks to upgrade the District's data warehouse.

The Administration is recommending a sole-source contract due to the expertise and experience of the vendor. This engagement is on a time-and-material basis at a cost not to exceed $150,000. The term of the contract will be from July 1, 2003, to June 30, 2004.

Account # 1-10-4-811-518-312-266000

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 WITH M & M TECHNOLOGIES TO PROVIDE TECHNICAL SUPPORT FOR THE DISTRICT'S STUDENT INFORMATION SYSTEM (eSIS).

Recommend authorization to extend for one year the contract with M & M Technologies to continue the development on the Three-Choice selection for Student Services and to work on various tasks to upgrade the District's data warehouse in addition to the transportation-related systems.

The Administration is recommending a sole-source contract due to the expertise and experience of the vendor. This engagement is on a time-and-material basis at a cost not to exceed $144,000. The term of the contract will be from July 1, 2003, to June 30, 2004.

Account # 1-10-4-811-518-312-266000

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 WITH JEANNE MANTSCH TO PROVIDE TECHNICAL SUPPORT FOR THE IMPLEMENTATION OF THE NEW TRANSPORtATION AND NEW NUTRITION SERVICES SYSTEMS.

Recommend authorization to extend for one year the contract with Jeanne Mantsch to continue the development and implementation of the new student transportation system and new nutrition service system.

The Administration is recommending a sole-service contract due to the expertise and experience of the consultant. This engagement is on a time-and-material basis at a cost not to exceed $120,000. The term of this contract will be from July 1, 2003, to June 30, 2004.

Account # 1-10-811-518-312-266000

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 WITH ARGUS TECHNICAL, INC., TO PROVIDE TECHNICAL SUPPORT FOR THE INSTALLATION OF NEW COMPUTERS IN THE SCHOOLS/DEPARTMENTS TO SUPPORT THE UPGRADED PEOPLESOFT HR SYSTEM

Recommend authorization to extend for one year the contract with Argus Technical, Inc., to configure and install new computer systems in the schools and departments to be used with the upgraded PeopleSoft Human Resource System.

The Administration is recommending a sole-source contract due to the expertise and experience of the vendor. This engagement is on a time-and-material basis not to exceed $60,000. The contract period is from July 1, 2003, to June 30, 2004.

Account # 1-10-4-811-518-312-266000

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 GREEN LIGHT TECHNOLOGIES, LLC, TO PROVIDE DATABASE MANAGEMENT AND PROGRAMMING SERVICES

Recommend authorization to enter into a contract with Green Light Technologies, LLC, to provide database management and computer programming services. The Administration is requesting authorization to enter into a sole-source contract on a time-and-material basis for an amount not to exceed $190,000. The term of this contract will be from July 1, 2003, to June 30, 2004.

Account # 1-10-4-811-518-312-266000

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 BARTOWITZ CONSULTING SERVICES, LLC., TO PROVIDE TECHNICAL SUPPORT FOR THE IBM MAINFRAME.

Recommend authorization to enter into a contract with Bartowitz Consulting Services, LLC, to provide technical support for the IBM mainframe computer. Due the increased cost from IBM for technical support, Bartowitz Consulting Services is being recommended to provide comparable services at one-third of the cost that would be charged by IBM. The Administration is requesting authorization to enter a sole-source contract on a time-and-material basis for an amount not to exceed $60,000. The term of this contract will be from July 1, 2003, to June 30, 2004.

Account # 1-10-4-811-518-312-266000

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 DAN YAO TO PROVIDE AUDIT SERVICES AND SECURITY UPGRADES TO THE DISTRICT'S TELECOMMUNICATIONS INFRASTRUCTURE

Recommend authorization to enter into a contract with Dan Yao, Security Consultant, to complete the audit of the District's telecommunications infrastructure and to implement security upgrades to prevent network intrusion and hacking.

The Administration is recommending a sole-source contract due the expertise of the consultant regarding our network and telecommunications infrastructure. This engagement is on a time-and-material basis at a cost not to exceed $150,000. The term of the contract will be from July 1, 2003, to June 30, 2004.

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

The HUB Program Office will review HUB vendor participation requirements for those vendors who are currently under contract with MPS, to determine the level of participation required on the contract extensions requested above. The Office will also determine actual or potential HUB participation on the new contract requests.

Purchasing Request Summary — April 2003

Total contract dollars to be awarded.....$1,162,902.70
Total dollars eligible for HUB participation.....$
Total HUB dollars .....$
% of DBE participation .....$
% of MBE participation.....
% of WBE participation .....
%Minority employees within company.....
%Women employees within company .....
Total HUB Participation.....

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. It is an informational report and does not require action.

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

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

Acceptance of Donations

School	Donor	Amount	Gift or Purpose
Allen-Field	P.T.O.	$1,500	R.I.F. Reading is Fundamental
Congress	AMF Bowler Lanes	$30	Bowling Certificate
Congress	Associated Bank	$800	Track Club Transportation
Congress	City Sports	$110	Door Prizes (3 pairs tennis shoes)
Congress	Ethel Clifton	$120	Congress Track Club
Congress	J.L. Marcus	$75	Door Prizes (socks)
Congress	Meinecke Ace Hardware	$40	Door Prizes (2 gift certificates)
Congress	Presto	$60	Door Prize (Presto Pizza Oven and Grill)
Congress	Target "Take Charge of Education"	$142	P.T.O. Parent Involvement Funds
Congress	Cloria Wheeler	$50	School Library Books
Fratney	Bilingual and ESL Department	$80	4th and 5th grade Camping Trip
Fratney	Jacqueline Dettloff	$25	4th-and 5th-grade Camping Trip
Fratney	Anita Hernandez	$38	4th-and 5th-grade Camping Trip
Fratney	Richard Korducki	$50	4th-and 5th-grade Camping Trip
Fratney	Robbie McLoud	$75	4th-and 5th-grade Camping Trip
Fratney	Joyce Miller	$75	4th-and 5th-grade Camping Trip
Fratney	Dale Weiss	$75	4th-and 5th-grade Camping Trip
Hamilton and Washing-ton High Schools	Citigroup Foundation	$6000	Academies of Finance Programs

School	Donor	Amount	Gift or Purpose
Lincoln Center Middle School of the Arts	Verizon	$50,000	Literacy Computer Laboratory
Lincoln Center Middle School of the Arts	Coca-Cola	$2,325	Step-o-meters (measure student physical movement) and FM Radios (portable) as pilot program
Malcolm X	Coca-Cola	$1,000	Student Scholarship
Milwaukee High School of the Arts	Barry C. Slagle	$100	Folk Fair
MPS Recreation Department	Natural Resources Foundation of Wisconsin and WE Energies	$750	Prairies at Palmyra Project
Mitchell	Ronald E. Price	$250	School Supplies and Social Studies units, books, aprons (teacher gifts)
Mitchell	Ronald E. Price	$500	3 TVs, assortment of cups, bags, Native-American treasures, binders (student and parent incentives)
Mitchell	Kiwanis Club	$154	Defray cost of theater tickets for "Annie"
Philipp	Wal-Mart	$1,000	Teacher of the Year Award
River Trail	Margaret Broom	$225	5th-grade Field Trip, Young Author Award, Math Award, and Science Award
Vincent	Cedric Banks	$500	Renaissance Club
Vincent	Coca-Cola	$1,500	Scholarship Fund

Commendation 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 Teacher Appointments; Approval of Leaves of Absence; Report on Resignations; Addendum to May Tenure Report; and Affirmative Action Reports

Approval of Classified Personnel Transactions

Name and Assignment	Position and Salary	Date
	APPOINTMENTS	
Linda Bromberek Hayes	School Secretary I $19,776.89/yr.	05-08-03
Yvonne Mosley Gaenslen	Handicapped Children's Assistant $14,609.84/yr.	05-12-03

PROMOTIONS

Julie Trudeau School Nutrition	Food Service Manager Trainee $15,570.32/yr.	04-30-03

Certificated Appointments — Teachers

Code	Teachers – Schedule 01	Division	Salary	Credit	Start Date
r	Brad P. Bestor Social Studies	B	$29,224.00	0	08/28/2003
r	Bridget D. Bingenheimer Counselor	B	$29,224.00	0	08/28/2003
r	Latonia F. Bird Mathematics	B	$29,224.00	0	08/28/2003
nr	Mary T. Christison Learning Disabilities	B	$29,224.00	0	08/28/2003
r	Michael J. Flower Social Studies	B	$38,214.00	7	05/07/2003
nr	Daniel R. Irwin Social Studies	B	$29,224.00	0	08/28/2003
nr	Kathryn E. Knick English	B	$29,224.00	0	08/28/2003
r	Kristine C. Marver English	B	$29,224.00	0	08/28/2003
r	Nichole M. Norby Physical Education	B	$29,224.00	0	08/28/2003
nr	John B. Pietenpol Physical Education	B	$29,224.00	0	08/28/2003
nr	Jennifer L. Rex Social Studies	B	$29,224.00	0	08/28/2003
r	Joe C. Ricciardi Social Studies	B	$29,224.00	0	08/28/2003
r	Brian C. Weisse Social Studies	B	$29,224.00	0	08/28/2003
nr	Marcus Wenzel Physical Education	B	$29,224.00	0	08/28/2003
r	Laura M. Womack Early Childhood EEN	B	$29,224.00	0	08/28/2003

CODES

(nr) Non-Resident who must become a resident
(r) Resident who must remain a resident

Reappointment of Probationary Personnel — Addendum

(Teachers Having Previously Completed Six Semesters)

Anderson, Martha	Larmay, Krystal	Randolph, Kevin
Champagne, Robert	Lovas, Sara	Ruiz, Carmen
Hatfield, Jodi	Nowlen, Nancianne	Scherbarth, Angela
Heck, Marina	Orr, Stacey	Siepert, Andrew
Ingram Estes, Raina	Ortiz, Maria	Skarie, Kristi
Jackson, Leroy	Patterson, Carmen	Warn, Jodi
Kolb, Patricia	Prendergast, Barbara	Wisniewski, Daniel
Kornilowicz, Krystyna	Pusich, Laurie	Zabala, Aracelio
Kuningas, Kulliki	Quiles, Norma	

Leaves of Absence

	Present Assignment	Effective From
Illness Leave, to January 30, 2004:		
Janice Cohodes	Neeskara	May 21, 2003
Maternity Leave, to June 20, 2003:		
Kara Davis	Day-to-Day	March 4, 2003
Sarah Gebhardt	Grantosa	April 2, 2003
Personal Leave, to January 30, 2004:		
Christine Anderson	Home and Hospital	January 6, 2003
Personal Leave, to June 17, 2004:		
William Crandall	Madison	November 18, 2004
Daphne Little	Engleburg	August 28, 2003
Extension of Maternity Leave, to June 17, 2004:		
Lisa Balistreri Geib	Leave	August 28, 2003
Karen Brockman	Leave	August 28, 2003
Sarah Gebhardt	Leave	August 28, 2003
Jennifer Haynor	Leave	August 28, 2003
Teresa Heier	Leave	August 28, 2003
Kathleen Kennon	Leave	August 28, 2003
Mary Krawczyk	Leave	August 28, 2003
Rochelle Meulemans	Leave	August 28, 2003
Shari Michael	Leave	August 28, 2003
Jennifer O'Hear	Leave	August 28, 2003
Catherine Porter	Leave	August 28, 2003
Annette Schwebel	Leave	August 28, 2003
Catherine Smith	Leave	August 28, 2003
Nancy K. Smith	Leave	August 28, 2003
Doreen Timmerman	Leave	August 28, 2003
Mary Weinberger	Leave	August 28, 2003
Christine Yatchak	Leave	August 28, 2003
Extension of Illness Leave, to June 17, 2004:		
Deborah Arnold	Leave	August 28, 2003
Brenadette Cooks	Leave	August 28, 2003
Dorothy Horton	Leave	August 28, 2003
Arnetta Johnson	Leave	August 28, 2003

Extension of Personal Leave, to June 17, 2004:

Colleen Hallman	Leave	August 28, 2003
Meghan Steinmeyer	Leave	August 28, 2003
Marlene Ubl	Leave	August 28, 2003

Report on Resignations

Name	Position	Effective Date
Precious Afolayan	Teacher	06/20/03
Barbara Balistreri	Teacher	06/20/03
Armando Brazzoni Jr.	Teacher	05/30/03
Bert Briceno II	Teacher	12/05/02
Judith Brock	Teacher	06/20/03
William Brown	Teacher	05/12/03
Wayne Brzezinski	Administrator	07/18/03
Marianne Case	Teacher	06/20/03
Deon Childs	Teacher	06/20/03
Mirta Diazde Matthews	Teacher	07/01/03
Janell Dorsey	Teacher	06/20/03
Jason Gross	Teacher	06/20/03
Lindsay Hall	Teacher	06/19/03
MaryAnn Hall	Teacher	06/19/03
Cleo Haslem	Teacher	06/20/03
Kristen Haukeness	Teacher	06/20/03
Josephine Hill	Teacher	07/01/03
Shannon Hooker	Teacher	06/20/03
Lance Kamenick	Teacher	06/19/03
Theresa Kamenick	Teacher	06/19/03
Rebecca Kruschke	Teacher	06/20/03
Gustov Kaufmann	Teacher	08/24/03
Jean Lawrence	Coordinator	07/03/03
Kathleen Leren	Teacher	06/20/03
Nicole Limmer	Teacher	06/20/03
Linda Martinez	Teacher	06/01/03
Michael Miotke	Teacher	06/19/03
Eileen Nelson	Teacher	06/19/03
Robert Nelson	Principal	07/02/03
Carolyn Neumann	Teacher	05/08/03
Amira Otallah	Teacher	06/19/03
Catherine Parent	Teacher	06/20/03
Chinh Pham	Teacher	06/20/03
Jacqueline Podolski	Teacher	04/28/03
Danielle Reid	Teacher	06/19/03
Susan Ristow	Manager	07/18/03
Elesteen Rockette	Teacher	02/11/03
Ryan Sims	Teacher	05/13/03
Kathleen Slaybaugh Pyatt	Teacher	06/19/03
Diane Smith	Teacher	08/25/03

Jacquelyn Someah	Psych	04/30/03
Dawn Strasser	Teacher	05/07/03
Peggie Swift	Principal	07/25/03
Bobbie Teat	Teacher	08/20/03
Katherine Timmesch	Teacher	06/19/03
Roger Thomas	Supervisor	06/30/03
Damon Tyler	Teacher	06/19/03
Lorraine Vasser	Teacher	07/01/03
Stacy Walworth	Teacher	06/24/03
Heather White	Teacher	06/23/03
Dashal Young	Teacher	06/18/03
Ryan Zietlow	Teacher	06/20/03

Rescinded Retirements – May Board 2003

Name	Position	Effective Date
Linda Albertson	Teacher	06/20/03
Kemi Atandare	Soc. Worker	06/26/03
Anne Behrs	Teacher	06/20/03
Penny Brill	Teacher	06/20/03
Thomas Burke	Teacher	06/20/03
Jeremias Colon	Teacher	06/20/03
Suzanne Cornell	Teacher	06/20/03
Maureen Cunningham	Teacher	06/20/03
Virginia Daniel	Teacher	06/20/03
John Duchac	Soc. Worker	06/26/03
Charmian Easter	Teacher	06/20/03
Katherine Emanuele	Teacher	06/20/03
Jean Fleet	Teacher	06/20/03
Mary Fortin	Teacher	06/20/03
Marion Gipson	Teacher	06/20/03
Susan Gruender	Teacher	06/20/03
Nancy Harder	Teacher	06/26/03
Patricia Hart	Teacher	06/21/03
Josephine Hill	Teacher	06/20/03
Michele Jablonski	Teacher	06/20/03
Barbara Johnson	Teacher	06/20/03
Rita Johnson	Teacher	06/24/03
James Kocovsky	Teacher	06/20/03
Jack Kollath	Teacher	06/20/03
Joseph Kruzel	Teacher	06/20/03
David Kucej	Soc. Worker	06/26/03
Cean Kussman	Teacher	06/20/03
Georgia Little	Teacher	06/20/03
Carolyn MacLaurin	Teacher	06/20/03
Beverly Mantey	Teacher	06/20/03
James May	Teacher	06/20/03
Barbara McDonald	Teacher	06/20/03
Pamela Mishelow	Teacher	06/20/03

Gladys Montoya Munoz	Teacher	06/20/03
Adrienne Nerad	Teacher	06/20/03
Susan Ness	Teacher	06/20/03
Judith Padek	Teacher	06/20/03
Lawrence Pentek	Teacher	06/20/03
Sue Sorce	Teacher	06/20/03
Holly Stangel	Teacher	06/20/03
Katharine Stangel	Teacher	06/20/03
Arleen Temple	Teacher	06/20/03
Lorraine Vasser	Teacher	06/20/03
Sandra Weber	Teacher	06/20/03
Jeannine Weiss	Teacher	06/20/03

Affirmative Action Report

The Affirmative Action Report for the month of May 2003 has been attached to the minutes of your Committee's meeting. This is an informational report, and no action is required.

Committee Recommendation

Your Committee recommends that the Board approve the classified personnel transactions, teacher appointments, addendum to the reappointment 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 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)	Susan Apps	Director Leadership Support	Schedule IIIE, Range 15A $101,375.04
2(r)	Nancye Brazil	Manager Office of Certificated Staffing	Schedule III, Range 12A $86,609.52
5(r)	Robin Rivas	Curriculum Specialist English as a Second Language Division of Bilingual Multicultural Education	Schedule III, Range 11A $74,047.82
5(r)	Henry Kranendonk	Curriculum Specialist, Mathematics Division of Teaching and Learning	Schedule III, Range 11A $80,605.53
5(r)	Lynn Greb	Community Service Coordinator Dept of Recreation & Community Services	Schedule III, Range 9A $73,221.30
5(r)	Martha Kreitzman	Grants Specialist Office of Grant Development	Schedule III, Range 7A $69,276.00
2(r)	Cedric Banks	Recreation Supervisor, Community Centers Dept of Recreation & Community Services	Schedule III, Range 7A $55,000.00

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

*Position created by Board action after budget approved.

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

Codes:
2 African American
4 Hispanic
5 White
6 Other
r Resident who must remain resident
nr Non-resident who must become resident

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

* * * * *

(Item 4) Receipt of and Possible Action on Audit of the Review of Facilities and Maintenance Operations (Operational) — Audit #2003-39

Background

1. The Board's adopted annual plan of audits included a review of Facilities and Maintenance operations.

2. The primary objectives were to determine (1) the processes and procedures used to prioritize and schedule district construction and maintenance projects, (2) the appropriateness of maintenance and construction costs, (3) the cost accounting methods used to estimate, monitor, and calculate various construction and overhead costs, and (4) the timeliness of responding to and completing construction and maintenance activity.

3. The firm of KPMG was engaged to conduct the evaluation of Facilities and Maintenance operations. MPS audit staff monitored the contract and assisted KPMG during all phases of KPMG's field work. Audit activities included identifying and comparing best practices to current operations, interviews with FMS staff, review of FMS documents and work flows, and compliance testing for construction and maintenance projects.

4. The audit report, provided under separate cover, contains 23 recommendations intended to enhance the operations of the Facilities and Maintenance Services Division. The report has been reviewed by district administration. District administration's response to the audit report, as well as KMPG's commentary on FMS's responses to the audit, has also been provided to the Board under separate cover.

5. Representatives from KPMG are available to present the results of the evaluation.

Committee Recommendation

Your Committee that the Board receive audit report #2003-39, "Assessment Review: Division of Facilities and Maintenance Services."

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

* * * * *

(Item 5) Report and Possible Action on the Summary Report of Partnership School Financial and Compliance Audits

Background

1. Annually, the Milwaukee Board of School Directors (Board) contracts with private agencies to provide alternative, early childhood, and regular education to Milwaukee students. The Office of Audit Services audits the activities of these programs on a cyclical basis. The objectives of the audits are to determine whether the programs (1) used resources provided by MPS in an appropriate manner to operate the school's programs, (2) accurately reported program expenditures to MPS, and (3) complied with the fiscal and administrative provisions of the contract. To achieve the audit objectives, financial and compliance reviews were performed for eleven programs during FY03. The eleven programs included six alternative schools, four early childhood programs, and one contracted school program. The audit of one school (Learning Enterprise of Wisconsin) scheduled for FY03 was postponed and has been rescheduled for September 2003.

2. Individual audit reports have been completed for the seven agencies which operated the eleven 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 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 Diversified Community Schools.

Committee Recommendation

Your Committee recommends that the Board:

1. Receive the Summary Report of Partnership School Financial and Compliance Audits (Audits #2003-32 to 38); and

2. Direct MPS's Diversified Community Schools to resolve the exceptions reported for partnership schools and submit a report to the Office of Board Governance by August 2003 indicating (a) how the exceptions were resolved, and (b) the actions taken in response to the recommendations about improving the MPS alternative school contract administration process.

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

* * * * *

(Item 6) Action on Approval to Enter into a Funding Arrangement with the Milwaukee Partnership Academy (MPA) Partners Relative to the MPA Executive Director Position

Background

1. The Milwaukee Partnership Academy was initiated in April 1999 as a result of the joint application of the six (6) partners — Milwaukee Public Schools (MPS), University of Wisconsin-Milwaukee (UWM), Milwaukee Area Technical College (MATC), Metropolitan Milwaukee Association of Commerce (MMAC), the Milwaukee Teachers' Education Association (MTEA), and the Private Industry Council (PIC) — for a Title II grant from the U.S. Department of Education to develop a comprehensive teacher education prototype to prepare K-12 teachers to teach in an urban school setting. As the partnership progresses, it will continue to serve as the catalyst for bringing additional resources to MPS to serve the academic needs of our students.

2. During the 2001-2002 school year and continuing throughout 2002-2003, the partnership evolved into a much broader initiative with shared responsibility for the following primary goals:

- To increase student achievement at all educational levels;
- To improve the quality of teaching and learning; and
- To address systemic issues across educational institutions

3. The purpose of the Milwaukee Partnership Academy is to enhance the quality of teaching and learning in the Milwaukee Public Schools. The broad initiative of the MPA is to ensure that every child in Milwaukee Public Schools is performing at or above grade level in reading, writing, and mathematics through shared responsibility for student success. The framework for the initiative is balanced literacy, a comprehensive literacy program that provides for development of skills across all curricular areas and focuses on reading, writing, listening, speaking, deep-thinking, and research skills. The executive director position is integral to the continued progress of the partnership in achieving the identified goals.

Administration's Analysis

4. On May 7, 2003, members of the MPA executive Board agreed to an operating budget and the appointment of Dr. Christine Anderson, an MPS teacher, to serve as the MPA Director, along with the assignment of an MPS secretary to work for the MPA. This is subject to the Milwaukee Board of School Directors' approving the following fiscal and personnel transactions necessary to achieve this.

5. It is proposed that Dr. Christine Anderson be retroactively placed on paid leave from her ten-month teaching position as of January 6, 2003, in order for her to serve full-time as Director of the MPA . The leave would not exceed one year in duration. A memorandum of understanding with the MTEA will be required to allow for a full-time paid leave of absence. The appointment to MPA Director is on an at-will basis serving at the pleasure of the MPA board and reporting to the Director, MPS Office of Strategic Planning and Community Outreach, Dr. Dan Donder.

6. While on leave, Dr. Anderson's compensation is to be her regular teacher salary of $63,418, including Ph.D. For additional hours worked, Dr. Anderson would be eligible for additional compensation to a maximum of $71,000 per year in combination with her base salary above. The above wages would be subject to the benefits provided in the MPS/MTEA teacher contract. These benefits will be calculated at the rate of 55% of salary and wages in determining the contribution of MPA members. MPS's share of this cost will be a maximum of $22,010 (= 20% x ($71,000 wages + $39,050 benefits)). The balance of this cost — $88,040 — will be shared equally by the other five partners in the MPA.

7. Furthermore, Dr. Anderson will receive additional salary compensation through UWM in the amount of $26,000, which will be subject to statutory benefits only (estimated at $5,200). These costs will be shared equally among UWM, MATC, MMAC, PIC, and MTEA. This brings Dr. Anderson's total salary and wages to $97,000 for a twelve-month position. With benefits, the estimated cost of the position is $141,250.

8. The MPS Superintendent of Schools will assign a MPS secretary to work for the MPA for a period not to exceed one calendar year, effective July 1, 2003. This individual would remain a MPS employee, with MPS paying 20% of the cost of salary, wages, and 55% benefits ($16,258), the remainder ($65,032) to be shared equally among the five non-MPS members of MPA, who will reimburse MPS.

9. The five non-MPS partners of the MPA will also equally share the operating expenses — materials and equipment, staff development, expense accounts, duplicating services, telephones, etc. — which is estimated at $38,000.

Strategic Compatibility Statement

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

Statute, Board Policy or Rule Statement

11. No Board policy or rule would require modification.

Implementation and Assessment

12. Upon approval of this item by the Board, the Administration will:

- implement the necessary billing arrangements with the 5 partners;
- negotiate the necessary memorandum of understanding with the MTEA to facilitate the paid leave arrangement of Dr. Anderson; and
- assign a secretary to MPA duties as of July 1, 2003.

Fiscal Impact Statement

13. This item authorizes MPS expenditures of $38,268. Adequate funding for these expenditures exists in FY04 budget of the Office of the Superintendent due to an anticipated vacancy.

14. The contributions to be made by the six (6) partners of the MPA are as follows:

a. MPS salary and benefits for Dr. Anderson and the MPS secretary are estimated to be $191,340 for one year. MPS's obligation is to pay 20% of the MPS salary and benefits of Dr. Christine Anderson and the MPS secretary. MPS contribution for this is estimated to be $38,268 for one year. The remaining 80%, or $153,072, shall be billed to and paid equally by the remaining 5 partners.

b. The $38,000 operating expenses approved by the MPA Board on May 7, 2003, and the additional compensation and benefits provided through UWM will be equally paid by the remaining five partners, bringing the total annual contributions of each member as follows:

MPS's annual contribution	$38,268
Remaining 5 partners' annual contribution	$44,454 each
Total MPA Annual Operating Costs	$260,538

Committee Recommendation

Your Committee recommends that the Board, as an MPA partner, approve the District's financial contribution to the MPA as detailed above.

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

* * * * *

(Item 7) Action on a Request for Approval of a Sole-Source Contract for Tech Center 21, Tech Education Career Exploration Lab

Background

1. The development of the new Lynde & Harry Bradley School of Technology & Trade highlights the possibilities within MPS for enhancing career and technical education. A number of other high schools have thriving technical programs, and the District's current high-school redesign initiative promises to grow even more options for high-school students, including many schools with a career or technical focus.

2. Currently, however, the MPS middle-school programs for career education are few and far between. Most of what is still in operation, while well meaning, is limited to providing students with occupationally discreet activities. Labs focus on one career area or another, but offer few opportunities for broad career exploration. Yet, by the end of middle school, we ask our students to decide if they want to attend a technical program in high school or pursue a number of other career-focused programs, from barbering and cosmetology to marketing.

Administrative Analysis

3. The Division of Career and Technical Education seeks to improve the offerings for middle-school children in career and technical education. The development of a comprehensive career-exploration focus for career education at the middle-school level allows MPS to pursue the following objectives:

- To better develop the technological literacy of all MPS children;
- To assist these students in exploring options in high school and post-secondary experiences;
- To implement science, math, and technology learning targets;
- To provide feeder programs benchmarked to high-school technology and career programs;
- To begin hands-on experiences in a variety of occupational areas involved in science and technology;
- To build a teaching and learning infrastructure within MPS whereby students move from exploration of their future options to high-school-level participation in programs with career focuses to links with post-secondary opportunities in these career areas.

4. The *tech center 21* modules contain hands-on projects, interactive computer programs that guide students through activities and curriculum themes that integrate with MPS's learning targets. This purchase will allow MPS to set up one pilot school with a career exploration lab which will be equipped with *tech center 21* computerized workstations. A flexible curriculum editor and teacher training allow MPS to customize the programs to standards that are benchmarked to our own high-school programs and to state and federal mandates for curriculum.

5. Students will explore areas including engineering structures, aerodynamics, robotics, hydraulics, alternate energy, environmental management, and more. Each area has hands-on experiments, multi-media presentations, simulations, and a host of integrated methods for exploring the particular activity. Each lab for the MPS project is designed with 15 modules clustered in one of three different focused curriculum areas that reflect real industry clusters and link to one or more high-school programs. The three areas are science and engineering; science, media and the environment; and science, energy and transportation.

6. The Division of Career and Technical Education sees every middle school and K-8 school in the District as a potential site for the *tech center 21* career exploration lab. The purchase requested here will allow one school, Grand Avenue Middle School, to move forward as a pilot site for the project. Grand Avenue was chosen as the pilot for several reasons:

- Grand Avenue had initiated activity to bring a career exploration lab centered on engineering skills to its school before contacting the Career and Technical Education Department.
- Grand Avenue has launched an advisory group of engineering companies and associations.
- Grand Avenue has initiated discussions with Bradley Tech regarding program alignment.
- Grand Avenue has identified instructional staff and curriculum needs.

7. If funding permits, Bell Middle School will become an additional site to extend the pilot to a south side school with a science, media and environment focus. Bell was chosen as the second school because of its history of technical education programming, relationship with Hamilton High School's media programs, and commitment of time and space. Four other middle schools — including Malcolm X Academy, Kosciuszko Middle School, and Milwaukee Education Center — have been targeted to receive labs over the next school year. Both Morse Middle School and Webster Middle School have indicated an interest in the project, but full discussions are still pending.

8. MPS has a similar product in family-and-consumer-education classes that has met with much success. The Division is confident that the success of similarly formatted labs in family-and-consumer-education classes, combined with the development of pilot schools, will generate excitement from other middle schools as well.

9. Additional funding is being sought from several sources, including Carl Perkins Grant funds and private foundation support. A proposal to purchase labs through QZAB funding has been submitted to the Department of Finance.

10. The *tech center 21* lab is a sole-source purchase because it is the only career-exploration lab of its kind developed for middle-school students that provides the flexibility of a curriculum editor. The lab is also unique in that each module is standards-based and uses technology core themes. LAB Midwest is the only vendor in Wisconsin for this product from Applied Educational Systems, Inc.

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, Board Policy or Rule Statement

12. This recommendation is consistent with administrative policy 7.01, Teaching and Learning Goals.

Fiscal Impact Statement

13. Funds will be allocated from the following: $49,000 from D11-0-0-TTC-SO-ESAD0115; $25,000 from DWC-0-0-TTC-S0-EEBN0000; $7,800 from DWC-0-0-TTC-SO-EBOW. Total amount required for purchasing one science and engineering lab is $81,800. This amount includes all freight and installation. There are no licensing fees. Consumables are included for three years of use. Future consumable costs are estimated at less than $10 per module per year.

Implementation and Assessment

14. The pilot lab will be implemented for the Fall of 2003. Additional funding will be sought to fund up to five more labs within the 2003-2005 school years. Teacher training will occur over the summer of 2003 in preparation for fall classes.

15. Assessment is imbedded in the *tech center 21* module software. Student achievement is monitored by the teacher from the teacher's workstation. The program automatically records student achievement and matches it to state and national standards.

Timeline

March 2003 ..... Advisory group meets

April 2003 ..... Curriculum development

June 2003 ..... Lab purchase

July 2003 ..... Teacher training

September 2003 ..... Implementation of new career exploration pilot lab

Committee Recommendation

Your Committee recommends that the Board approve the sole-source purchase of the *tech center 21* career exploration lab from LAB Midwest.

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

* * * * *

(Item 8) Annual Adoption of a Resolution Delegating the Board's Expulsion Authority to an Independent Hearing Panel

Administration's Analysis

1. Section 119.25 of the Wisconsin Statues allows the Board to adopt a resolution authorizing the use of either an independent hearing panel or a hearing officer appointed by the Board to hear and decide student expulsion cases. The resolution is effective only 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 2002-2003 school years, because of the increased number of cases, it was necessary to expand the pool of panel members to ensure both a better distribution of the workload and the convening of a panel within the time constraints required law.

3. For the 2003-2004 school year, the Administration is again recommending that the Panel comprise directors, coordinators, managers, supervisors, specialists, assistant coordinators, and program administrators 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 intensive 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 2002-2003 school year, the Independent Hearing Panel had determined whether or not the student was to receive educational services during the expulsion period. For the 2003-2004 school year, the Panel will also have the option of recommending, in addition to educational services, AODA counseling and services for offenses involving the use, ownership, or possession of illegal drugs and alcohol.

5. Beginning with the 1999-2000 school year, educational services were recommended for expelled students, based on the Milwaukee Public Schools's 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 chose not to follow the Milwaukee Public Schools' guidelines for offering educational services, depending on the circumstances of the individual cases. When this occurs, the Panel must submit the form "Deviating from Milwaukee Public Schools Guidelines in the Disposition of Expulsion Cases." A copy of the form is available upon request.

7. Effective May 23, 2000, State Statute 119.25(2)(d) authorized the Board, or the Independent Hearing Panel authorized by the Board, to impose one or more early reinstatement conditions under which a pupil who is expelled from school may be reinstated to school before the end of the term of his/her expulsion. An early reinstatement condition may be one which the pupil is required to meet:

a. Before he/she may be granted early reinstatement, or

b. After his/her early reinstatement, but before the end of the terms of the expulsion specified in the student's expulsion order.

The early reinstatement conditions must be related to the reason for the student's expulsion and must be specified in the expulsion order.

8. Beginning in the 2002-2003 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. During the 2002-2003 school year (August-May), 177 students were expelled, compared with 215 expulsions during the 2001-2002 school year. 243 students were expelled during the 2000-2001 school year. A summary of the expulsion data for the 2002-2003 school year and expulsion statistics covering 1978-1979 through 2002-2003 will be provided at the time of the meeting.

10. 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

11. The recommendation supports the MPS mission statement, "We know that children learn and achieve more when they are cared for, when they are safe and when they have a happy well-being."

Statute, Board Policy or Rule Statement

12. 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 8.31, Student Suspension
- Administrative Policy and Procedures 8.32, Student Expulsion
- Parent/ Student Handbook on Rights Responsibility and Discipline

Fiscal Impact Statement

13. Approval of this item does not authorize expenditures. The primary cost of processing student expulsion cases, which is for the staff time, is covered by various departmental budgets.

Committee Recommendation

Your Committee recommends that the Board adopt the following resolution:

RESOLVED, That, for the 2003-2004 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, and program administrators of Central Services' departments and offices, and that the three panel members may be augmented by one voting non-MPS ombudsperson. The ombudsperson may be a non-MPS community representative or parent; and be it

FURTHER RESOLVED, That this three-member Panel may be augmented by one voting, non-MPS ombudsperson, 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 2002-2003 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 counseling and services 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 9) Action on Recommendation to Revise Administrative Policy 7.19, Student Organizations

Administration's Analysis

1. The Board adopted Administrative Policy 7.19, Student Organizations, on June 30, 1975. This policy, which was affirmed on February 22, 1995, that:

- When students within a school want to form a group and use the same facilities that established clubs use, the principal shall have the right to require them to have a faculty advisor and to follow reasonable rules regarding such things as times of meetings and use of facilities.
- Membership in all student organizations must be open to all students, and club activities may not interfere with the educational process or the orderly operation of the school.

2. The current policy does not distinguish between secondary and non-secondary student groups. The current policy does not address the federal Equal Access Act, 20 U.S.C. §4071-4074, which applies to non-curriculum-related student groups in secondary schools.

3. The Administration recommends that Administrative Policy 7.19 be amended to set forth the different policies applicable to student-initiated groups in secondary schools and non-secondary schools. The policy should also be amended to incorporate the federal Equal Access Act that applies to non-curriculum-related student groups in secondary schools.

Strategic Plan Compatibility Statement

4. The recommendation 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, Board Policy or Rule Statement

5. The Administration's recommendation is consistent with the provisions of the federal Equal Access Act, 20 U.S.C. §4071-4074.

Fiscal Impact Statement

6. No additional funding is required at this time. Should this change, the Board will be informed.

Implementation and Assessment Plan

7. Changes in Administrative Policy 7.19 will be announced to MPS staff via the Administrators' Bulletin, school staff meetings, and meetings with principals.

8. Parents and students will be informed of the policy revisions in the *Parent/Student Handbook on Rights, Responsibilities and Discipline.* Schools will be requested to review the policy revisions in homerooms, at school assemblies, or at grade-level meetings with students. Publications developed by the school will include information on the policy revisions.

Committee Recommendation

Your Committee recommends that the Board adopt the following revisions to Administrative Policy 7.19:

Administrative Policy 7.19: Student-Initiated ~~Organizations~~ Student Groups

(1) Non-Secondary School Student Groups

(a) When students within ~~a~~ a non-secondary school (i.e., a school not comprising only pupils enrolled in grades 9, 10, 11, and 12) want to form a group and use ~~the same~~ school facilities ~~that established clubs use~~, the principal shall have the right to require them to have a faculty advisor and to follow reasonable rules regarding such things as times of meetings and use of facilities.

(b) Membership in all student ~~organizations~~ groups must be open to all students, and club activities may not interfere with the educational process or the orderly operation of the school.

(2) Secondary School Student Groups

(a) Definition. A *non-curriculum-related student group* is one that does not directly relate to the body of courses offered by the school. A *student group* directly relates to the curriculum if any one of the following applies:

1. The subject matter of the group is actually taught in a regularly offered course;

2. The subject matter of the group concerns the body of courses as a whole;

3. Participation in the group is required for a particular course; or

4. Participation in the group results in academic credit.

(b) The federal Equal Access Act, 20 U.S.C. §§ 4071-4074 (1988), provides that a public secondary school that allows one or more non-curriculum-related student groups to meet on school premises during non-instructional time must not discriminate against, and must make the same opportunity, on the same terms, available to, student groups that wish to pursue religious, political, or philosophical ideas. The principal shall have the right to require that an MPS staff member monitor the meetings of a non-curriculum-related student group so long as the same requirement is applied to all other non-curriculum-related student groups, regardless of the religious, political, philosophical, or other content of the speech at such meetings. Any Milwaukee Public School that meets the definition of a high school under state law — i.e., a school entirely comprising pupils enrolled in grades 9, 10, 11, and 12 — shall do all of the following if that school permits one or more non-curriculum-related student groups to meet at the school during non-instructional time.

1. Grant equal access and a fair opportunity to all non-curriculum-related student groups that wish to meet on school premises during non-instructional time regardless of the religious, political, philosophical or other content of the speech at such meetings. The student meetings may include a prayer service, Bible reading, or other worship exercise. The school shall not discriminate against a non-curriculum-related student group because of the limited number of pupils in the group.

2. Grant non-curriculum-related student groups acting under this policy the use of school media — including the public address system, the school newspaper, and the school bulletin board — to announce their meetings on the same terms as other non-curriculum-related student groups are allowed to use the school media.

3. Grant non-curriculum-related student groups acting under this policy the opportunity to meet on school premises during the same non-instructional periods as other non-curriculum-related student groups. If other non-curriculum-related student groups are permitted to meet during their lunch periods, before the commencement of the school day, or after the completion of the school day, the same permission shall be granted to pupils meeting under this policy.

4. Ensure that the meeting is not sponsored by the school or any of its employees.

   a. Any school employee who attends a religious meeting under this policy shall do so only in a non-participatory capacity.

   b. The school shall not compel any employee to attend a meeting if the content of the speech at the meeting is contrary to the beliefs of the employee.

   c. The school shall not influence the form or content of any prayer or other religious activity.

   d. The school shall not require any person to participate in prayer or other religious activity.

   e. The school shall not expend public funds beyond the incidental cost of providing space for the student-initiated meetings and use of school media.

   f. Schools may inform students that student-initiated meetings under this policy are not school-sponsored.

5. Require non-curriculum-related student groups that wish to meet on school premises during non-instructional time to comply with the following terms:

   a. All meetings must be voluntary and student-initiated.

   b. Meetings must not materially and substantially interfere with the orderly conduct of educational activities within the school.

   c. Non-school persons may not direct, conduct, control, or regularly attend activities of the non-curriculum-related student group.

   d. Any non-curriculum-related student group violating one or more of these terms shall be informed of the violation and given one opportunity to correct the violation(s).

Adopted 6-30-75; Reaffirmed 2-22-95

PREVIOUS CODING: Admin. Policy IGDA, prior to May 1995; Admin. Policy 9.19, May 1995-August 1996

The Board Clerk indicated that the above recommendation incorporated revisions suggested by the City Attorney subsequent to the Committee meeting.

Director Hardin moved to adopt the policy change as amended by the City Attorney.

The motion prevailed, the vote being as follows:

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

Noes—None.

Temporarily absent—Director O'Neil—1.

* * * * *

(Item 10) Action on a Request for Approval of Partnership School Alternative Education Contracts

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 27, 2002, the Board approved contracts with a number of community-based organizations to provide alternative education programs for children at risk. The contract provides for renewal subject to an annual performance evaluation, the availability of funds, and the needs of MPS.

2. Senate Bill 241 was signed into law on May 8, 2000, and went into effect on July 1, 2000. The fundamental change is from "Children At Risk" to "Children At Risk of Not Graduating from High School." The law sets standards for student outcome data. These standards include the percent of student attendance, academic units earned on a prorated basis, the number and percent of seniors receiving high-school diplomas, the percent of students staying in school, and the percent of students demonstrating on standardized tests or other appropriate measures at least one month's gain in reading and mathematics for each month of enrollment. Data for the 2002-2003 academic year reflect the provisions in the current law and will be available upon request after July 15, 2003.

3. The Office of Board Governance-Audit Services conducted Partnership School Financial and Compliance Reviews in the spring of 2003 for the following partnership schools: Assata, Career Youth Development, Loyola, MAAIC/Spotted Eagle, Seeds of health/ Grandview, Synergy.

4. The Division of Diversified Community Schools' recommendations for contract renewal and seat allocations for the 2003-2004 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, 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)
- MPS Board of Governance Recommendations for Contracting with Partnership Schools. (Review of the Division of Alternative Programs Management of the Partnership School Contracts, Audit 505, May 1995).

Fiscal Impact Statement

7. Approval of this item authorizes expenditures totaling $14,569,823 for FY04. The chart below outlines the number of contracted seats for FY03, the proposed number of seats for FY04, 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 contracts is included in the FY04 budget in accounts: ARC-0-0-AGN-XX-ECTV; AGP-0-0-AGN-XX-ESTC; DWC-0-0-AGN-XX-EEBN.

Proposed Seats for FY2004

Partnership School	Grade	Total FTE Seats		Total Contract
		2003	2004	
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	200	225	1,643,625
Shalom	9-12	100	100	730,500
Silver Spring Neigh. Ctr.	6-8	65	80	584,400
UCC	6-8	60	60	438,300
Totals		**1,450**	**1,490**	**$10,884,450**
Behavioral Reassignment				
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	60.0	438,300
Synergy	6-12	125.0	125.0	913,125
To Be Assigned (TBA)	--	107.0	162.0	1,183,410
Totals		**449.5**	**504.5**	**$3,685,373**
GRAND TOTAL		**1,899.5**	**1,994.5**	**$14,569,823**

During FY03, 107 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. These seats were exhausted approximately six weeks prior to the end of the school year. In order to meet the projected need for behavioral reassignment seats for FY04, the Division of Diversified Community Schools has budgeted a total of 162 TBA behavioral reassignment seats.

Implementation and Assessment

8. Formal/informal assessments are implemented throughout the school year. Unless otherwise negotiated and agreed to by the parties in writing, partnership schools will comply with the performance standards in the District Accountability Plan.

9. The requirements of the NCLB include provisions to raise academic achievement for all children, including students enrolled in MPS partnership schools. The Division of Diversified Community Schools has conducted a comprehensive review of contract language for partnership schools and included revisions to align with the State of Wisconsin's accountability measures and to address the requirements of the NCLB provisions.

Committee Recommendation

Your Committee recommends that the Board authorize the renewal of the contracts with partnership schools for FY04 as listed below.

Proposed Seats for FY2004

Partnership School	Grade	Total FTE Seats		Total Contract
		2003	2004	
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	200	225	1,643,625
Shalom	9-12	100	100	730,500
Silver Spring Neigh. Ctr.	6-8	65	80	584,400
UCC	6-8	60	60	438,300
Totals		**1,450**	**1,490**	**$10,884,450**
Behavioral Reassignment				
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	60.0	438,300
Synergy	6-12	125.0	125.0	913,125
To Be Assigned (TBA)	--	107.0	162.0	1,183,410
Totals		**449.5**	**504.5**	**$3,685,373**
GRAND TOTAL		**1,899.5**	**1,994.5**	**$14,569,823**

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

* * * * *

(Item 11) Action on a Request 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 being 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. These programs provide educational and therapeutic services to children ages 12 through 18 who are juvenile offenders or adjudicated delinquents. Most are MPS students who are on court-ordered probation due to a court finding of delinquency.

2. MPS and agency teachers provide instruction designed to help pupils meet MPS middle- and high-school graduation requirements, while the Milwaukee County Children's Court Center supports the therapy program.

3. The aim of the joint MPS/Milwaukee County Day Treatment Programs is to decrease delinquent behavior, while promoting school and community adjustment for students who exhibit socially unacceptable behavior and are experiencing academic problems and 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, students are either reassigned to an MPS school or are referred to the court system.

5. In January of 2003, the Milwaukee Children's Court Center approved proposals to provide day-treatment services from three community-based organizations: Lad Lake Ultra, Project Excel, and St. Charles, Inc. The Administration is recommending that the District continue to contract for day-treatment services from these community-based organizations for 2003-2004, 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 $470,370 for FY04. Projected costs for the contracts listed for approval are shown below.

Day Treatment Site	Seats		Cost
	2003	**2004**	
Lad Lake Ultra	30	30	$131,910
Project Excel	30	30	131,910
St. Charles Intensive Day	30	45	206,550
Southwest Key	30	0	0
Totals	**120**	**105**	**$470,370**

The base FTE cost for Lad Lake Ultra and Project Excel is $4,397. The base FTE cost for St. Charles is $4,590. Funds (accounts: ORC-0-0-MCO-XX-ESTC; DWC-0-0-MCO-XX-EEBN; ORC-0-0-MCO-XX-ECTS) sufficient to support educational services to adjudicated students were approved in the FY04 budget.

Implementation and Assessment Plan

9. Formal and informal assessments are implemented throughout the school year. Unless otherwise negotiated and agreed to by the parties in writing, day-treatment programs will comply with the performance standards in the District Accountability Plan.

10. The requirements of the federal "No Child Left Behind" (NCLB) Act include provisions to raise academic achievement for all children, including students enrolled in MPS Diversified Community Schools. The Administration has recently conducted a comprehensive review of contract language to align with the State of Wisconsin's accountability measures and to address the requirements of the NCLB provisions.

Committee Recommendation

Your Committee recommends that the Board authorize the Administration to enter into contracts with the following day-treatment agencies to provide an educational program for adjudicated students in FY04:

Day Treatment Site	Seats		Cost
	2003	**2004**	
Lad Lake Ultra	30	30	$131,910
Project Excel	30	30	131,910
St. Charles Intensive Day	30	45	206,550
Southwest Key	30	0	0
Totals	**120**	**105**	**$470,370**

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

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(Item 12) Action on a Request for Approval of School-within-a-School Programs for Adjudicated Youth

Administration's Analysis

1. As a result of Board action on June 27, 2002, contracts for school-within-a-school programs to serve disruptive students in grades 6-12 for the 2002-03 school year were approved in 10 MPS schools. The Administration is recommending approval of the same number of contracted seats for the 2003-2004 school year. The list of schools and contracted 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 2002-2003 school year, 843 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 all ten schools receive approval for contracts to serve disruptive students for the 2003-2004 school year.

Fiscal Impact Statement

4. Approval of this item authorizes expenditures totaling $591,175 for 2003-2004. The chart below outlines the number of contracted seats for 2002-2003, the proposed number of seats for 2003-2004, and the cost per school. The cost per contracted seat is $1,105.

Schools	**Grades**	**Seats**		**Cost**
		'03	**'04**	
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**

With Board approval, the funds will be transferred from the Division of Diversified Community Schools' Non-MPS Agency account ARC-0-0-AGN-XX-ECTV to the MPS school sites (various school accounts). Funds sufficient to support approved programs for the 2003-2004 school year were appropriated in the FY04 MPS Budget.

Implementation and Assessment Plan

5. Programs will begin in September 2003, subject to the completion of a signed Memorandum of Understanding with the Milwaukee Teachers' Education Association.

6. The requirements of the reauthorization of NCLB include provisions to raise academic achievement for all children, including students enrolled in MPS Diversified Community Schools. Program assessment will be performed annually to measure student outcome standards specified for contracted programs serving children at risk of not graduating from high school. The Division of Diversified Community Schools has conducted a comprehensive review of contract language to align with the State of Wisconsin's accountability measures and to address the requirements of the NCLB provisions.

Committee Recommendation

Your Committee recommends that the Board approve contracts to serve disruptive students for the 2003-2004 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 '03	Seats '04	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 a Request for Approval of a Contract with St. Charles for Students with Special 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 June 26, 1996 meeting, the Board authorized the Administration to request a waiver from the provision of PI 11.06 (1)(d)(2) of the Wisconsin Administrative Code requiring the State Superintendent of Public Instruction to individually approve each placement in a private agency for students with disabilities.

3. On June 27, 2002, the Board approved a contract with St. Charles Youth and Family Services to provide an educational treatment-oriented program for students with special educational needs to serve 135 students with severe behavioral problems.

4. The Milwaukee Public Schools continues to have a need for programs serving special-education students experiencing difficulty with their behavior.

5. The Administration is recommending that the District continue to contract with St. Charles for 135 seats, to include 40 elementary seats (grades 3-5) and 95 secondary seats (grades 6-12). An additional 23 seats will be undesignated to allow for flexibility in matching student needs with a larger variety of placements. The total FTE will be 158.

Strategic Plan Compatibility Statement

6. The recommendation supports the MPS Strategic Plan Goal l, to improve student achievement.

Statute, Board Policy or Rules Statement

7. 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

8. Approval of this item authorizes expenditures totaling $1,581,594 for 2003-2004. 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 contracts is included in the FY04 budget in account ARC-0-0-AGN-XX-ECTV. The costs for these contracts are shown below:

Agency	**FY 02-03**	**FY 03-04**
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	$213,329
Total	$1,581,594	$1,581,594

Implementation and Assessment Plan

9. A program performance evaluation is conducted annually to determine whether the schools have complied with the performance standards stated in the contract. Unless otherwise negotiated and agreed to by the parties in writing, special-education sites shall establish to the satisfaction of MPS on an annual basis that the partnership school has complied with performance standards specified in the contract.

10. All students will have functional behavioral assessment and behavior intervention plans that will result in an improvement in behavior. 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.

11. The school shall achieve a percentage of pupils in grades 3-12 meeting at least 70% of their IEP goals.

12. All students shall participate in district and statewide assessments, with accommodations and modifications if appropriate (as determined by the IEP Team). If alternative assessments will be given (as determined by the IEP Team), they must reflect high standards and expectations.

13. The successful bidder(s), in collaboration with the Division of Special Services, will develop appropriate transition plans for all students.

14. The requirements of the "No Child Left Behind" (NCLB) Act include provisions to raise academic achievement for all children, including students enrolled in MPS Diversified Community Schools.

Committee Recommendation

Your Committee recommends that the Board authorize the Administration to renew the contract with St. Charles for FY04 for 135 special education seats and for 23 seats to be determined.

Agency	FY 02-03	FY 03-04
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	$213,329
Total	$1,581,594	$1,581,594

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

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(Item 14) Action on a Request for Approval of Early Childhood Contracts for Day Care Centers

Administration's Analysis

1. Since 1988, the Milwaukee Public Schools has had the authority, under Sec.119.72, of the Wisconsin State Statutes, to contract with private, non-profit, non-sectarian day care centers located in the City of Milwaukee to provide early childhood education to four- and five-year-olds who are residents of the City. On June 27, 2002, the Board approved contracts with four childcare providers. The contracts provide 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, coupled with day care services.

2. It is anticipated that having a kindergarten program implemented within a day care setting would help to provide continuity of care for the young child enrolled in a K4 or K5 program. Under this program, kindergarten programs have been established at four day care centers located in the City of Milwaukee. In these programs, the kindergarten 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 staff members within the guidelines of the approved curricula. The day care staff is there as (program) personnel and to work with school children outside of the regular school day.

3. The contracted agencies reimburse MPS for partial cost of the MPS teacher assigned to the contracted site. Payment is made to MPS through installments deducted from monthly contract payments.

4. The Administration's recommendations for early childhood contracted seats for 2003-2004 are outlined under the Fiscal Impact Statement.

Strategic Plan Compatibility Statement

5. The state-funded kindergarten day care program supports the MPS Strategic Plan, Goal 1, student achievement, and Goal 3, family satisfaction, as measured by their choices in the education marketplace.

Statute, Board Policy or Rules Statement

6. Wisconsin State Statute 119.72 authorizes MPS to contract with day care centers. Board policy requires that all contracts with day care agencies be approved by the Board.

Fiscal Impact Statement

7. This item authorizes expenditures. Contracts for these programs are funded at the projected per-pupil amount for the Milwaukee Private School Choice Program ($6,013 per pupil, an increase of $230.08 over FY03 Choice amounts).. Funding to cover the cost of the contracts is included in the FY04 budget accounts: KG5-0-0-CKG-XX-ESTC; DWC-0-0-CKG-XX-EEBN; EEC-0-0-CKG-XX-ECTV.

8. The Governor's budget proposal would reduce Choice increases to $55 per pupil Should the Governor's proposal become law, the per-pupil amount would become $5,837.92. If the state budget includes reducing four-year-old kindergarten from 0.5 FTE to 0.25 FTE, these contracts will be modified to reflect this change.

Day Care Center	FTE '03	FTE '04	Amount
Carter Child Development Center	80	80	$481,040
LaCausa Day Care Center, Inc.	60	60	360,780
Silver Spring Neighborhood Center	25	25	150,325
Hampton Avenue Day Care	20	20	120,260
TOTALS	**185**	**185**	**$1,112,405**

9. At no time shall the day care agencies (sub-grantees) receive payments for seats that are not filled by eligible Milwaukee resident students. Funds to support this program are provided by the State under Wisconsin Statute 119.72, Early Childhood Education: contracts with day-care centers.

Implementation and Assessment Plan

10. In accordance with contract requirements, formal and informal assessments are implemented throughout the school year. Unless otherwise negotiated and agreed to by the parties in writing, the contractor shall establish to the satisfaction of MPS on an annual basis that the contractor has evaluated how children are performing in the program in the following areas:

a. Language Arts

b. Active Learning

c. Math and Logical Reasoning

d. Social/Emotional

e. Science/Social Studies/Health

11. Evaluations completed in August, 2002 for the 2001-2002 school year indicated that pupils showed strong gains in all areas specified in the assessment checklist. The majority of the pupils were identified as "secure" in all skills by the end of the year. The Administration is currently in the process of completing evaluations for the 2002-2003 school year, which should be completed by the end of August 2003.

12. Any impact on the contract amounts due to changes in the State budget will be made when information is available.

Committee Recommendation

Your Committee recommends that the Board authorize the Administration to renew contracts with the following agencies to provide 185 early childhood FTE for the 2003-2004 school year at a cost of $6,013, contingent upon successful outcomes resulting from the formal and informal assessments conducted during 2002-2003.

Day Care Center	FTE '03	FTE '04	Amount
Carter Child Development Center	80	80	$481,040
LaCausa Day Care Center, Inc.	60	60	360,780
Silver Spring Neighborhood Center	25	25	150,325
Hampton Avenue Day Care	20	20	120,260
TOTALS	**185**	**185**	**$1,112,405**

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

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(Item 15) Action on a Request for Approval of Contracts for Kindergarten/Elementary School Programs

Administration's Analysis

1. The Milwaukee Board of School Directors, at its meeting on June 26, 1999, authorized the Administration to enter into contracts with agencies for early childhood services. On June 27, 2002, the Board approved contracts with a number of community-based organizations to provide educational programs for kindergarten and elementary grade students. The contract provides for renewal subject to an annual performance evaluation, the availability of funds, and the needs of MPS. The Milwaukee Public Schools continues to have a need for contracted kindergarten and elementary programs.

2. The Administration recommends the Board authorize one-year contracts with the agencies listed below.

SITE	FTE FY03	FTE FY04	Amount
Agape	173	175	$1,052,275
Garden Homes Lutheran	23.5	43	160,000
Guadalupe Head Start	19.5	21	126,273
La Causa*	203.5	0	0
Next Door	64.5	69	414,897
Seeds of Health (Windlake)	222.5	230	1,382,990
V.E. Carter*	118.5	0	0
TOTAL	**825.0**	**538**	**$3,136,435**

*Non-instrumentality charter schools beginning in FY2004

3. Funds totaling $3,136,435 were allocated in the FY04 budget for contracted kindergarten programs. The contract amount is after deduction for MPS teacher costs. All students being served under these contract agreements are includable in the MPS enrollment count.

Strategic Plan Compatibility Statement

4. The recommendation supports the MPS Strategic Plan, Goal 1, student achievement, and Goal 3, family satisfaction, as measured by their choices in the education marketplace. These contracts provide parents and students with multiple educational options and services.

Statute, Board Policy or Rule Statement

5. These contracts conform to all statutes, policies, and rules.

Fiscal Impact Statement

6. This item authorizes expenditures. Contracts for all programs, except Garden Homes Lutheran, are funded at the projected per-pupil amount for the Milwaukee Private School Choice Program ($6,013 per pupil, an increase of $230.08 over FY03 Choice amounts). Funding to cover the cost of the contracts is included in the FY04 budget accounts KG5-0-0-CKG-XX-ESTC, DWC-0-0-CKG-XX-EEBN, and EEC-0-0-CKG-XX-ECTV.

7. The Governor's budget proposal would reduce Choice increases to $55 per pupil. Should the Governor's proposal become law, the per-pupil amount would become $5,837.92. If the state budget includes reducing four-year-old kindergarten from 0.5 FTE to 0.25 FTE, these contracts will be modified to reflect this change.

Implementation and Assessment Plan

8. The contracts will be monitored through the Office of Academic Excellence, Division of Diversified Community Schools. Any impact on the contract amounts due to changes in the State budget will be made when information is available.

Committee Recommendation

Your Committee recommends that the Board authorize one-year contracts with the following agencies for the FTEs and amounts listed below:

SITE	FTE FY04	Amount
Agape	175	$1,052,275
Garden Homes Lutheran	43	160,000
Guadalupe Head Start	21	126,273
Next Door	69	414,897
Seeds of Health (Windlake)	230	1,382,990
TOTAL	**538**	**$3,136,435**

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

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(Item 16) Action on a Request for an Extension of the Sole-Source Contract with Quarles and Brady, LLP, for Services Connected with the Neighborhood Schools Project

Background

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.

Administration's Analysis

1. 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, 2003, through June 30, 2004, at a maximum compensation of $495,000. The scope of work is attached to the minutes of your Committee's meeting.

2. Since September 2001, Quarles & Brady has negotiated agreements with the Police Athletic League, the Housing Authority of the City of Milwaukee, Holy Redeemer, and Community Baptist Church, as well as the replacement housing component for the 37th Street School site; predevelopment contracts with Lisbon Avenue Neighborhood Development, Latino Community Center, and Community Village; and a service contract with the Joint Agencies for Milwaukee Neighborhoods (JAMN).

3. In addition, Quarles & Brady has provided expertise in a wide range of issues related to the Neighborhood School Plan, e.g., partnership development, facility leases, public relations, and the preparation of reports required by the State Legislature.

4. During the 2001-2002 and 2002-2003 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 the Quarles & Brady law firm. Through the negotiation process, the ONS and DFM staff have gained additional knowledge and expertise regarding lease negotiations and contract development. Due to the complexity of partnership contracts, the Administration will continue in FY04 to work with representatives of Quarles & Brady before MPS staff becomes solely responsible for this process.

5. Although not a Historically Underutilized Business (HUB) vendor, Quarles & Brady is committed to the principals of HUB as identified in their diversity goals. During FY03, 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 FY04.

6. The City Attorney has reviewed the Quarles & Brady sole-source contract.

Strategic Plan Compatibility Statement

7. The implementation of the Neighborhood Schools Plan is one of the strategic initiatives of the district.

Statute, Board Policy or Rules Statement

8. The Neighborhood Schools Initiative was enacted by the state legislature through 1999 Wisconsin Act 9. On August 24, 2000, the Board approved the Neighborhood Schools Plan.

Fiscal Impact Statement

9. Funding in the amount of $495,000 for the recommended professional service contract — $445,000 for the Quarles & Brady contract, and $50,000 for the HUB subcontractor — is available within the budget of the Office of Neighborhood Schools, account code FAR-0-0-NSP-NP-ECNS.

Implementation and Assessment Plan

10. Upon approval of the Board, the Administration will extend the contract with Quarles & Brady, LLP, for services connected with the Neighborhood Schools Initiative.

Committee Recommendation

Your Committee recommends that the Board approve an extension of the Quarles & Brady, LLP, sole-source contract from July 1, 2003, through June 30, 2004.

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

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(Item 17) Action on a Request for Authorization to Fund the Construction of Four Classrooms at Rock Hill Missionary Church for Classroom Space as Part of The Neighborhood Schools Initiative

Background

On August 24, 2000, the Board adopted the plan for the Neighborhood Schools Initiative (NSI), which calls for the creation of 11,000 neighborhood seats. One of the methods used to create these 11,000 neighborhood seats is partnership with community-based organizations (CBOs), including faith-based organizations, as identified within the Neighborhood Schools Plan.

Administration's Analysis

1. LaFollette School asked Rockhill Missionary Baptist Church to be its community educational partner in December 2001. At its meeting in April 2002, the Board authorized funding of up to $700,000 for the LaFollette/Rockhill Missionary Baptist Church CBO from various sources of new revenues allotted. This new partnership did not affect the previously approved $790,000 addition to LaFollette School.

2. MPS is committed to the successful implementation of this partnership. Rockhill Missionary Baptist Church will construct the building of approximately 44,514 square feet. In exchange for such construction, and for Rockhill's agreeing to abide by all other terms and conditions of a lease agreement to be negotiated, the following conditions apply:

a. MPS shall have the exclusive use during agreed-upon hours to occupy approximately 14,514 square feet of Rockhill's building, comprising four early childhood classrooms and a teachers' lounge, and shall also have the non-exclusive use of pertinent circulation and common spaces;

b. MPS shall — provided that Rockhill shall first show firm commitments on all resources required to complete the contemplated construction (approximating $927,000) — prepay $700,000 in rent for such use;

c. In addition, MPS shall pay its equitable, *pro rata* portion of the reasonable costs actually incurred by Rockhill for the requisite cleaning, ordinary maintenance, and utility services;

d. Rockhill's contribution must total at least $927,000, and under no circumstances shall MPS pay any rent beyond the $700,000 agreed prepaid rent and the *pro rata* expenses for maintenance and operation.

Strategic Plan Compatibility Statement

3. The proposed facility partnership 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 Rules Statement

4. The recommendation complies with MPS rules and policies. The recommendation is compatible with the Neighborhood Schools Initiative Plan as approved by the Board on August 24, 2000, and by the Wisconsin Legislature on September 26, 2000.

Fiscal Impact Statement

5. Funding for this project, in the amount of up to $700,000, will be through NSI program funds, account FAR-0-0-NSI-XX-ECNC or account FAR-0-0-NSI-XX-EOTH.

Implementation and Assessment Plan

6. Upon successful negotiations of the lease agreement between MPS and Rockhill Missionary Baptist Church, the lease agreement will be brought back to the Board for approval.

Committee Recommendation

Your Committee recommends that the Board authorize the Administration to carry out a commitment to fund up to $700,000, contingent upon successful negotiations of the lease agreement between Rockhill Missionary Baptist Church and MPS, with the lease agreement to be brought back to the Board for approval.

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

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(Item 18) Action on a Request for Authorization to Enter into a Ground Lease Agreement for the Neighborhood Schools Initiative Partnership with the Housing Authority of the City of Milwaukee

Background

1. At its meeting of August 2000, the Board adopted the plan for the Neighborhood Schools Initiative (NSI), which identified Silver Spring Neighborhood Center (SSNC) as a community partner with Browning School. At the its meeting in November 2000, the Board authorized continuing negotiations with several community agencies that serve the stated aims of the Neighborhood Schools Plan, including Silver Spring Neighborhood Center and the Housing Authority of the City of Milwaukee (HACM), for the purpose of replacing the existing Browning Elementary School with a new, three-section (three classes per grade) K-5 elementary school (572 seats).

2. From February 2002 through May 2003, the MPS and HACM engaged in negotiations for a ground lease needed to accommodate construction of a new, three-section K–5 elementary school (572 seats) as a replacement for the existing Browning Elementary School. Certain common areas of the new school will be shared with Silver Spring Neighborhood Center, the community partner with Browning School. On May 2002, construction began on the new Browning Elementary School.

3. In October 2002, the MPS Board authorized the Administration to enter into a disbursing agreement with HACM and the Chicago Title Insurance Company. As part of the disbursement authorization, which allows up to $7,100,000 for construction of the project, the Administration was to bring to the Board for its approval a ground lease memorializing the terms and conditions of MPS's occupancy on the site.

4. In April 2003, the U.S. Department of Housing and Urban Development (HUD), the federal agency that retains the right to approve any conveyance from HACM to MPS, indicated that it would favorably consider a ground lease.

Administration's Analysis

5. The Administration has completed its negotiations with HACM and now seeks authorization to enter into a lease agreement. (Copies have been provided to the Board under separate cover). The lease includes the following provisions:

a. The ground lease will be of a term of no more than 99 years, at ten dollars per year, with a purchase price at term's end of one dollar;

b. MPS will be responsible for maintaining the new school;

c. Internal shared facilities will be used by MPS and HACM/SSNC, as described in the lease agreement, at delineated times.

Strategic Plan Compatibility Statement

6. The recommendation to enter into a Ground Lease agreement with HACM is consistent with the practice of fiscal responsibility to facilitate informed decisions about the allocation of resources for district program, functions, and operations.

Statute, Board Policy or Rules Statement

7. The recommendations are compatible with the Neighborhood Schools Plan as approved by the Board on August 24, 2002, and by the Wisconsin Legislature on September 26, 2000.

Fiscal Impact Statement

8. In October 2002, the Board authorized expenditures of up to $7,100,000 for the construction of a new elementary school at the HACM Westlawn site. The funds were derived from the $98.4 million of the NSI program budget. This item authorizes lease expenditures from the Operations Fund of $10 per year for the ground lease.

Implementation and Assessment Plan

9. Upon approval by the Board, with concomitant approval by the U.S. Department of Housing and Urban Development and by the Housing Authority of the City of Milwaukee, the appropriate lease documents will be executed.

Committee Recommendation

Your Committee recommends that the Board authorize the Administration to enter into a ground-lease agreement with the Housing Authority of the City of Milwaukee for the use of the new Browning School and authorize lease expenditures from the Operations Fund of $10 per year for no more than 99 years for the ground lease.

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

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(Item 19) Action on a Request for Authorization to Pay for Sole-Source Maintenance Contracts

Background

The Administration is reporting to the Board sole-source service agreements for technology maintenance. The maintenance agreements ensure that the District receives software updates when available and service when needed. These agreements, offered by vendors of proprietary software and hardware, are inappropriate for competitive procurement procedures.

Administration's Analysis

1. These maintenance contracts must be paid in order for the District to receive updates to the software and support services. In the absence of maintenance contracts, the District is not entitled to technical support if the product fails or to upgrades when they become available. Some systems, such as payroll, would not be functional because of the dependency of tax-table updates. Below is a table which details information relative to these maintenance contracts:

Department of Technology FY04 Annual Service-level Agreements			
Vendor	Software	Hardware	Amount
IBM		CPU 7060/H50 Mainframe	$37,404.00
Foresight Technologies	Annual VM/VSE OS	Mainframe	$129,132.00
Computer Associates	Legacy Software	Mainframe	$134,000.00
Candle	Legacy Software	Mainframe	$4,000.00
MacKinney	Legacy Software	Mainframe	$350.00
MicroTempus	Legacy Software	Mainframe	$6,400.00
Phoenix	Legacy Software	Mainframe	$4,500.00
Platinum	Legacy Software	Mainframe	$8,900.00
SAGA	Legacy Software	Mainframe	$105,800.00
SAS	Legacy Software	Mainframe	$15,500.00
SDI	Legacy Software	Mainframe	$6,800.00
SDA-IPCP	Legacy Software	Mainframe	$575.00
SDS-Multiterm	Legacy Software	Mainframe	$3,800.00
Sterling	Legacy Software	Mainframe	$5,200.00
Syncsort	Legacy Software	Mainframe	$5,500.00
Sentinel		Tape Drives	$16,000.00
Global Technologies	Legacy Software	Mainframe	$7,132.00
Tidal Software	Payroll		$9,000.00
Tuxedo	Payroll		$2,500.00
Crystal	Payroll		$2,500.00
Xerox	Printer Software Maintenance	Printers (Annual Lease)	$104,208.00
Troy	Check Printer Software	Payroll Check Printers	$2,535.00
Novell	District Network OS	District Network	$192,596.00
EMC	Annual Maintenance	EMC Disk Array	$46,875.00
Sun Microsystems		District Sun Servers	$52,270.00
Hewlett-Packard		District HP Servers	$132,636.00
Oracle	Data Base Architecture	District Servers	$370,000.00
AAL	eSIS		$175,000.00
.Edu	D2L	Prometheus Server	$125,200.00
Iron Mountain Data Storage	District Data Storage		$8,000.00
Bottomline Technologies	Check Printing		$4,200.00
Symantec	Anti-Virus		$185,350.00
IBM Lease		Hardware Lease	$125,143.85
IBM Software	Operating System		$129,132.00
Filenet	Workflow		$49,279.58
Total			$2,207,418.43

Strategic Plan Compatibility Statement

2. This recommendation supports the MPS Strategic Plan, Goal 1, student achievement.

Statute, Board Policy or Rule Statement

3. This recommendation is consistent with Administrative Policy 3.09, Purchasing and Bidding Requirements.

Implementation and Assessment

4. Upon approval of the recommendations by the Board, the Administration will complete the maintenance contract instruments and return them to the various vendors so they may issue invoices for payment.

Fiscal Impact Statement

5. This item authorizes expenditures of $2,207,418.43. The IFAS account number is EQM-0-0-TEC-TC-EMTC

Committee Recommendation

Your Committee recommends that the Board authorize the Administration to enter into these sole-source maintenance contracts and pay them as they occur during FY 04. The accumulative amount is not to exceed $2,207,418.43.

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

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(Item 20) Action on a Request for Authorization to Reimburse the E-Rate Program for Payments Made for Service Started or Completed before the Approved Date

Background

1. The E-Rate program is a federal program administered through the FCC to provide funding to schools and libraries to develop, implement, and maintain Internet connectivity. Under the E-Rate program, the requested services or acquisition of equipment cannot begin until the application is approved or until after the beginning of the years for which the application has been made. The District has participated in this program from its inception in 1998. To date, over $49,000,000 dollars have been received for classroom wiring, telecommunications services, and Internet connectivity.

2. The following payments were made by the E-Rate program for services which had been approved but were determined during a audit to have been started earlier than the year of the application. All of the work completed was for classroom wiring. The District is in receipt of letters demanding repayment. If repayment is not made, the District could lose its ability to participate in the E-Rate Program. The District did file appeals for relief in these audit findings but they have been denied.

Funding Year End	FRN	Funds to be Recovered
06/30/99	144681	$42,180.00
06/30/99	144682	76,138.00
06/30/99	144683	91,869.00
06/30/99	144686	85,213.00
06/30/99	144690	17,095.00
06/30/99	144695	43,006.00
06/30/99	144687	56,230.00
06/30/99	144689	45,841.00
06/30/00	271775	97,926.30
06/30/00	271777	83,957.60
Total		$638,455.90

Administration's Analysis

3. As stated, the District did file an appeal for each payment made since the application was approved subsequent to the beginning of the delivery of service. Each appeal was denied on the grounds that the defined rules had not been followed.

4. The District must honor these repayment demands for the E-Rate program or risk losing the opportunity to obtain funding of approximately $10,000,000 annually. This would limit the District's ability to wire the remaining 384 classrooms and have an impact on the general funds budget.

Strategic Plan Compatibility Statement

5. This recommendation supports the MPS Strategic Plan, Goal 1, student achievement.

Statute, Board Policy or Rule Statement

6. The recommendation is consistent with the practice of fiscal responsibility.

Implementation and Assessment

7. Upon approval of the recommendation by the Board, the Administration will process the reimbursement requests to the E-Rate program.

Fiscal Impact Statement

8. This item authorizes expenditures of $638,455.90. The District has been notified that an additional request for $456,572.00 is forthcoming. Further, during the E-Rate audit for the funding year 1998-1999, the District was alerted that additional reimbursement demands could be made.

9. The District is exploring other options to pay future payment demands, including off-sets of E-Rate payments due to the District for the pre-payment of approved services.

Committee Recommendation

Your Committee recommends that the Board authorize the Administration to process the pending reimbursement demands from the E-Rate program.

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

* * * * *

(Item 21) Report on Recommendations from the Lead Poisoning Prevention Task Force

Background

1. The Board established the Lead Poisoning Prevention Task Force at its meeting on March 30, 1999. The Task Force, which was charged with researching the issue and developing a comprehensive plan, has developed the following recommendations for MPS:

a. Include lead-poisoning prevention in the curriculum for all students, preschool through high school, and provide information for students to take home to their families;

b. Develop inservice programs for staff about how to prevent lead poisoning, how lead poisoning affects children, and how children with a history of lead poisoning should be educated;

c. Make a commitment to seek and deploy resources to evaluate and meet the needs of individual children suffering from lead poisoning. Seek grant funds to develop and test intervention programs for lead-poisoned children;

d. Encourage parents to provide evidence of blood-lead tests when parents seek to enroll children in all early childhood programs (i.e., before first grade). Recommend that MPS ask parents of children enrolled in early childhood programs for evidence of previous blood-lead tests or for written consent for MPS to obtain blood-lead test records at time of admission. Ask the Wisconsin Division of Health and Family Services (DHFS) to issue rules requiring age-appropriate blood-lead testing;

e. Become a model property owner. Direct and fund MPS staff to systematically evaluate and control interior and exterior lead paint hazards at all facilities used by children enrolled in MPS programs. Treat all hazards found at facilities housing early childhood programs as emergency situations. MPS staff should prevent lead exposure by maintaining paint in good condition and scheduling preventive work at all buildings serving children enrolled in MPS programs;

f. Research legislative and civil actions to recover costs due to lead-based paint, including costs to repair MPS buildings, as well as ongoing medical and education costs for educating children exposed to lead;

g. Continue an ongoing and representative task force to implement and evaluate MPS's efforts to prevent lead poisoning;

h. Work with other stakeholders to facilitate a public information campaign to build public awareness of the issues surrounding childhood lead poisoning and its prevention.

Administration's Analysis

2. The Administration has developed the following plan:

a. Funds will be allocated in the code-compliance portion of the capital plan to perform an assessment of all elementary schools.

b. Building engineers at each school, in addition to staff from Facilities and Maintenance Services, will receive awareness training to help identify areas at schools that may present lead hazards to students.

c. Any area suspected of presenting a lead hazard to students will be investigated and assessed by MPS Facilities and Maintenance personnel and remediated immediately if necessary.

d. Literacy coaches from all schools will receive K-12 lead education lessons developed by representatives from the following organizations:

Milwaukee Public Schools
State of Wisconsin Department of Health and Family Services
Developmental Disabilities Prevention Program
City of Milwaukee Health Department
Environmental Protection Agency Region V
Sesame Street Children's Workshop
Center for Disease Control

e. The literacy coaches will distribute the lessons to teachers at their regularly scheduled school staff meetings or on banking-time meetings so that teachers can use them with their students. The lessons stress the following:

- the potential dangers lead poses for our students
- how to identify possible lead dangers in classrooms
- how to report lead problems in their schools
- how to use the specific lead curriculum lesson plans

f. MPS will continue to work closely with the City of Milwaukee Health Department in educating parents about the dangers of lead in their homes through brochures and other pamphlets that will be sent home with students throughout the school year.

g. The City of Milwaukee Health Department will provide each MPS elementary school with a Big Book that educates children about the health hazards associated with lead paint. This Big Book will be used in all Early Childhood classrooms.

h. A video tape, featuring the characters from *Sesame Street*, which stresses the importance of staying away from paint chips and identifying health hazards related to lead paint will be seen by all students in the early childhood grades.

i. MPS will work closely with the McKinney-Vento liaison to provide homeless shelters with brochures, pamphlets, and other informational items that will be made available to families residing at these sites. Liaisons, upon request by shelters, will also distribute lessons for use at these sites.

Strategic Plan Compatibility Statement

3. Lead-paint assessment and lead-awareness education is consistent with the District's mission to ensure that students and staff are provided a safe, secure, and healthy environment in which to work and learn. To that end, MPS will continue to work cooperatively with agencies having lead-poisoning abatement and prevention as their primary responsibility.

Statute, Board Policy or Rule Statement

4. The recommendations are compatible with the Wisconsin State Statues on Environmental Health, Chapter 254, and city ordinances regarding lead-poisoning prevention and control; Board Policy 7.13, regarding Exceptional Education Programs, which provides an effective process for screening students new to MPS for possible exceptional education needs and a multidisciplinary referral system which makes available appropriate diagnostic services to all children who have need of such services; Board Policy 7.06, Health Education, which requires health education to be taught at all levels; and Board Policy 2.05, School Building Administration, which outlines the principal's responsibilities and relationship to Central Services Administration.

Fiscal Impact Statement

5. Funding will be allocated in the code-compliance portion of the Districts' capital plan by the Division of Facilities and Maintenance Services for the purpose of performing an assessment of all elementary schools and to provide awareness training to all building engineers regarding housekeeping tasks when lead-based paint hazards exist. Remediation efforts will continue to be funded from the code-compliance portion of the capital plan as conditions warrant.

6. Funding for the *Sesame Street* lead video will come from each school's Common School Fund at a total of about $25 per school.

7. The Milwaukee Health Department has agreed to fund the cost of the Big Books for a total of $3,000.

8. Funding for copying of the Lead Education Lessons manual will come from the Homeless Grant. The total of the money needed to make the copies will not exceed $3,000.

Implementation and Assessment Plan

9. The Administration will develop a database from all elementary schools regarding the status of lead in each school. Teachers will review lead lessons throughout the school year during grade-level meetings at their own schools.

Committee Recommendation

Your Committee recommends that the Board accept the plan for lead identification and education for MPS.

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

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(Item 22) Action on a Request for Authorization to Enter into a Sole-Source Contract with Plumtree Software

Background

1. Milwaukee Public Schools (MPS) has established a strategic initiative, the Professional Support Portal (PSP), designed to use technology in innovative ways to support teacher induction, retention, and continued professional growth through online tools, resources, and expertise. The goal of the proposed systemic project is to help MPS address these issues by making it possible for the PSP to engage new teachers in mentoring, coaching, and peer-support activities more equitably online while building more sustainable mentoring and coaching capacity from among the district's accomplished teachers and university partners. Our model vision consists of a sophisticated combination of online tools, services, and support strategies that address the issues of access, motivation, capacity, and quality.

Administrations Analysis

2. Plumtree Software is the only software manufacturer that has a proven solution that integrates with the District's existing application infrastructure (mainframe, Unix, Windows NT, 2000, and Novell Systems) and will provide all the mandatory enterprise portal requirements that meet the District's strategic initiative. The founder and leader of the enterprise portal market, since 1997 Plumtree has delivered the most robust, comprehensive, and secure portals in the global market. As the market leader, with over 370 customers and nearly 6 million licensed users, Plumtree Portal is rated #3 by the Gartner Group. Along with Gartner, Meta, IDC, Forrester, and AMR all have acknowledged Plumtree's Enterprise Portal market leadership.

Strategic Plan Compatibility Statement

3. This recommendation supports the MPS Strategic Plan, Goal 1, student achievement.

Statute, Board Policy or Rule Statement

4. This recommendation is consistent with Administrative Policy 3.09, Purchasing and Bidding Requirements.

Implementation and Assessment

5. Upon approval, the Administration will enter into a contract with Plumtree Software for their portal development software suite.

Fiscal Impact Statement

6. This item authorizes the expenditure of $252,656.37. Funding of $100,000 will be available from FY03 account TSV-0-0-ITC-SQ-E-CTS. The remainder of funds will come from FY04 account TSV-0-0-ITC-SQ-E-CTS.

Committee Recommendation

Your Committee recommends that the Board authorize the Administration to enter into a contract with Plumtree Software.

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

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COMMITTEE ON SPECIAL EDUCATION

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

TO THE BOARD OF SCHOOL DIRECTORS:

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

(Item 1) Monthly Report on Special Education compliance

Administration's Report

1. SERVICE INFORMATION (based on data reported on May 28, 2003)

IEP SERVICES: Total LEA (Local Education Agency)

Population Served 17,428

IEP EVALUATIONS

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

Initial Evaluations (Completed since September 2002) 2936

Active Initial Referrals.....741

Results Special Education Need ..... 2093 (71% SEN)

No Services 838

Re-evaluations (Completed since September 2002) 5804

Active Reevaluations 444

2. DATA MANAGEMENT SERVICES (SSIMS)

The following information is an update of the implementation plans for the SSIMS data management system.

Special Services Information Management System (SSIMS)
Project Status Report as of June 4th, 2003

Special Education Tracking System (SETS) Training

- SSIMS trainers and Staff Development jointly creating Encore SETS training schedule
- Encore SETS training will take place in July and August 2003
- As of May 1, approximately 1361 MPS resources have received SETS training

Interfaces

- Initial load and Inbound interface are being modified for Encore SETS by 4GL Corp.
- Inbound daily interface processing (ODS to SETS) is running twice a day
- Outbound daily interface (SETS to ODS) specifications are being finalized

IEP Forms

- Specifications for 79 Form pages have been approved by MPS and submitted to 4GL

- The 79 Form pages are in various stages of coding, coding modification, and MPS review
- 4GL Forms team is reviewing all Forms specifications and creating a release schedule

Reports

- MPS/SET Report Gap Analysis in progress
- A reports committee has been formed to review and advise on report requirements
- Crystal Report Writer Enterprise version has been selected as the SSIMS report writer software

Encounter Tracker (ET)

- ET Business Process Analysis document approved by MPS on March 14, 2003
- ET planning meeting with 4GL Corporate took place May 1st
- The next ET committee meeting is scheduled for June 10th

SETS Database conversion from release 4.5 to Encore SETS SQL release

- Encore SETS for MPS is currently in Q/A. Project DBA is at 4GL Corp. assisting with Q/A
- Encore SETS release scheduled for MPS June 11, 2003
- Server reconfiguration for Encore SETS SQL took place May 28th and 29th

Forms Updating SETS (FUS)

- FUS data mapping for first 56 form pages submitted to 4GL Corp.
- FUS coding planned to begin in June 2003
- FUS testing scheduled for August 1st

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

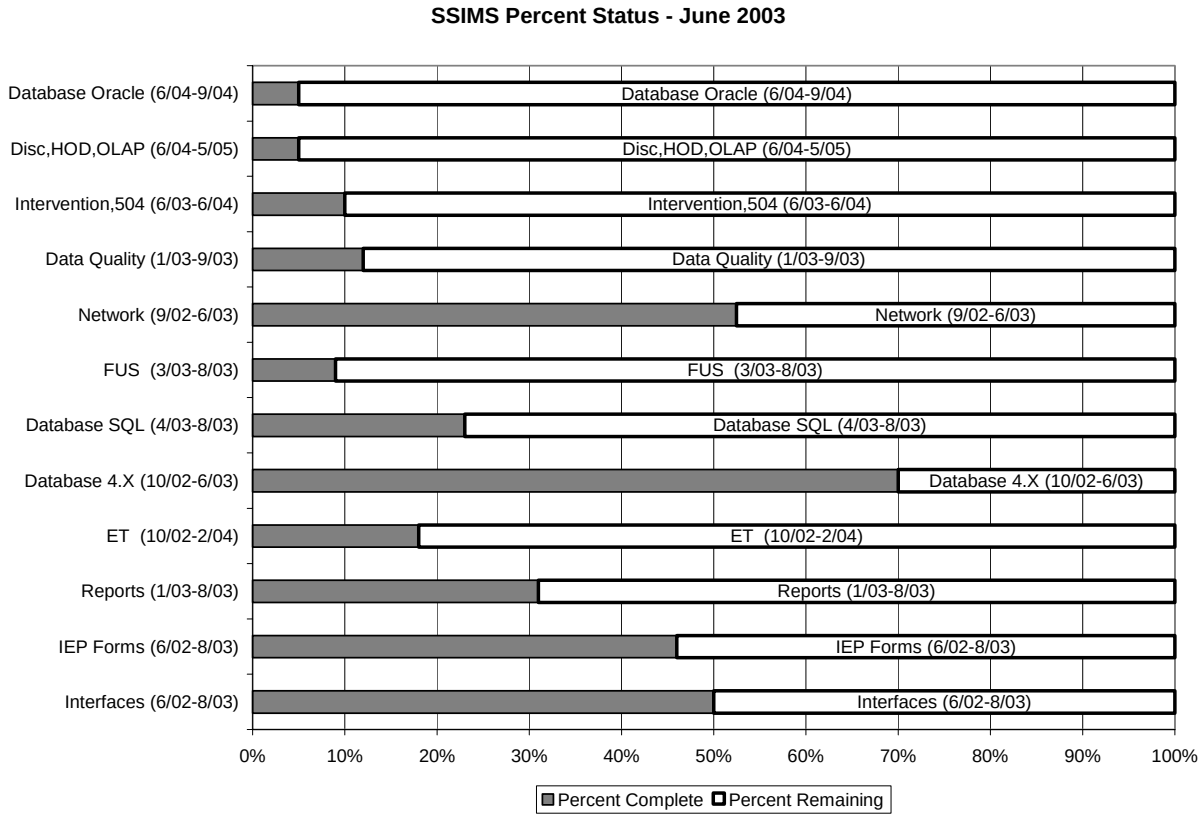
- SSIMS team meeting with Technology to discussing logistics of MPS school network access
- SSIMS Network Readiness Survey sent to MPS and Charter Principals May 16th 2003
- SSIMS team evaluating Partnership and Charter school SSIMS network readiness

Data Quality Improvement (DQI)

- Weekly inter-departmental data quality meetings take place Wednesday from 9-10 AM
- DQ reports being sent to schools weekly
- DQ Committee has seen corrective action taking place at the school level

Rollout Schedule

- Encore SETS Q/A testing taking place May 28th – June 9th; delivery to MPS June 11th
- Forms and FUS testing at MPS early August 2003
- SETS, Forms, FUS implementation late August 2003
- Future modules 2004/2005



3. PLACEMENT

BACKGROUND

Educational Placement under the Individuals with Disabilities Education Act (IDEA) and state statutes first requires the District to ensure that an evaluation is conducted for each student suspected of having a disability. This evaluation is to be completed by an individualized education program(IEP)team. If the student is found to have a disability and need for special educational and related services, the team develops a plan of services which culminates in a determination of an educational placement to implement the individual educational program as soon as possible.

GENERAL REQUIREMENTS FOR SPECIAL EDUCATIONAL PLACEMENTS

1. The IEP team must make all the decisions, including the level and type of services, the location of the service delivery, and the identification of the child's school building.
2. Placement decisions must not be made based on labels, but on programs and services outlined in the child's IEP.
3. All students with disabilities in MPS must have an educational placement and IEP teams must review a child's IEP and placement at least once a year.
4. MPS must educate students with disabilities with non-disabled students to the maximum extent appropriate.
5. Each student must be educated in the school he or she would attend if not disabled unless the student's IEP makes that arrangement possible.

LEAST RESTRICTIVE ENVIRONMENT

1. Unless the IEP requires a different arrangement, the student is educated in the school he or she would attend if not disabled.
2. The placement is provided as close as possible tot he child's home.
3. In selecting the least restrictive environment, consideration is given to any potential harmful effect on the child or on the quality of services that he or she needs.
4. A child with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general curriculum.
5. To the maximum extent appropriate, a student with a disability, including a child receiving publicly funded special education services in a private or public institution or other facility, is educated with children who are not disabled.
6. Special classes, separate schooling or any other removal of a child from the regular education environment occurs only when the nature or severity of a child's disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.
7. A continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services.
8. A continuum of alternative placements is available and includes regular education, special classes or programs, special schools, home instruction, hospitals and institutions.
9. The continuum makes provision for supplementary aids and services that are provided in conjunction with regular classroom instruction such as resource rooms or itinerant instruction.
10. Nonacademic and extracurricular services and activities including meals or recess periods, are provided or arranged so each child with a disability can participate with non-disabled children to the maximum extent appropriate to the needs of that child.

MPS PLACEMENT PROCEDURES

The District has worked closely with the Department of Public Instruction over the past five years to determine a set of procedures that meet the placement requirements under state and federal laws, as well as to afford students with disabilities and their families the opportunities for school selection options that are available to all families of MPS students. In most cases, the needs of the student with disabilities can be met in each MPS school. In some cases, however, a more limited number of school selections is made available because of the comprehensive nature of the student's services needs. In all cases, the District must provide an appropriate placement to implement the IEP. The following procedures must be followed by district staff when determining a placement for a student with disabilities and a need for special education services.

I. IEP Team Placement Procedures:

   A. At least annually, an IEP team must determine the educational placement for a child with a disability, including identification of the building the child will attend.

   B. The child will attend the school he or she would attend if not disabled, unless the services called for in the IEP cannot be provided in that building.

   C. The IEP must identify the "location" in which services will be delivered (I-14).

   D. The placement notice then must identify the building in which the services will be provided (I-17).

II. IEP Team Changes of Placement:

   A. When a change of placement may be necessary because appropriate services to meet the student's unique needs are not available in the school, the change may only be made by an IEP team.

B. When a change of placement may be necessary, following Level 3 or Level 4 disciplinary action, the change may only be made by an IEP team. This change of placement would only be appropriate if the IEP team has conducted a functional behavioral assessment if required by IDEA, developed and implemented a behavior plan for the student, and conducted a manifestation determination of the behavior subject to disciplinary action.

C. Prior to making a change of placement the sending school must:

1. Conduct an IEP team meeting in order to review, update, and/or modify services prior to consideration of the need to determine a change of placement. Please note that the review process includes an invitation (A-9) and a cover page (I-2).

2. Provide a new placement notice to the parent/guardian (I-17) to document IEP team's decision to change the child's placement.

III. School Selection Process:

A. If the parent(s)/guardian(s) of a child with a disability participate in the School Selection Process and receive one of their choices the child will attend that school.

B. Students who are transitioning to a new school level (elementary to middle school; or K-8 to high school; or middle school to high school) and did not participate in the School Selection Process (Early Admission and three Choice Spring Complementary) or did not receive one of their three choices, must have their new school determined by an IEP team as provided below:

1. On April 15 of each school year the Student Services Division and the Department of Special Education will prepare a list of such students.

2. This list will be provided to the building principal and IEP teacher of the current school of attendance.

3. An IEP team meeting must be held for each student on the list on or before June 1 to determine the placement for the following school year.

IV. Inter-District Moves and Transfers from Out-Of-District:

A. When a student moves into a new transportation region within the district or into the district (from within state or from out of state), the new school will be assigned in the same way that schools are assigned for non-disabled students (attendance area, citywide specialty, School Selection Process, etc.)*.

B. This procedure applies when a student moves following an IEP team determination of the school the child will attend.

C. This procedure also applies to parent/guardian initiated hardship appeals such as those related to health or safety.

D. The presumption is that children will receive their IEP services in the school that they would attend if not disabled.

V. Responsibilities of LEA Representative of the Receiving School

A. For purposes of this procedure, the school identified as the attendance school, citywide specialty school, school chosen by the parent in the School Selection Process, etc., is the receiving school. The receiving school will begin serving the student immediately. The student cannot be asked to remain at home. Receiving schools are expected to review the IEP of all students new to the school. The following procedure applies to students who arrive at the receiving school without an IEP team placement notice designating that school.

B. Consult with the parent/guardian, review the IEP, and determine if the services can be implemented as written in the receiving school.

C. If the LEA representative determines that the IEP service can be implemented as written:

1. In the case of an in-state transfer (interdistrict or intradistrict) provide a new placement notice to the parent/guardian (I-17) to document the decision that the IEP can be implemented as written. Immediately implement the IEP.

2. In the case of an out-of-state transfer, provide a new placement notice to the parent/guardian (I-16) to document that the copy of the pupil's evaluation and IEP is available and complies with state and federal law; to document the decision that the IEP can be implemented as written and to document the parent/guardian's consent for initial provision of special education in Wisconsin. Following receipt of consent from parent/guardian, school will immediately implement the IEP.

D. If the LEA representative determines that the IEP service can not be implemented as written in the receiving school:

1. In the case of an in-state transfer (interdistrict or intradistrict):

a. An expedited IEP team meeting must be convened immediately and no later than 10 days, to determine needed services, and if necessary, a change of school building.

b. The child cannot be asked to remain at home pending the expedited IEP team meeting.

c. The assigned school may provide interim services agreed to by the parents/guardians and school.

d. If the parents/guardians and school are unable to agree on interim services, the school must implement the current IEP to the extent possible pending the expedited IEP team meeting.

2. In the case of an out-of-state transfer the receiving school must either:

a. Adopt the evaluation and eligibility determination and convene an IEP team meeting to develop an IEP and placement, or

b. Initiate a new evaluation and complete the IEP/placement process within 90 days.

c. The child cannot be asked to remain at home pending completion of this process.

E. For out-of-district and out-of-state transfers, complete a "bubble sheet" as well as an MIS Out-Of-District Staffing Mask. Attach to the "Central File" copy of the IEP and send to your MIS staff person.

F. For assistance with placement concerns not addressed or resolved by these procedures, call the Department of Special Services at 475-8114 or your Special Education Leadership Liaison.

G. *These procedures also apply when the receiving school is located in a Milwaukee County Pretrial Adult Detention facility within LEA corporate boundaries

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COMMITTEE ON INNOVATION/SCHOOL REFORM

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

TO THE BOARD OF SCHOOL DIRECTORS:

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

(Item 1) Informational Report and Presentation on the Development and Implementation of the Learning Targets

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

Administration's Report

1. In 1998 Wisconsin adopted Model Academic Standards in 18 different content areas. In 1999 the Milwaukee Public Schools used the state standards to create the MPS Standards and Grade Level Expectations in the areas of English/language arts, mathematics, science and social studies. These documents were used in the design of the MPS learning targets.

2. The learning targets are standards-based, grade-specific statements of what students should know and be able to do in the content areas of reading, English/language arts, mathematics, science, social studies, art, music, health, and physical education. Learning targets, which establish common goals for all stakeholders, are the foundation of curriculum alignment. Curriculum alignment, in turn, is one of the Superintendent's five Capacity Builders.

3. Research shows that careful curriculum alignment has a tremendous impact on student achievement. "A shared understanding of a common curriculum helps clarify what teachers should be concentrating on in different subjects and grade levels and is a recognized feature of high-performing schools" (*Just for the Kids* 2001). Research also shows that "[w]hen curriculum is well articulated and aligned to assessments, and when school leaders monitor the extent to which it is actually covered, the measurable impact — or effect size — of such strategies is 31 percentile points in student achievement" (Marzano 2000).

4. Students will benefit when greater coherence exists between and among expectations, curriculum, and assessments. Students also benefit from high academic expectations that are consistent across the district. Every student deserves the opportunity to engage in a meaningful and rigorous curriculum. The learning targets are a vehicle for ensuring equity across classrooms and schools. (Attachment 1)

5. The Division of Teaching and Learning developed the curriculum alignment process in collaboration with Norman Webb, senior researcher for the Wisconsin Center of Educational Research. The process encompasses the intricate relationship that exists between and among standards and expectations, curriculum and instruction, and assessment. High student achievement serves as the major target within the process.

6. The next step focuses on what students should know and be able to do, as defined by the Wisconsin Model Academic Standards. To develop learners, each standard is embedded in teaching and learning and in the assessments. Using various methods, strategies, materials, and resources, teaching and learning align to the standards and ensure that what is taught and learned is what is actually assessed.

7. Finally, multiple assessments, both formative and summative, encompass the standards and assess the attainment of what is taught and learned. The process is enhanced as the content focus is deepened. The content focus includes:

- Categorical concurrence — same or consistent categories of content/topic
- Depth of knowledge consistency — consistent cognitive demands

- Range of knowledge correspondence — consistent span of knowledge
- Structure of knowledge comparability — comparable structure and format
- Balance of representation — comparable emphasis given

8. MPS learning targets were developed to assist the process of curriculum alignment. Learning targets are specific, required knowledge and skills that students should master as they progress through the K-12 educational program. The framework for the development and alignment of the learning targets is provided by the Wisconsin Model Academic Standards. These standards articulate what students should know and be able to do at grades 4, 8, and 12.

9. Learning targets convey the depth of complexity required for knowledge and skills acquisition in accordance with Benjamin Bloom's Cognitive Taxonomy in grades K-12. In addition, developers of the learning targets reviewed advanced-placement materials to ensure the rigor and depth of expectations to be successful at the advanced-placement level. learning targets are grade-level-specific, developmentally appropriate, measurable, and observable. Finally, learning targets are structured to facilitate collaboration, planning, and management of the instructional process across schools, classrooms, and content areas.

a. As an example of the learning target development process, the process of writing the science learning targets (LTs) began with the science staff conducting research related to standards, consulting professional resources, and developing a timeline and preliminary plan. A teacher writing team, consisting of five teachers each for grades K-4 and 5-8 and seven for 9-12, developed an approach to use and synthesize the Wisconsin Model Academic Standards (WMAS), MPS Standards and Grade Level Expectations, and the MPS Science Curriculum supported by adopted text materials. The team decided to use the eight academic standards categories of science identified by the National Science Education Standards and the WMAS to write learning targets for each grade level. The Advanced Placement Incentive Program (APIP) Grant provided funding for the learning target development process.

b. The team initially decided to use the WMAS Content Standards statements under these categories as the learning targets for grades 4, 8, and 12, and work backwards from these statements to develop LTs for the other grades. We recognized that not all of the science concepts were taught only in grades 4, 8, and 12; therefore, the LTs had to be written to align the concepts to the specific grade in which they were taught.

c. To write the science grades 5-8 LTs using the MPS Science Curriculum Program, team members took apart the grade-8 WMAS and assigned LTs to each of the grade levels, based on when the concepts were addressed in the curriculum. Example: For physical science, we distilled three main topics taught in grade 5, two in grade 6, and one each in grades 7 and 8. The K-4 and 9-12 teams took a similar approach.

d. These targets were shared with various external reviewers, including business, universities, DPI officials, and informal science educators, for feedback resulting in a revised draft. Again, feedback was incorporated to further enhance the quality of the document. These targets were then shared with various MPS groups, including learning coordinators, principals, literacy coaches, high-school department chairs, and others. A few LTs were again slightly cleaned up based upon the feedback.

e. Next, the LTs were shared on the MPS website for feedback from the school community. Most of this feedback was very positive and relevant. The science curriculum specialist incorporated additional feedback and reviewed the LTs to ensure that the science content and skills were addressed in each target according to the WMAS and the National Science Education Standards.

f. A similar process was used in all content areas.

10. The next steps in the learning target process include the development of specifications, assessments, rubrics, and exemplars. Specifications are the fine points that fill in the details of the learning targets, allowing teachers who are teaching at the same grade levels, but in different parts of the city, to have the same understanding of the LT when designing instruction. As instruction demands that critical thinking, in-depth understanding, elaborated communication, and real-life connections be provided; teaching, learning and assessment become more authentic.

11. Classroom assessments based on standards (CABS) will serve as a vehicle for engaging students in the learning process, while providing teachers with continuous feedback. Hence, CABS become assessments used for purposes beyond measurement, evaluation, and assignment of grades, but as primarily a tool to promote learning and improve student achievement. Rubrics, task-specific criteria, and student exemplars will also allow teachers and students to view a proficient learning target performance and maintain reliability across the District. (Attachment 3)

12. Communication and continuous feedback are an essential part of the LT process. Teachers, literacy coaches, department chairpersons, administrators, and other school leaders have worked to refine the documents. Additional groups — such as the Milwaukee Partnership Academy, institutes of higher education, the College Board, and other content experts — were also involved in the process. The final drafts of the learning targets are posted on the MPS website.

13. More than 60 principals participated in a five-month-long seminar that focused on standards-based education. The learning targets were emphasized and discussed as a major component of these sessions. In addition, principals will engage in sessions focused on implementation during the three-day principals' institute in June.

14. The role of the principal as an instructional leader is directly tied to the quality of the school and the achievement of the learning targets. Seven tasks define the role of the principal (Attachment 4):

- Understanding the learning targets
- Working with learning teams to align curriculum
- Creating standards-based professional development opportunities
- Assessing student progress (classroom-based assessment)
- Observing classrooms
- Recognizing outstanding performance
- Reflecting, revising, and improving by using the SDIS (Self-Directed Improvement System) model.

15. A full-scale launch of the learning targets will roll out in the fall of 2003. This will include printed information for classrooms, schools, parents and the community. The learning targets are presently being translated into meaningful public language.

16. To support the implementation of the learning targets at the school level, the Administration plans to develop comprehensive staff-development opportunities for staff, principals, parents and community partners. Individual schools will have the task of mapping their curricula to the targets in order to bring the alignment efforts to the classroom level. Curriculum mapping involves staff members' coming together to layout the learning targets and current content and skills covered in the classrooms then identifying and correcting gaps and overlaps while remaining focused on their students.

17. To help build school and district-level capacity, the SDIS (Self-Directed Improvement System) model will be used to drive mastery of the learning targets. SDIS emphasizes the need for continuous monitoring, assessing, and revising, based on data. Enhanced student achievement for all students is the goal. The SDIS model has been adapted to include the MPS learning targets and CABs. (Attachment 5)

Director Hardin moved to accept the report.

The motion prevailed the vote being as follows:

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

Noes—None.

* * * * *

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 Johnson moved to accept the reports of the Independent Hearing Panel of June 2, 3, 5, 6, 9, 10, 12, 16, 17, 18, 19, 20, 23, and 24, 2003.

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

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

Noes—Director Hardin—1.

Temporarily absent—Directors Horton and O'Neil—2.

* * * * *

RESOLUTIONS

Resolution 0304R-007

By Directors Morales, Blewett, and Hardin

WHEREAS, The Milwaukee Board of School Directors sponsored a study by Elliot D. Sclar, Ph.D., entitled "The Comparative Costs of Transportation Service Alternatives," which was delivered to the Board in December 2002; and

WHEREAS, The study stated that, if MPS chose to return to a completely in-house school bus operation or to transition to MPS fleet ownership with outside management, significant benefits would accrue to the school district, including reduction in labor turnover, improvement in working conditions for employees, the use of more recent and environmentally sound vehicle, an increase in flexibility and accountability, and the elimination of profits for private companies at the expense of public tax money; and

WHEREAS, The transition from the current system to provision of the entire student transportation system in-house will involve many steps and require the resolution of many procedural and logistical questions; and

WHEREAS, MPS will continue to use the student transportation services of private bus contractors during this transition period; and

WHEREAS, The public has a right to know what the public's money is being spent on in these transportation contracts; now, therefore, be it

RESOLVED, That the Board ask Dr. Elliot D. Sclar to present the findings of his study to the Board and that the Administration prepare a response to the study; and be it

FURTHER RESOLVED, That the Board direct the Administration to bring the District's student transportation services in house; and be it

FURTHER RESOLVED, That, if any part of the provision of student transportation services may not be done in-house before the 2004-2005 school year, the Administration require all future quotations and bids for private provision of these services to include a specific accounting for each price component of the bid, to include the formulas for calculating costs for each, and a list of all cost items the contractor is including in determining his/her quotation or bid.

Referred to the Finance/Personnel Committee.

The Board adjourned at 9:56 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
JULY 31, 2003

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

Present—Directors Balistreri, Blewett, Dannecker, Hardin (6:55 PM), Horton, Johnson, Morales, O'Neil, and President Spence—9.

Absent—None.

AWARDS AND COMMENDATIONS

STUDENTS

Ann McCormack and Darnell Parker, II, 2003 graduates of the Milwaukee High School of the Arts, were awarded scholarships in the National Association for the Advancement of Colored People's (NAACP) ACT-SO competition. They represented the Milwaukee Chapter of the NAACP. McCormack received the Bronze Medal and a $1,000 scholarship in the *Vocal Contemporary* category and the Gold Medal and a $2,000 scholarship in the *Vocal Classica*l category. Parker was awarded the Silver Medal and a $1,500 scholarship in the *Photography* category. ACT-SO is an acronym for Afro-Academic, Cultural, Technological, Scientific Olympics.

Michael Evans, Alex Julien, Theo Rogers, and Justin Wilson, members of the band Brother of Kwanza and students from Milwaukee High School of the Arts, were named the winning band in the Best of the Fest Band Contest and performed at Summerfest on June 29. The Brothers of Kwanza is a jazz combo that developed from a male-empowerment program started at MHSA in 1992. The Best of the Fest Band Contest was conducted by *Making the Grade*, the Milwaukee Public Schools, and Summerfest, with additional support from 103.7 KISS-FM.

SCHOOLS

North Division Virtual University High School was recently awarded the Distinguished Community Service Award by the Wisconsin Cluster, Links, Inc,. at its regional convention. The Links are a public-service organization that focuses on international teacher service to youth, the arts, and other areas of service. This award was received by Mrs. Sharnissa Dunlap-Parker, guidance counselor, and Mr. Darrell Terrell, art department chair, who served as teacher advisors to the literacy group supported by the Wisconsin Cluster, Links, Inc.

STAFF/DEPARTMENTS

Henry Kranendonk, mathematics curriculum specialist, was recently named as this year's Distinguished Mathematics Educator by the Wisconsin Mathematics Council in conjunction with the 2003 Green Lake Conference. He has collaborated with teachers, district leaders, and professors from the University of Wisconsin-Milwaukee in developing a research-based comprehensive framework that will guide the teaching and learning of mathematics from kindergarten through grade 12.

The National school Public Relations Association (NSPRA) recently announced the Milwaukee Public Schools has won four awards in the NSPRA 2003 Publications and Electronic Media Contest. There were 1,175 entries in the contest this year.

- Award of Excellence — Individual School Video
- Award of Merit — MPS Proud
- Award of Merit — MPS Minute
- Honorable Mention — MPS 2002-2003Calendar/Handbook

Making the Grade (MTG), the television show produced for and by MPS teens, has won five Aurora awards, and MPS Proud, the series highlighting district graduates who have become community leaders, has won one Aurora Award. The Aurora Awards are presented in an independent Film and Video Competition for commercials, cable programming, documentaries, industrial, instructional and corporate film and videos. MTG won two Platinum Best of Show awards and three Gold Awards. MPS Proud won a Gold Award for Documentary-Biography.

- Platinum Best of Show
  Writing — MTG "Street Stress"
  Graphics/Design — MTG "Guys and Girls"

- Gold Awards
  Documentary issue — MTG "Booze Beer and Buzzes"
  Editing — MTG "Street Stress"
  Cinematography/Videography — MTG "Subculture Scene"
  Documentary-Biography — MPS Proud

* * * * *

APPROVAL OF MINUTES

Director Blewett moved to approve the minutes of the regular and special Board meetings of June 3rd, 12th and 26th, 2003, as printed.

The minutes were approved on the following vote:

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

Noes—None.

* * * * *

COMMUNICATIONS FROM THE SUPERINTENDENT

(Item A) Disallowance of Claims

Office of the
Superintendent of Schools

TO THE BOARD OF SCHOOL DIRECTORS:

In accordance with established procedures, I present the following claims:

1. Notice of Demand served on the Milwaukee Public Schools by the Action Law Offices, Mr. Steven Gabert, attorney, on behalf of Rashad Blunt, a minor, who allegedly sustained personal injuries at the Kilbourn Elementary School on December 9, 2002.

   Claim is being demanded in the amount of $10,700.

2. Notice of Claim for Damages served on this office by Mr. George E. Chaparas, attorney, on behalf of Daquane Phillips, a minor, who allegedly sustained personal injuries at the Thirty-seventh Street School on March 11, 2002.

   Claim is being made in the sum of $5,000.

Wausau Insurance Companies, the third-party administrator which currently investigates the liability claims filed against the District, has requested that these claims be disallowed.

Therefore, I recommend that the Board disallow the above-mentioned claims and place them on file. Under the provisions of Section 119.68 and Section 893.80 of the Wisconsin Statutes, this disallowance will permit the claimants a period of six months in which to bring suit, if they so desire.

Respectfully submitted,

William G. Andrekopoulos
Superintendent of Schools

On the motion of Director Johnson, the claims were disallowed, the vote being as follows:

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

Noes—None.

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(Item B) Approval of Negotiated Labor Agreement with Local 1616-88J

Office of the
Superintendent of Schools

TO THE BOARD OF SCHOOL DIRECTORS:

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

Local 1616-888J (Part-Time Hourly Recreation Workers) –
Two-year contract (April 1, 2003, through March 31, 2005)

It is the recommendation of the Superintendent that the Board approve and adopt the above contract with the amendments as indicated on the following summary document.

Sincerely,

William G. Andrekopoulos
Superintendent of Schools

SETTLEMENT HIGHLIGHTS
CONTRACT BETWEEN THE MILWAUKEE BOARD OF SCHOOL DIRECTORS
DISTRICT COUNCIL 48, LOCAL 1616-888J
(PART-TIME HOURLY RECREATION EMPLOYEES)
APRIL 1, 2003, THROUGH MARCH 31, 2005

1. Two (2)-year contract (April 1, 2003, through March 31, 2005).

2. Increase in the dollar amount excluded from coverage under Board provided insurance for malicious damage to employee's vehicles.

3. Revise classification of Adult Instructors on Salary Schedule.

4. Salaries:

- 4/01/03 ..... 5¢ per hour increase
- 4/01/04 ..... 5¢ per hour increase

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

Director Johnson moved to approve and adopt the contract.

The motion prevailed, the vote being as follows:

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

Noes—None.

* * * * *

(Item C) Communication from the Superintendent on a Recommendation to Approve Carter School of Excellence As a Non-Instrumentality Charter School

Background

1. On January 14, 2003, the Committee on Innovation/School Reform held a public hearing to consider the charter school proposal for Carter School of Excellence. On January 30, 2003, the Board approved the concept of the Carter School of Excellence proposal for possible implementation as an MPS non-instrumentality charter school, contingent upon the school's ensuring that grade 5 would be the top grade and obtaining a proper occupancy permit. At this time, all contingencies have been satisfied.

2. The terms for Carter School of Excellence are listed below.

SCHOOL NAME	TERM	GRADE	MAX. FTE
Carter School of Excellence	2003-2008	Grades K4-5	200

Strategic Plan Compatibility Statement

3. 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

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

Fiscal Impact Statement

5. This item authorizes expenditures. No funds are to be released to the Charter School until the Board has approved the Charter School Contract. The funds were budgeted and approved in the following FY04 Board adopted budget account: GEN-0-I-BDS-XX-ECTV. The FY04 allocation for the Carter School of Excellence is $1,346,543.

6. By Board policy, MPS non-instrumentality charter schools receive the same per-pupil amount that the State determines for charter schools that contract through UWM, MATC, and the City of Milwaukee. This per-pupil amount is based on MPS's FY98 "shared cost" per-pupil as adjusted thereafter by the per-pupil increase in the revenue limit. (The "shared cost" per pupil includes all School Operations Fund and debt service, less the state-reimbursed amounts for special education, bilingual education, and other special state aids.) For FY04, the per-pupil amount used in budget planning is $7,181.56. The per-pupil amount will be adjusted to reflect the amount represented in the State of Wisconsin's 2003-2005 budget.

7. In addition to the Board-approved budget allocation, this charter school plans to apply for a charter school subgrant.

Implementation and Assessment Plan

8. The allocation will be modified to reflect any applicable changes in pupil counts as of the September and January enrollment-count dates. The allocation will also be modified to reflect any per-pupil change represented in the State of Wisconsin's 2003-2005 budget.

9. Upon Board approval, a letter will be forwarded to the Wisconsin Department of Public Instruction to initiate the disbursement of the charter school subgrant funds.

Recommendation

The Administration recommends that the Board approve the contract for Carter School of Excellence as a non-instrumentality charter school.

Directro Johnson moved that the Board approve the contract.

The motion prevailed, the vote being as follows:

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

Noes—None.

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COMMUNICATIONS FROM THE DIRECTOR, OFFICE OF BOARD GOVERNANCE/BOARD CLERK

(Item A) Action to Modify the Superintendent's Employment Agreement

Office of
Board Governance

TO THE BOARD OF SCHOOL DIRECTORS:

In March, 2003, the Board took action to revise the Superintendent's employment agreement. The intent was to modify the contract term and termination conditions included in the original agreement. The revised employment agreement reflects additional modifications.

The purpose of this action is to identify discrepancies between the original contract agreement and the existing employment agreement and to amend the current contract to accurately reflect the negotiated terms.

LYNNE A. SOBCZAK
Director/Board Clerk

Director Hardin moved that the Board retire to executive session, pursuant to Wis. Stats. 19.85 (c), to consider the Superintendent's employment agreement.

The motion prevailed, the vote being as follows:

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

Noes—None.

The Board retired to executive session at 7:00 PM.

The Board reconvened in open session at 7:36 PM.

Director Johnson moved that the Superintendent's employment agreement be amended to incorporate language that was inadvertently left out as described in the July 25th, 2003, letter from the Office of Board Governance to the City Attorney's Office. and to allow the Board President to set an appropriate schedule for the performance review of the Superintendent and establishment of benchmark goals.

The motion prevailed, the vote being as follows:

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

Noes—None.

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REPORTS OF STANDING COMMITTEES

Director Hardin moved to suspend Board Rule 1.08 (2) to allow for consideration of the Report of the Legislation, Rules and Policies Committee, formulated less that 48 hours prior to the Board meeting.

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

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

Noes—None.

Separate consideration was requested of the following items:
Finance/Personnel Committee, Item 1, award of contracts;
Finance/Personnel Committee, Item 3, administrative appointments;

Finance/Personnel Committee, Item 7, a charter school contract for the Professional Learning Institute;
Finance/Personnel Committee, Item 8, a charter school contract for La Causa Charter School;
Finance/Personnel Committee, Item 9, a charter school contract for the New Hope Institute of Science and Technology; and the
Report of the Legislation Rules and Policies Committee regarding a position to be taken with respect to legislation to abolish the elected Board of School Directors and provide for a Mayor-appointed Board.

On the motion of Director Johnson, the balance of the Committee Reports was adopted, the vote being as follows:

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

Noes—None.

COMMITTEE ON SPECIAL EDUCATION

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

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Special Education presents the following report:

(Item 1) Monthly Report on Special Education compliance

Administration's Report

1. SERVICE INFORMATION (based on data reported on June 30, 2003)

IEP SERVICES: Total LEA (Local Education Agency)

Population Served 17,938

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.

Initial Evaluations MPS (Completed since September 2002) 4071
Active Initial Referrals 90
Results:
Special Education Need ..... 2566 (70% SEN)
No Services 1077
Disposition 233
Re-evaluations (Completed since September 2002) 6369
Active re-evaluations 33

2. DATA MANAGEMENT SERVICES (SSIMS)

The following information is an update of the implementation plans for the SSIMS data-management system.

Special Services Information-Management System (SSIMS)
Project Status Report as of June 30, 2003

SSIMS Training

- SSIMS trainers and Staff Development are jointly developing a summer training schedule.
- Training in the SSIMS database (Encore) and forms will take place in July and August 2003.
- SSIMS labs and various MPS schools will be used for SSIMS training during the summer.

Interfaces

- Initial load and inbound interface have been modified for Encore by 4GL Corp.
- Inbound daily interface processing (ODS to Encore) will run twice a day.
- Outbound daily interface (Encore to ODS) specifications are being finalized.

IEP Forms

- Specifications for 79 form pages have been approved by MPS and submitted to 4GL.
- The 79 form pages are in various stages of coding, coding modification, and MPS review.
- 4GL Forms team is reviewing all forms specifications and creating a release schedule.

Reports

- MPS/Encore Report Gap Analysis in progress.
- A reports committee has been formed to review and advise on report requirements.
- Crystal Report Writer Enterprise version has been selected as the SSIMS report writer software.

Encounter Tracker (ET)

- ET Business Process Analysis document was approved by MPS on March 14, 2003.
- ET planning meetings with 4GL Corporate took place on May 1 and June 10.
- The next ET committee meeting is scheduled for August 14.

Encore Database conversion from SETS

- Database conversion from SETS to Encore was completed on June 11.
- The MPS server was reconfigured for Encore on May 28 and 29.
- Encore database training begins on July 9.

Forms Updating Encore Database

- Data mapping for first 56 form pages is complete.
- Coding is scheduled for July.
- Testing is scheduled for August.

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

- SSIMS team is meeting with Technology to discussing logistics of MPS school network access.
- SSIMS Network Readiness Survey was sent to MPS traditional and charter school principals on May 16, 2003.
- Survey results are being evaluated in July, to be given to Technology in July.

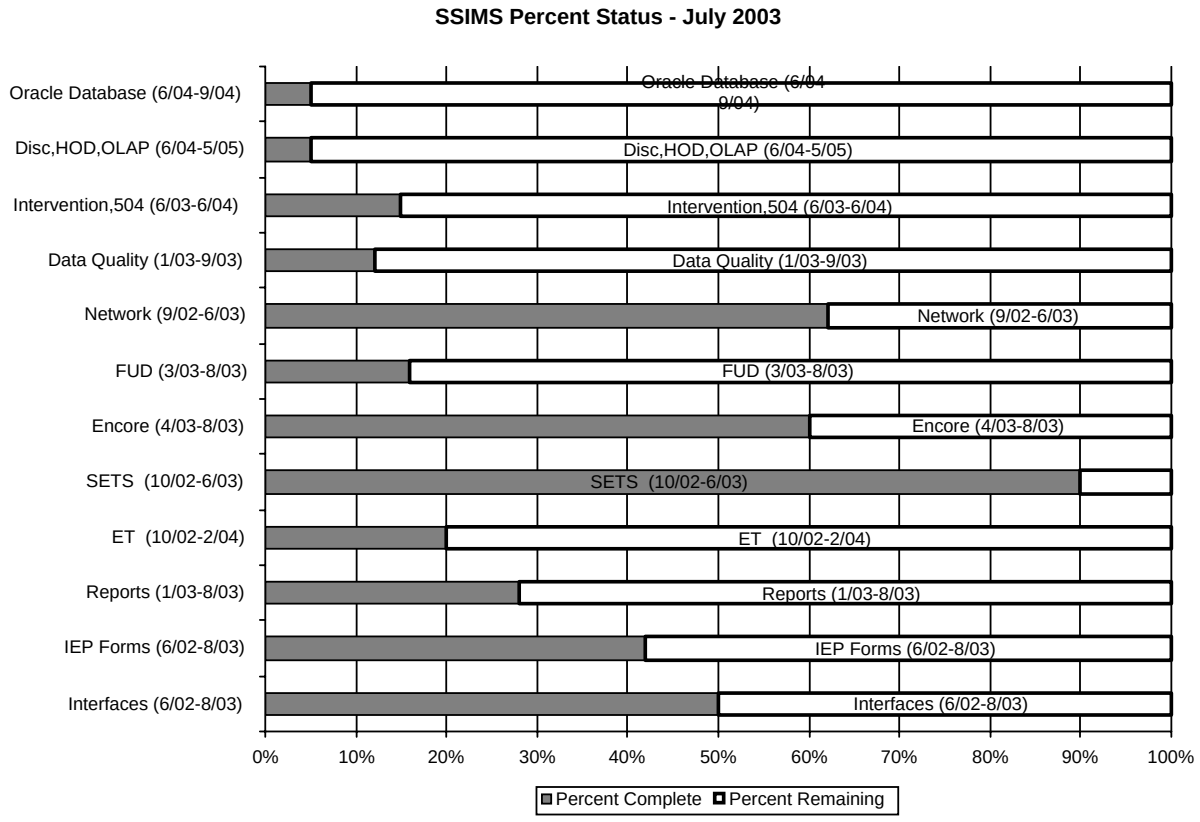
Data Quality Improvement (DQI)

- Weekly inter-departmental data quality meetings take place on Wednesdays from 9 to 10 a.m.
- DQ reports are being sent to schools weekly.
- DQ Committee has seen corrective action taking place at the school level.

Rollout Schedule

- Encore database was delivered to MPS on June 12; training is scheduled for July and August 2003.
- Forms testing and training is to take place at MPS in July and August.
- Encore and forms implementation is scheduled for late August 2003.
- Encounter Tracker is scheduled for implementation in February 2004.
- Intervention, 504, Discipline, HOD, OLAP module implementation will take place in 2004/2005.

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3. CHILD FIND

(1) The Individuals with Disabilities Education Act (IDEA) requires MPS to locate, identify, and evaluate all children with disabilities within its jurisdiction, from birth to age 21, regardless of the severity of their disabilities. These activities are known as Child Find. The District provides brochures about Child Find procedures to day-care centers and doctors' offices. Trained staff members volunteer to meet with parent groups and community groups throughout the year in order to provide information and resources for members of the public who may wish to know about special education and about how to initiate a referral or how to access special education services. In addition, every household in the Milwaukee Public Schools annually receives information about special education and special education referrals included in the *Parent/ Student Handbook of Rights, Responsibilities and Discipline.*

(2) School staffs receive training annually in the procedures for referrals for special education and in the learning and behavior cues that are considered reasonable cause to suspect that a student could have a disability.

(3) The District has an optional special education Child Find screening program to locate and screen all children with suspected disabilities who are residents of the District and who have not graduated from high school. Upon request, the District will screen any resident child who has not graduated high school to determine whether a special education referral is appropriate. In addition, any child from birth to the age of 21 who resides within the boundaries of the City of Milwaukee may be referred directly for an IEP team evaluation for suspected special education needs. Enrollment in the school system is not a requirement to refer for a screening or to make a referral for an IEP team evaluation.

(4) Children from birth through age 3 can be referred for screening or referral by contacting the Milwaukee County Family Support and Birth to Three Program at 289-6799. This program, which provides early intervention services for children ages birth to three who have developmental delays or developmental disabilities, offers a range of services to families to enhance their children's development. These services can include special education and therapies for children, information and referral for families, and service coordination and other services for families. Parental support and education are also part of this program. Services are provided for Milwaukee County by several community agencies.

(5) Children from ages 3 to 21 can be referred for a free screening by contacting MPS Child Find at 475-8593. Child Find provides a contact for anyone who is unsure of where to call if there is reason to suspect a child may have a disability. A referral for screening or a referral for an IEP team evaluation for a suspected disability and needs for special education can be made as follows:

- **If a child is presently enrolled in a traditional MPS school,** contact the child's teacher, school psychologist, principal, or building coordinator to discuss the concerns and to request a screening or a referral for a special education evaluation.
- **If a child is presently enrolled in an MPS charter school,** contact the child's teacher or principal to discuss the concerns and to request a screening or a referral for a special education evaluation.
- **If a child is enrolled in a private or parochial school,** discuss the concerns with the teacher or principal. A referral for screening or for a special education evaluation may be made through the attendance-area public school or contact Child Find at 475-8593.
- **If a child is school age but not attending school,** and there are concerns that he/she may have special needs, contact Child Find at 475-8593.

(6) A referral for screening or for an IEP team evaluation is made when there is reasonable cause to suspect that a student may have special education needs. This does not mean that the referring person makes a diagnosis. It does, however, mean that, based on an analysis of current functioning, there are substantiated reasons to suspect that the student may have a disability requiring special services.

(7) Anyone who suspects that a child has a disability and a need for special education can initiate a referral. Parents or a physician, nurse, psychologist, social worker, or administrator of a social agency who reasonably believes a child brought to him or her for services is a child with a disability has a legal duty to report the child to the school district in which the child resides. Before referring the child, the person making the referral must inform the child's parent that the referral will be made. The referral itself must be in writing and include the reason why the person believes the child is a child with a disability. If the individual needs assistance with the referral, district staff will assist in putting the referral in writing. Others who reasonably believe a child is a child with a disability may also refer the child to the school district for a screening.

(8) Results of the Child Find screening will be communicated, in writing, to the child's parent or guardian. The communication will include the reason(s) that a referral for an IEP team evaluation will or will not be initiated at this time. Parents will also be informed of their due-process rights at that time, as well as at such time as a referral is initiated.

(9) The Child Find requirement includes the need to locate, identify, and evaluate all children suspected of having disabilities, including those in other, non-public schools. Child Find activities for private-school children with disabilities must be comparable to those for children with disabilities in public schools. The District must consult with appropriate representatives of private-school children with disabilities on how to carry out private-school Child Find activities.

(10) On April 1, 2003, the Department of Special Services conducted city-wide training for all non-public schools to address Child Find information. Thirty-two non-public schools were represented, including children attending private schools. Information about eligibility criteria and procedures for the referral and the IEP team evaluation procedures were presented to the training participants. (During the 2002-2003 school year, MPS received a total of 681 referrals for evaluation of suspected special education needs for students who attended non-public schools.)

(11) MPS personnel trained in the Child Find and referral procedures are available to provide assistance at Central Services as well as to every school in the District, including charter schools. Beginning with the 20003-2004 school year, the Child Find activities and contact resources will be housed in the Parent Information Center at Central Services. Referrals can be submitted all year, including throughout the summer. The District conducts IEP Team evaluations and Child Find screenings during the summer as well a throughout the school year.

4. UPDATE ON PARENTALLY PLACED NON-PUBLIC SCHOOL SERVICES

(1) The Individuals with Disabilities Education Act (IDEA) requires that the school district arrange for parentally placed non-public-school children with disabilities to participate in district special education services. While the District must offer services, no non-public-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. The IDEA requires that annually the District spend a percentage of its federal funds on special education and related services for non-public-school children aged three through 21 with disabilities and for children aged 3 through 5 years. 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.

(2) During the 2002-2003 school year, the Milwaukee Public Schools provided the following services through service plans for non-public students:

- Speech and language services for 150 students were provided at the nearest public school as possible;
- Itinerant special education services to approximately 14 elementary students who were identified with specific learning disabilities were provided at the private schools they attended.

(3) After consulting with the non-public school representatives, MPS has developed the non-public school service plan for the 2003-2004 school year. The 2003-2004 service plan will provide the following services:

- Speech and language services for approximately 150 students will be offered at the nearest public schools as possible. The decision regarding service location will be dependent on therapists' caseloads within each building.
- Itinerant special education teacher services will be provided for approximately 15-30 elementary students (grades 1-5) identified as having specific learning disabilities, emotional behavior disabilities, other health impaired, or cognitive disabilities.
- (Students will receive either speech and language services or itinerant services if they are eligible for both services.

(4) During the 2002-2003 school year, the MPS Division of Special Services provided three staff-development opportunities at no cost to staff members from the Milwaukee-area non-public schools. The topics included positive behavioral support strategies, information for making accommodations and modifications in curriculum and materials, and eligibility/Child Find procedures.

(a) Twenty-four people participated in the positive behavioral support strategies in-service, which was offered on March 20 and 21, 2003.

(b) Twenty-four people also participated in the in-service for accommodations and modifications, which was offered on March 18 and 27, 2003.

(c) Thirty-two people participated in the eligibility/Child Find in-service offered on April 1, 2003.

5. PARENTAL DISPUTE RESOLUTION DATA

(1) In order to ensure that parents are aware of their informal and formal ways to share concerns and resolve disputes, the problem-solving information, as provided as an attachment to this item, will be published in the 2003-2004 *Parent/ Student Handbook of Rights, Responsibilities and Discipline.*

(2) Parents are invited and encouraged to contact the Parent Information Center with concerns or questions that cannot be answered at the school level. Each complaint or concern is addressed by a parent information specialist. It is either resolved at the Parent Information Center, referred to the school, or referred to a Central Services department for ultimate resolution. The data, which are collected and forwarded to the Director of Compliance and Monitoring and the Chief Officer of Pupil Services on a monthly basis for review, are used to develop strategic planning activities to improve overall services to students with disabilities.

(3) From February 2003 to the present, the Parent Information Center has been recording and reporting resolution data. In the fall of 2003, this data will be automatically recorded and made available on the PDRS (parent dispute resolution system) data base. Resolution data are as follows:

Complaints/Concern Filed 356

Resolved Satisfactorily ..... 331(93%)

Resolution in Process 25 (7%)

(4) Notification of formal due-process rights and procedures, as well as formal dispute-resolution methods, is also included in the parental rights and responsibilities documents. These documents are currently provided to parents at the initiation of a referral and at every IEP team meeting and accompany any other formal notice relative to special education that is sent by the District. A copy of the notice of parental rights and responsibilities can be found as an attachment to this Board Item.

(5) The following information is a comparison of formal dispute-resolution data from the 2001-02 and the 2002-03 school years. This data are also forwarded to the Director of Compliance and Monitoring and to the Chief Officer of Pupil for review, and is used in strategic planning activities to improve overall services to students with disabilities.

Calendar Year	IDEA Complaints (DPI)	Due Process Hearing Requests	Due Process Hearings	Mediation Requests*	Independent Educational Evaluation Requests
2002	12	17	2	12	3
2003	4	2	1	4	3

*Some mediations were also part of requested due process hearing requests.

(6) The above table summarizes procedural safeguard dispute-resolution mechanisms available to parents through IDEA, federal law, and Chapter 115 of the Wisconsin State Statutes.

(7) Currently, there are two open IDEA complaints. Neither of the 2003 closed complaints resulted in a finding of a violation. All child-specific corrective actions for all DPI IDEA complaints have been implemented on behalf of the students who were subject to complaint. In all cases, the DPI had approved the corrective actions taken.

(8) Currently, there are two open requests for due-process hearings. One is scheduled for hearing.

(9) The District engaged in mediation to resolve two long-standing parental concerns. Currently, there is one open mediation case. The District has declined one request for mediation because the issue is being addressed by a current due-process case.

* * * * *

COMMITTEE ON FINANCE/PERSONNEL

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

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Finance/Personnel presents the following report:

(Item 1) Action on Monthly Finance and Facilities Matters: Award of Contracts; Acceptance of the Report of Revenues and Expenses; Monthly Expenditure Control Report; Annual Report of Leases; Report on Administrative and School Fund Transfers; Report of Contracts Awarded Between $25,000 and $50,000; Report of the Independent Monitor on Participation Performance in the Neighborhood Schools Initiative; and Acceptance of Donations

Award of Contracts

LAN TECHNOLOGY — BID PACKAGE #63

Division 1 — Keefe Avenue School

Prime Contractor
Wil-surge Electric, Inc.
13201 West Silver Spring Road
Butler, WI 53007

Low Cumulative Bidder, Mandatory Base Bid #1 (Electrical) of $131,766, plus $71,096 for Mandatory Alternate Bid 1, to provide new electrical feeders, modifications related to the existing conditions for new electrical installation work, and any electrical service revision work; plus $24,878 for Mandatory Alternate Bid 2, to provide all new electrical work in non-instructional areas and MC; plus Mandatory Base Bid #2 (Data) of $66,672, plus $9,740 for Mandatory Alternate Bid #2, to provide new data work in non-instructional areas, for a total contract of.....$304,152.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% MBE	52	0	0	Corporation	1

Funds have been set aside for this project from FY04 account codes FAR-0-0-TCL-KE-ECNC and FAR-0-0-OSM-KE-ECNC (W.O. 2-409396).

Division 2 — Kilbourn School

Prime Contractor
Wil-surge Electric, Inc.
13201 West Silver Spring Road
Butler, WI 53007

Low Cumulative Bidder, Mandatory Base Bid #2 (Data) of $41,824, plus $6,988 for Mandatory Alternate Bid 2, to provide all new data work in non-instructional areas, for a total contract of $48,812.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% MBE	52	0	0	Corporation	1

Funds have been set aside for this project from FY04 account code FAR-0-0-TCL-KI-ECNC and FAR-0-0-OSM-KI-ECNC (W.O. 2-413036).

LAN TECHNOLOGY — BID PACKAGE #64

Division 1 — Riley School

Prime Contractor
Faith Technologies, Inc.
3720 North 124th Street
Wauwatosa, WI 53222

Second-Low Cumulative Bidder, Mandatory Base Bid #1 (Electrical) of $106,453, plus $133,284 for Mandatory Alternate Bid 1, to provide new electrical feeders, modifications related to the existing conditions for new electrical installation work, and any electrical service revision work; plus $24,257 for Mandatory Alternate Bid 2, to provide all new electrical work in non-instructional areas and MC; plus Mandatory Base Bid #2 (Data) of $58,677, plus $17,720 for Mandatory Alternate Bid #2, to provide new data work in non-instructional areas, for a total contract of $340,391.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% MBE	675	19	57	Corporation	1

Funds have been set aside for this project from FY04 account codes FAR-0-0-TCL-RI-ECNC and FAR-0-0-OSM-RI-ECNC (W.O. 2-409395).

Note: Low Bidder did not meet HUB requirement.

Division 2 — Siefert School

Prime Contractor
Faith Technologies, Inc.
3720 North 124th Street
Wauwatosa, WI 53222

Second-Low Cumulative Bidder, Mandatory Base Bid #1 (Electrical) of $89,247, plus $53,076 for Mandatory Alternate Bid 1, to provide new electrical feeders, modifications related to the existing conditions for new electrical installation work, and any electrical service revision work; plus $11,025 for Mandatory Alternate Bid 2, to provide all new electrical work in non-instructional areas and MC; plus Mandatory Base Bid #2 (Data) of $53,695, plus $6,376 for Mandatory Alternate Bid #2, to provide new data work in non-instructional areas, for a total contract of $213,419.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% MBE	675	19	57	Corporation	1

Funds have been set aside for this project from FY04 account codes FAR-0-0-TCL-SF-ECNC and FAR-0-0-OSM-SF-ECNC (W.O. 2-409397).

Note: Low Bidder did not meet HUB requirement.

LAN TECHNOLOGY — BID PACKAGE #65

Division 1 — Tippecanoe School

Prime Contractor
Connectivity Solutions Inc. of WI
W226 N825 Eastmound Drive
Waukesha, WI 53186

Low Cumulative Bidder, Mandatory Base Bid #2 (Data) of $56,062; plus $16,063 for Mandatory Alternate Bid 2, to provide all new data work in non-instructional areas; plus $19,517 for Mandatory Alternate Bid #3, to provide the network switches in the classrooms, for a total contract of.....$91,642.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% MBE	60	4	3	Corporation	1

Funds will be set aside for this project from FY04 account code FAR-0-0-TCL-TP-ECNC and FAR-0-0-OSM-TP-ECNC (W.O. 2-409390).

Division 2 — Townsend Street School

Prime Contractor
D.S. Electrical Contractors, Inc.
W141 N5964 Kaul Avenue
Menomonee Falls, WI 53051

Low Cumulative Bidder, Mandatory Base Bid #1 (Electrical) of $95,000, plus $56,075 for Mandatory Alternate Bid 1, to provide new electrical feeders, modifications related to the existing conditions for new electrical installation work, and any electrical service revision work; plus $10,000 for Mandatory Alternate Bid 2, to provide all new electrical work in non-instructional areas and MC; plus Mandatory Base Bid #2 (Data) of $43,000, plus $8,500 for Mandatory Alternate Bid #2, to provide new data work in non-instructional areas, for a total contract of.....$212,575.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	25% MBE	34	6	4	Corporation	3

Funds will be set aside for this project from FY04 account code FAR-0-0-TCL-TO-ECNC and FAR-0-0-OSM-TO-ECNC (W.O. 2-418501).

LAN TECHNOLOGY — BID PACKAGE #66

Division 1 — Maryland Avenue School

Prime Contractor
D.S. Electrical Contractors, Inc.
W141 N5964 Kaul Avenue
Menomonee Falls, WI 53051

Low Cumulative Bidder, Mandatory Base Bid #2 (Data) of $30,223, plus $5,963 for Mandatory Alternate Bid 2, to provide all new data work in non-instructional areas; plus $24,953 for Mandatory Alternate Bid #3, to provide network switches in the classrooms, for a total contract of.....$61,139.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	25% MBE	34	6	4	Corporation	3

Funds have been set aside for this project from FY04 account code FAR-0-0-TCL-MD-ECNC and FAR-0-0-OSM-MD-ECNC (W.O. 2-331239).

Division 2 — Victory School

Prime Contractor
Staff Electric Co., Inc.
P.O. Box 917
Butler, WI 53007

Low Cumulative Bidder, Mandatory Base Bid #2 (Data) of $53,648; plus $11,702 for Mandatory Alternate Bid 2, to provide all new data work in non-instructional areas; plus $34,125 for Mandatory Alternate Bid #3, to provide network switches in the classrooms, for a total contract of.....$99,475.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% MBE	333	16	16	Corporation	1

Funds will be set aside for this project from FY04 account code FAR-0-0-TCL-VC-ECNC and FAR-0-0-OSM-VC-ECNC (W.O. 2-409388).

LAN TECHNOLOGY — BID PACKAGE #68

Division — LaFollette School

Prime Contractor
Wil-surge Electric, Inc.
13201 West Silver Spring Road
Butler, WI 53007

Low Cumulative Bidder, Mandatory Base Bid #1 (Electrical) of $63,540, plus $24,849 for Mandatory Alternate Bid 1, to provide new electrical feeders, modifications related to the existing conditions for new electrical installation work, and any electrical service revision work; plus $21,932 for Mandatory Alternate Bid 2, to provide all new electrical work in non-instructional areas; plus Mandatory Base Bid #2 (Data) of $50,597, plus $6,358 for Mandatory Alternate Bid #2, to provide new data work in non-instructional areas, for a total contract of.....$167,276.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% MBE	52	0	0	Corporation	1

Funds have been set aside for this project from FY04 account codes FAR-0-0-TCL-LF-ECNC and FAR-0-0-OSM-LF-ECNC (W.O. 2-413037).

Division 2 — Lincoln Avenue School

Prime Contractor
D.S. Electrical Contractors, Inc.
W141 N5964 Kaul Avenue
Menomonee Falls, WI 53051

Low Cumulative Bidder, Mandatory Base Bid #1 (Electrical) of $95,000, plus $61,054 for Mandatory Alternate Bid 1, to provide new electrical feeders, modifications related to the existing conditions for new electrical installation work, and any electrical service revision work; plus $10,000 for Mandatory Alternate Bid 2, to provide all new electrical work in non-instructional areas and MC; plus Mandatory Base Bid #2 (Data) of $46,050, plus $9,482 for Mandatory Alternate Bid #2 to provide new data work in non-instructional areas, for a total contract of.....$221,586.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	25% MBE	34	6	4	Corporation	3

Funds will be set aside for this project from FY04 account code FAR-0-0-TCL-LI-ECNC and FAR-0-0-OSM-LI-ECNC (W.O. 2-409393).

LAN TECHNOLOGY — BID PACKAGE #69

Division 1 — Thirty-fifth Street School

Prime Contractor
Wil-surge Electric, Inc.
13201 West Silver Spring Road
Butler, WI 53007

Low Cumulative Bidder, Mandatory Base Bid #2 (Data) of $23,350, plus $2,795 for Mandatory Alternate Bid #2, to provide new data work in non-instructional areas, for a total contract of $26,145.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% MBE	50	0	0	Corporation	1

Funds will be set aside for this project from FY04 account code FAR-0-0-TCL-35-ECNC and FAR-0-0-OSM-35-ECNC (W.O. 2-413040).

Division 2 — Westside Academy II

Prime Contractor
Connectivity Solutions Inc. of WI
W226 N825 Eastmound Drive
Waukesha, WI 53186

Low Cumulative Bidder, Mandatory Base Bid #1 (Electrical) of $15,355, plus $0 for Mandatory Alternate Bid 1, to provide new electrical feeders, modifications related to the existing conditions for new electrical installation work, and any electrical service revision work; plus $3,933 for Mandatory Alternate Bid 2, to provide all new electrical work in non-instructional areas; plus Mandatory Base Bid #2 (Data) of $45,871, plus $5,929 for Mandatory Alternate Bid #,2 to provide new data work in non-instructional areas, for a total contract of.....$71,088.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% MBE	60	4	3	Corporation	1

Funds have been set aside for this project from FY04 account codes FAR-0-0-TCL-WE-ECNC and FAR-0-0-OSM-WE-ECNC (W.O. 2-321628).

LAN TECHNOLOGY — BID PACKAGE #75

Division 1 — Lloyd Street School

Prime Contractor
Connectivity Solutions Inc. of WI
W226 N825 Eastmound Drive
Waukesha, WI 53186

Low Cumulative Bidder, Mandatory Base Bid #1 (Electrical) of $26,784, plus $14,265 for Mandatory Alternate Bid 1, to provide new electrical feeders, modifications related to the existing conditions for new electrical installation work, and any electrical service revision work; plus $5,293 for Mandatory Alternate Bid 2, to provide all new electrical work in non-instructional areas; plus Mandatory Base Bid #2 (Data) of $62,208, plus $8,295 for Mandatory Alternate Bid #2, to provide new data work in non-instructional areas, for a total contract of.....$116,845.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% MBE	60	4	3	Corporation	1

Funds have been set aside for this project from FY04 account codes FAR-0-0-TCL-LL-ECNC and FAR-0-0-OSM-LL-ECNC (W.O. 2-413099).

Division 2 — Longfellow School

Prime Contractor
Connectivity Solutions Inc. of WI
W226 N825 Eastmound Drive
Waukesha, WI 53186

Low Cumulative Bidder, Mandatory Base Bid #1 (Electrical) of $24,242, plus $31,956 for Mandatory Alternate Bid 1, to provide new electrical feeders, modifications related to the existing conditions for new electrical installation work, and any electrical service revision work; plus $3,809 for Mandatory Alternate Bid 2, to provide all new electrical work in non-instructional areas; plus Mandatory Base Bid #2 (Data) of $56,402, plus $9,680 for Mandatory Alternate Bid #2, to provide new data work in non-instructional areas, for a total contract of.....$126,089.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% MBE	60	4	3	Corporation	1

Funds have been set aside for this project from FY04 account codes FAR-0-0-TCL-LO-ECNC and FAR-0-0-OSM-LO-ECNC (W.O. 2-413097).

Division 3 — Metropolitan High School

Prime Contractor
Connectivity Solutions Inc. of WI
W226 N825 Eastmound Drive
Waukesha, WI 53186

Low Cumulative Bidder, Mandatory Base Bid #1 (Electrical) of $13,523, plus $10,360 for Mandatory Alternate Bid 1, to provide new electrical feeders, modifications related to the existing conditions for new electrical installation work, and any electrical service revision work; plus $3,968 for Mandatory Alternate Bid 2, to provide all new electrical work in non-instructional areas; plus Mandatory Base Bid #2 (Data) of $38,077, plus $10,248 for Mandatory Alternate Bid #2, to provide new data work in non-instructional areas; plus $8,319 for Mandatory Alternate Bid #3, to provide network switches as specified, for a total contract of $84,495.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% MBE	60	4	3	Corporation	1

Funds have been set aside for this project from FY04 account codes FAR-0-0-TCL-MO-ECNC and FAR-0-0-OSM-MO-ECNC (W.O. 2-402115).

LAN TECHNOLOGY — BID PACKAGE #77

Division 1 — Milwaukee School of Entrepreneurship

Prime Contractor
Faith Technologies, Inc.
3720 North 124th Street
Wauwatosa, WI 53222

Low Cumulative Bidder, Mandatory Base Bid #2 (Data) of $14,109, plus $15,253 for Mandatory Alternate Bid #2, to provide new data work in non-instructional areas, for a total contract of $29,362.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% MBE	675	19	57	Corporation	1

Funds have been set aside for this project from FY04 account codes FAR-0-0-TCL-EN-ECNC and FAR-0-0-OSM-EN-ECNC (W.O. 2-404133).

Division 2 —Whittier School

Prime Contractor
Wil-surge Electric, Inc.
13201 West Silver Spring Road
Butler, WI 53007

Low Cumulative Bidder, Mandatory Base Bid #2 (Data) of $22,654, plus $3,270 for Mandatory Alternate Bid #2, to provide new data work in non-instructional areas, for a total contract of $25,924.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% MBE	52	0	0	Corporation	1

Funds have been set aside for this project from FY04 account codes FAR-0-0-TCL-WH-ECNC and FAR-0-0-OSM-WH-ECNC (W.O. 2-409386).

ROOF REPLACEMENT

Kagel School

Prime Contractor
Roberts Roofing & Siding, Inc.
4929 North Lydell Avenue
Glendale, WI 53217

Low Bidder, Base Bid of.....$184,893.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
Yes	10%	100% DBE	45	20	10	Corporation	1

Funds have been committed for this project from Facilities and Maintenance FY03 account code FAR-0-0-MM2-KA-ECNC (W.O. 2-546448).

ENERGY MANAGEMENT SYSTEM REPLACEMENT

Hamilton High School

Prime Contractor
Mared Mechanical Contractors Corporation
4230 West Douglas Avenue
Milwaukee, WI 53209

Sole Bidder, Base Bid of $38,500, plus $16,900 for Mandatory Alternate Bid 1, to provide new control panels, components, sensors, etc. as required to provide complete control of eleven (11) additional air handling units; plus $15,000 for Mandatory Alternate Bid 2, to provide new control panels, components, sensors, etc., as required to provide complete control of twelve (12) additional air conditioning and air handling units, for a total contract of.....$70,400.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	0%	0%	95	8	5	Corporation	0

Funds have been committed for this project from Facilities and Maintenance FY03 account codes FAR-0-0-MM2-HA-ECNC (W.O. 2-552754).

Construction Contracts

Total construction contract dollars awarded.....$2,495,708.00
Total dollars HUB participation.....$483,229.50
% of MBE participation.....11.95
% of WBE participation.....0.00
% of DBE participation.....7.41
% Minority employees within company.....9.33
% Women employees within company.....7.20

Request is being made for authorization to enter into contract negotiations for architectural services for the following Neighborhood Schools Initiative projects:

Sehr Boys & Girls Project

Firm Name
BMR Design Group, Inc.
503 West Lincoln Avenue
Milwaukee, WI 53207

To provide architectural design services through the 50% construction document phase for a cost not to exceed.....$183,550.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
Yes	30% MBE 5% WBE	73% MBE 5% WBE	7	20	2	Corporation	7

Funds have previously been committed for this project from Neighborhood Schools Initiative account code FAR-0-0-NSI-SX-EOTH (W.O. 2-582485).

Westside Academy II — Addition

Firm Name
PACE Architects
233 North Water Street
Milwaukee, WI 53202

For a cost not to exceed.....$276,281.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
Yes	30% MBE 5% WBE	36% MBE 55% WBE	9	0	7	Corporation	5

Funds have previously been committed for this project from FY02 account codes FAR-0-0-MM2-WE-ECNC and FAR- 0-0-OSA-WE-ECNC (W.O. 2-531545).

Longfellow School — Addition

Firm Name
Eppstein-Uhen Architects, Inc.
333 East Chicago Street
Milwaukee, WI 53202

For a cost not to exceed.....$314,524.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	30% MBE 5% WBE	16% MBE 20% WBE	118	13	38	Corporation	3

Funds have previously been committed for this project from FY02 account code FAR-0-0-980-LO-ECNC (W.O. 2-545409).

Note: Waiver has been granted by the HUB Program Coordinator to allow more WBE participation in lieu of MBE participation.

Thirty-fifth Street School — Addition

Firm Name
Legat & Barrientos Design & Consulting, LLC
205 West Highland Avenue
Milwaukee, WI 53203

Addition to current Neighborhood Schools Initiative contract to provide for the design of ADA Compliance and SAGE modifications for a cost not to exceed.....$108,594.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
Yes	30% MBE 5% WBE	40% MBE 5% WBE	10	2	4	Corporation	4

Funds have previously been committed for this project from Neighborhood Schools Initiative account code FAR-0-0-NSI-35-ECNC (W.O. 2-582448).

Professional Service Contracts

Total construction contract dollars awarded.....$882,949.00
Total dollars HUB participation $554,845.15
% of MBE participation.....36.85
% of WBE participation 25.99
% of DBE participation 0.00
% Minority employees within company.....12.41
% Women employees within company 46.75

Annual Report of Leases

At its meeting of April 25, 1996 (Proc. pp. 737-769), the Board approved a new policy on Executive Limitations For Lease Agreements which became Board Governance Policy BG 4.08, Lease Agreements. This policy permits the Superintendent to approve lease agreements which are less than three years in duration or cost less than $100,000. It also prescribes that, annually in July, the Administration will provide an informational report to the Board which will report all leasing activities of the prior year. The report is to include the owners of the properties, the space footage leased, the costs to Milwaukee Public Schools to operate and improve each building and site, and the dates on which the Board approved the lease agreements, where applicable.

The report, which is attached to the minutes of your Committee's meeting, 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 Board Policy 4.04 is attached to the minutes of your Committee's meeting. This is an informational report, and no action is required.

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

Pursuant to Board Policy 3.09 (3), Purchasing & Bidding Requirements, the Administration has prepared the 2003 quarterly reports of contracts between $25,000 and $50,000.

3rd-Quarter Report of Contracts

Month	School	Project	Contractor	HUB Participation	Amount
Jan-03	HS Arts — Music	Digital Piano Lab	Bradford Piano and Organ, Inc	0%	$41,150.00
	Fac. & Maint.	Warehouse Stock/Lexan Sheets	G. E. Polymershapes	0%	$27,351.16
Feb-03	Bradley Tech	Mechanical System Trainer	Amatol, Inc.	0%	$23,202.00
	Bradley Tech	Electronic Communications	Const/Mech Hampden Engineering	0%	$27,652.00
	MSOL	Auditorium Sound Reinforcement	Lewis Sound, Inc.	100%	$25,451.77
	Milw. German	Asbestos Abatement	PARRS	0%	$25,997.00
	Philipp	Re-Insulation	Sprinkmann Sons Corp.	0%	$37,646.00
	Philipp	Asbestos Abatement	Insulation Removal	0%	$34,670.00
	Vincent	Elevator Modifications	Saeflite Elevator Co.	0%	$47,554.00
Mar-03	Fac. & Maint.	Vehicle Replacement	Hiller Ford, Inc.	0%	$29,052.00
	Fac.& Maint.	Vehicle Replacement	Hiller Ford, Inc.	0%	$33,200.00
	Music Dept.	Various Instruments	Family Music Center	0%	$45,963.00
	Music Dept.	Various Instruments	Melk Music	0%	$31,340.00
	Music Dept.	Various Instruments	Interstate Music Supply	0%	$38,960.00

4th-Quarter Report of Contracts

Month	School	Project	Contractor	HUB Participation	Amount
Apr-03	Fratney	Asbestos Abatement	Veit Environmental	0%	$44,281.00
	Garfield	Masonry Restoration	Pukall Co., Inc.	10%	$28,000.00
	Fairview	New Tot Lot	Bluemel's Maintenance	10%	$48,650.00
	Siefert	Masonry Restoration	Wisconsin Restoration	10%	$36,366.00
	Walker	Auditorium Sound Reinforcement	Lewis Sound, Inc.	0%	$31,334.00
	Special Services	Audio/Visual Teacher Training	MCSI	0%	$34,213.00
	Audiology Dept.	Transmitters for existing equip.	Phonic Ear	0%	$49,698.00
	Special Services	Augmentative Communication Eq.	Dynavox Co.	0%	$28,335.00
May-03	Pulaski	New Welding Lab	Dlouhy Welding Supply	0%	$29,866.00
	Bay View	Boys' Pool Piping Replacement	Illingworth Corp.	10%	$26,790.00
	Bay View	Girls' Pool Piping Replacement	Illingworth Corp.	10%	$35,500.00

Month	School	Project	Contractor	HUB Participation	Amount
	Washington	Hardware Replacement	Choice Construction	10%	$33,600.00
	Notre Dame	Asbestos Abatement	PARRS	0%	$22,471.00
	Emmaus Lutheran	Asbestos Abatement	Great Plains Asbestos	0%	$41,933.00
	Highland Comm.	Roof Replacement	Roberts Roofing	10%	$45,621.00
	Gray Preparatory	Restroom Modifications	Wm. Sackerson	10%	$38,000.00
	Spotted Eagle	Restroom Modifications	Wm. Sackerson	10%	$21,016.00
	Honey Creek	New Tot Lot	Bluemel's Maintenance	10%	$48,000.00
	Assistive Tech.	Soft Touch Software	Lab Resources	0%	$29,145.00
	Special Ed.	Assistive Technology Software	Lab Resources	0%	$42,245.00
Jun-03	Locust Site	Environmental Site Investigation	Giles Engineering	0%	$49,991.00
	Fratney	Pre-design Services for Renovation	Plunkett Raysich Architects	0%	$49,500.00
	Music Dept.	Band Uniforms	Fruhauf Uniforms, Inc.	0%	$33,489.85
	Technology	Special Services Sys. (SSIMS)	4GL Solutions, Inc.	0%	$48,512.20
	Athletics	Custer H. S. Track Equipment	Aluminum Athletics	0%	$26,126.00
	Music	Various Instruments	Casio/Interstate Music Supply	0%	$41,485.00
	Music	Various Instruments	Lyon & Healy Harps	0%	$34,290.00
	Technology	Inspiration Software	Lab Resources	0%	$26,550.00

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

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

Acceptance of Donations

School	Donor	Amount	Gift or Purpose
Alcott	Keren Gonzalez	$40	Completion ceremony for 5th-graders
Bay View	Scoreboard Productions	$2,500	500 BV Logo Mugs
Bradley Tech & Trade	3M Community Affairs	$10,434	3M Library Detection System (library security)
Browning	Halbert and Alice Kadish Foundation	$150,000	Greenhouse addition to new school
Doerfler	Marquette University	$12	Family Reading Night (1 T-Shirt)
Doerfler	Admirals	$48	Family Reading Night (4 tickets)
Doerfler	Milwaukee Bucks	$60	Family Reading Night (5 T-Shirts)
Doerfler	Milwaukee Bucks	$15	250 stickers/250 book marks
Dover	Katalin Rigo	$100	Instrumental Music Program
Elm	Sadie Davis	$200	Trumpet (Music Program)
Fratney	Kelley Dawson	$100	Camping Trip
LaFollette	Flora Odom-Flagg	$375	Student Incentives

School	Donor	Amount	Gift or Purpose
Lincoln Avenue	Bader Foundation	$1,000	Homework Incentives
Malcolm X	The Frinkham Group LLC	$50	X Clan development needs, etc.
Manitoba	PTO	$10,000	School Incentives
Maryland	Rick Cogswell	$50	Playground fund
Meir	Anonymous	$500	School Incentives
Meir	SBC	$480	Payroll Pledge
WYMS	Robert and Evelyn Kuhn	$50	WYMS general use
WYMS	Morton Newald	$10	WYMS general use
WYMS	Fred Berman	$100	WYMS general use
Morgandale	Miriam Santos	$800	Student Incentives
Riley	University School	$125	Donation to K5 classes
Riverside	The Bardwell Corporation	$1,000	Girl's swim team meets, supplies, etc.
Sarah Scott	Delta Sigma Theta Sorority	$250	Graduating 8th-grade students
Sherman	AKA-EKU	$50	Education Awards
WCLL	Cathy Walker	$40	Prom ticket
WCLL	Custom Grown Greenhouse	$240	16 flats of annuals for sculpture garden

Committee Recommendation

Your Committee recommends that the Board authorize the contracts as listed and accept the donations as listed, with appropriate acknowledgment to be made on behalf of the Board.

Director Morales moved to adopt the Committee recommendation.

The motion prevailed, the vote being as follows:

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

Noes—None.

* * * * *

(Item 2) Action on Monthly Personnel Matters: Approval of Classified Personnel Transactions; Approval of Teacher Appointments; Approval of Leaves of Absence; Report on Resignations; and Affirmative Action Report

CLASSIFIED PERSONNEL TRANSACTIONS

Name and Assignment	Position and Salary	Date
	APPOINTMENTS	
Monica Quirk Communications & Public Affairs	Graphics Designer $55,000.00/yr.	07-01-03
Xiomara Santiago Special Services	School Nurse $39,000.00/yr.	08-21-03

PROMOTIONS

Michael Frank Sarah Scott	School Engineer III $46,163.52/yr.	06-23-03
David Miller Garden Homes	School Engineer II $43,960.28/yr.	06-23-03
Evelyn Williams Office of Board Governance	Secretary 3 $37,611.98/yr.	06-09-03

RETURNS FROM LEAVE

Jeanice King Browning	School Secretary I $21,929.04/yr.	08-21-03
Otis Paige, Jr. Office of Academic Excellence	School Secretary I $25,471.27/yr.	06-10-03

Certificated Appointments — Teachers

Code	Teachers - Schedule 01	Division	Salary	Credit	Start Date
a	Amie M. Aagaard Headstart	B	$29,224	0	08/28/03
	Joan C. Anders Biology/LF Science	B	$29,224	0	08/28/03
	Mikaely T. Anderson Speech & Language Pathology	B	$29,224	0	08/28/03
	Molly M. Aschauer Follmer Grade 6	B	$29,224	0	08/28/03
	Dale R. Balkowski Grade 4	B	$29,224	0	08/28/03
	Susan M. Baumgartner Speech & Language Pathology	B	$29,224	0	08/28/03
nr	Tonya L. Bays Grade 3	C	$38,380	4	08/28/03
a,nr	Kelly J. Cannon English	B	$31,299	2	08/28/03
a	Tove C. Case Grade 7-Inclusion	B	$29,224	0	08/28/03
a	Lori A. Collenburg Grade 1 SAGE	B	$29,224	0	08/28/03
	Joyce A. Cullen Intermediate	B	$29,224	0	08/28/03
	Kim H. Duffek English	B	$29,224	0	08/28/03
	David J. Erich Mathematics	D	$51,463	11	08/28/03
	Tracie L. Evans BF Social Studies	B	$29,224	0	08/28/03

nr	Jason P. Floyd Grade 7 English/Social Studies	B	$29,224	0	08/28/03
nr	Kathleen E. Franzen Biology	B	$29,224	0	08/28/03
a	Eric M. Glad Biology/Life Science	B	$29,224	0	08/28/03
	Ana A. Gomez 1st-Grade 6	B	$29,224	0	08/28/03
	Carrie J. Kraayeveld Speech & Language Pathology	B	$29,224	0	08/28/03
	Christine M. Lemon English	B	$29,224	0	08/28/03
	Katie E. Lucht PreK-3	B	$29,224	0	08/28/03
nr	Ginger A. MacDonald Speech & Language Pathology	B	$29,224	0	08/28/03
	Elizabeth A. Martins Broad Field Science	B	$29,224	0	08/28/03
nr	Rebecca A. Moore Grade 1 SAGE	B	$29,224	0	08/28/03
	Erin M. Peterson Cognitive Disabilities	B	$29,224	0	08/28/03
	Carlotta D. Rand Mathematics	B	$29,224	0	08/28/03
	Aziza S. Razaa English	B	$29,224	0	08/28/03
	Janice M. Simonson Orientation & Mobility	C	$32,910	0	08/28/03
	Elizabeth M. Somppi Mathematics	BB	$31,368	1	08/28/03
	Paige L. Steele Biology/LF Science	B	$29,224	0	08/28/03
	Sheng Thao Grade 2 SAGE	B	$29,224	0	08/28/03
	Glenn A. True Grade 5	B	$29,224	0	08/28/03
a,nr	Sheri L. Turnacliff English	B	$29,224	0	08/28/03
	Kathleen M. Wagner Biology/LF Science	B	$29,224	0	08/28/03
	Colleen A. Wekwert Early Childhood-EEN	BB	$30,643	0	08/28/03
	Mary M. Westemeier Early Childhood-EEN	BB	$41,533	8	08/28/03
	Abigail H. Wilson BF Social Studies	B	$29,224	0	08/28/03

	Nekechia C. Adams Headstart	B	$31,674	0	07/30/03
	Melissa L. McLaurin Grade 1	B	$31,674	0	07/30/03
	Marcy A. Ehlers Grade 1-2	B	$29,224	0	07/30/03
nr	Traci L. Jaka Grade 1 SAGE	B	$29,224	0	07/30/03

CODES
(a) Reappointment without tenure
(nr) Non-Resident who must become a resident

Leaves of Absence

	Present Assignment	Effective From
Illness Leave, to June 20, 2003:		
Amy Bruce	Maple Tree	January 28, 2003
Billy Jackson	Sherman	February 24, 2003
Marilyn Runge	Elm	May 23, 2003
Maternity Leave, to June 17, 2004:		
Brenda King	Riley	June 3, 2003
Teresa Mueller	Happy Hill	August 28, 2003
Personal Leave, to June 17, 2004:		
Michelle James	Dr. King	August 28, 2003
Julie King	Roosevelt	August 28, 2003
Margaret Shumway	Milwaukee School of Languages	August 28, 2003
Lynn Sterns	Psychological Services	August 28, 2003
Anthony Thompson	Burbank	August 28, 2003
Yvette Woods	Bryant	August 28, 2003
Sabbatical Leave, to June 17, 2004:		
Cherita Craft	38th Street	August 28, 2003
Sheri Easter	Garden Homes	August 28, 2003
Debra Evans	Townsend	August 28, 2003
Rachel Fenwick	Maple Tree	August 28, 2003
Vera Pawlak	Longfellow	August 28, 2003
Extension of Maternity Leave, to January 30, 2004:		
Stephane Hartl	Leave	August 28, 2003
Extension of Maternity Leave, to June 17, 2004:		
Ofelia Bautista Ruiz	Leave	August 28, 2003
Jacalyn Cordova	Leave	August 28, 2003
Karen Folker	Leave	August 28, 2003
Kathleen Galvan	Leave	August 28, 2003
Kristi Giese	Leave	August 28, 2003
Lydia Kabaka Travis	Leave	August 28, 2003
Kim Malacara	Leave	August 28, 2003
Cheryl Marlega	Leave	August 28, 2003
Rebecca Mork	Leave	August 28, 2003
Maria Rajkovic	Leave	August 28, 2003
Lesley Scheibach	Leave	August 28, 2003

Extension of Illness Leave, to June 17, 2004:

Charles Nichols	Leave	August 28, 2003
Linda Tate	Leave	August 28, 2003

Extension of Personal Leave, to June 17, 2004:

Dawn Bigalk	Leave	August 28, 2003
Tierra DiCarlo	Leave	August 28, 2003
Jeffrey Krukar	Leave	August 28, 2003
Patricia Marshall	Leave	August 28, 2003
Mary Lee Miller McCallum	Leave	August 28, 2003
Darlene Moore	Leave	August 28, 2003
Anne Seibel	Leave	August 28, 2003
Linda Wagner	Leave	August 28, 2003
Kim Yeghiaian	Leave	August 28, 2003
Julie Zenner	Leave	August 28, 2003

Report on Resignations

Name	Position	Effective Date
Tilsa Alvarado	Teacher	06/20/03
Kathleen Andersen	Teacher	06/23/03
Deborah D. Arnold	Teacher	06/01/03
Florence Beauchamp-Harris	Principal	07/01/03
Lacy Behringer	Teacher	06/18/03
Jada C. Bell	Teacher	06/21/03
Allison M. Beula	Teacher	06/20/03
Ramona M. Bockenhauer	Teacher	06/20/03
Cherie L. Braxton	Teacher	08/01/03
Judith M. Brock	Teacher	06/20/03
G. Jeanne J. Brown-Young	Teacher	06/20/03
Brian M. Carter	Teacher	06/21/03
Tanya Cattell	Teacher	08/28/03
Janice L. Cohodes	Teacher	07/31/03
Zuwena Y. Cotton	Teacher	06/26/03
Mathew R. Cuomo	Teacher	06/20/03
Margaret M. Dalpaos	Teacher	06/20/03
Lenn Deltgen	Teacher	06/20/03
Cynthia Dixon	Teacher	06/02/03
Heidi M. Draheim	Teacher	06/20/03
Mark Edwards	Teacher	06/13/03
Gayle C. Finet	Teacher	09/10/03
Margaret Garbisch	Teacher	06/20/03
Malisa Garlieb	Teacher	06/23/03
Ashley B. Gasau	Teacher	06/24/03
Laurie E. Grady	Teacher	06/23/03
Michael Haar	Teacher	06/21/03
Jill Harrer	Teacher	06/19/03
Jessilyn C. Heckart	Teacher	06/20/03
Yvette R. Henderson	Teacher	07/01/03

Maren Hill	Teacher	06/23/03
Heather S. Hjortnaes	Teacher	06/26/03
Robert J. Holicek	Schl Psych	07/01/03
Kenneth C. Holt	Director	07/01/03
Dorothy J. Horton	Teacher	07/01/03
Jennifer Hulke	Teacher	06/19/03
Michele L. Jablonski	Teacher	07/01/03
Clare Jorgensen	Teacher	06/23/03
Mary E. Karge	Teacher	09/25/03
Kelly Kiel	Teacher	06/20/03
Linda M. Kreft	Supervisor	07/01/03
Kristine M. Kuchenbecker	Teacher	06/21/03
Erika L. Kuczynski	Teacher	06/20/03
Brooke E. Kutschera	Teacher	06/19/03
Hazel Laughinghouse	Teacher	08/17/03
Timothy J. Locke	Teacher	06/24/03
Marney Logan	Teacher	06/27/03
Steven M. MacEachern	Teacher	07/01/03
Eva K. Mason	Teacher	06/20/03
Erin K. Maydak	Teacher	06/20/03
Susan E. Mayer	Teacher	06/24/03
Lula J. McCarty	Coordinator	07/07/03
Doreen McDermott	Teacher	06/30/03
Brenda Jo Nelson-Davis	Teacher	06/21/03
Ronda K. Nolan	Teacher	06/20/03
Judith R. Padek	Teacher	07/01/03
Constance M. Pavletich	Teacher	08/20/03
Maria C. Pinzon	Teacher	06/20/03
Esmeralda Quiles	Teacher	06/20/03
Miguel A. Quiros	Teacher	02/26/03
Susan A. Ratka	Principal	07/01/03
Morry L. Raymond	Teacher	07/29/03
Heather Robertson	Teacher	06/20/03
Jacqueline C. Rodgers	Teacher	02/09/03
Denise L. Roseland	Teacher	06/21/03
Mary H. Ruud	Teacher	06/23/03
James A. Ryan	Teacher	08/21/03
Patrick J. Schiefelbein	Teacher	06/16/03
Susan E. Schwabe	Teacher	06/19/03
Jamie M. Schwantes	Teacher	06/19/03
Jodi Searls	Teacher	06/20/03
Stephanie A. Shong	Teacher	06/23/03
Kellie Sommer	Teacher	06/20/03
Lizabeth M. Stauff	Teacher	06/20/03
Andrea Strehlow	Teacher	06/20/03
Cassandra A. Taylor	Teacher	06/20/03
John Mark Thomas	Teacher	06/23/03
Kathleen A. Thompson	Teacher	06/20/03
Barbara M. Townsend	Teacher	06/20/03
Erin S. Urness	Teacher	06/20/03

Caitlin Jo Wagstaff	Teacher	06/19/03
Janet J. Ward	Teacher	09/01/02
David Wiley	Teacher	06/20/03
Paige Wilhelmson	Teacher	06/20/03
DeVona Wilkinson	Teacher	06/20/03
Jason Wolfe	Teacher	06/20/03
David Zeller	Teacher	06/20/03

Rescinded Retirement — May Board 2003

Agnes Wattecamps	Teacher	06/20/03

Affirmative Action Report

The Affirmative Action Report for June 2003, which is attached to the minutes of your Committee's meeting, is an informational report; therefore, no action is required.

Committee 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 Recommendations

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

5(r)	Timothy Duax	Principal MacDowell Montessori School	Schedule III, Range 13Z $82,790.00
5(r)	Patricia Yahle	Director Department of Special Services	Schedule IIIE, Range 16A $110,086.23
5(r)	Dare Boling	Coordinator, Non-Conventional Programs Department of Special Services	Schedule III, Range 11A $78,952.40
5(r)	Richard Brigham	Equitable Education Opportunities Liaison Department of Special Services	Schedule III, Range ~~11A~~ 10A $83,939.00
5(r)	Claudia Weaver Hendrickson	Special Education Leadership Liaison Department of Special Services	Schedule III, Range 10A $81,532.29
5(r)	Charlyn Pozza	Special Education Leadership Liaison Department of Special Services	Schedule III, Range 10A $82,224.72
5(r)	Teresa Tyczkowski	Special Education Leadership Liaison Department of Special Services	Schedule III, Range 10A $81,190.44
5(r)	Jane Seher	Administrative Assistant II Office of Board Governance-Audit Services	Schedule III, Range 2A $48,570

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
6 Other
r Resident who must remain resident
nr Non-resident who must become resident

The Assistant Board Clerk indicated that the fourth appointment needed to be amended subsequent to the Committee meeting due to a technical change in the salary schedules.

Director Hardin moved to approve the promotions as amended.

The motion prevailed, the vote being as follows:

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

Noes—None.

* * * * *

(Item 4) Action on a Request for a Change in Location for the Hi-Mount Addition

Background

1. At its meeting of August 24, 2000, (Proc. pp. 183-186) the Board adopted the plan for the Neighborhood Schools Initiative (NSI). The Neighborhood Schools Plan identified Community Baptist Church (CBC) and its affiliate, Community Village, as community partners with Hi-Mount Elementary School. At the time, the NSI Plan called for MPS to fund approximately $4.6 million of the estimated $10 million cost of a multi-use school, retail, office, and community-service building to be located on the site of the former Finney Library.

2. At its meeting of November 28, 2000, (Prop. Pp. 379-383) the Board authorized the Administration to pursue the partnership with Community Baptist Church to build a new multi-use facility serving the Hi-Mount attendance area that would include space for 243 students in grades 6-8.

3. At its meeting of September 26, 2002, the Board authorized the Administration to enter into a pre-development agreement services contract for the Hi-Mount Community School Project. At that time, the parties contemplated a partnership between Hi-Mount School and Community Baptist Church that would include the church's marshalling approximately $1.5 million from various sources as its contribution toward the construction of a shared-use facility for a school and community recreational center.

4. At its meeting of January 30, 2003, the Board authorized the Administration to execute a term sheet with Community Baptist Church for turnkey development of a shared-use facility to be built at 42nd Street between North and Garfield Avenues. At that time, the parties contemplated a partnership that would include Community Baptist Church's securing approximately $1.1 million as its contribution toward construction of a new shared-use facility.

5. The Administration and representatives from Community Baptist Church have been actively pursuing ways to develop a shared-use school and community recreation center at 42nd and North Avenue; however, it has become apparent that the proposed new construction will not be the most viable option in light of resources available to the project and a renewed interest by the community in developing the Hi-Mount addition/renovation project.

6. The community was given the opportunity on several occasions to comment on the choice between building a new school at the 42nd and North Avenue site or constructing a new addition to Hi-Mount School. Staff from the Office of Neighborhood Schools (ONS) met with Hi-Mount School's governance council, the Executive Board of the Washington Heights Neighborhood Association, the Mayor's staff, and the Department of City Development. ONS also held a town-hall meeting at Hi-Mount Elementary School and made a presentation at the Washington Heights Neighborhood Association's annual meeting (Area 3).

Administration's Analysis

7. As a result of renewed interest in the Hi-Mount School expansion project, the Administration did an analysis of the issues related to the two possible expansion sites. The issues and the impact of these issues on each of the sites are illustrated below:

Issues	42nd & North Avenue Site	Hi-Mount School Site
Educational Program Grades 6-8	Stand-alone community middle-school program would seek to draw pupils from Hi-Mount Community.	Hi-Mount would become a K-8 school; all children will be in one building.
Education Program K4-K5	Early childhood programs now at Community Baptist Church (CBC) would be moved to Hi-Mount into space vacated by the fifth-grade move to the new building; other satellite early childhood (EC) centers would remain.	Early childhood programs now at CBC would be moved to Hi-Mount; other satellite EC centers would remain.
NSI Criteria	Site actually located outside Hi-Mount attendance area; uncertain of attendance-area subscription, as only 20% of current Hi-Mount enrollment lives east of Sherman Blvd.	Much greater likelihood of K-8 continuity; 80% of current Hi-Mount enrollment (396 of 493 pupils) lives (i) within attendance area and (ii) west of Sherman Blvd.
School Community Support	Endorsed by CBC; endorsed by Lisbon Avenue Neighborhood Development (LAND)	Endorsed by school's governance council; preferred by a majority of current attendee parents, who cite concerns about the distance to 42nd Street site; preferred by school's administration.
Cost to Build	$6,667,000 • MPS cost of $5.60 million with FFE • CBC $700,00 borrowing on rents • County brownfields $75,000 • JAMN commitment withdrawn • $300,000 additional needed	$5,430,000 *Difference* $1,237,000 MPS cost of $5.43 million includes: • Construction cost • Architectural/engineering fees • Reimbursables • Furniture & equipment

Issues	42nd & North Avenue Site	Hi-Mount School Site
		The construction costs are current estimates. The construction costs may be able to be reduced once the school community begins planning and design process with the Administration.
Cost to Operate	Estimated $300,000/year • Additional staff, utilities, cleaning, maintenance costs higher than addition • Cost over 20 years is $6,000,000	Estimated $103,000/year. • Savings principally due to shared plant and structure. • Additional staff costs lower than 42nd Street site. • Cost over 20 years is $2,060,000 • Over 20-year period, there is approximately $4,000,000 savings in operating costs.
Parking	36 spaces; no staff on-street parking	52 spaces total, including 10 new spaces (location to be determined by addition's siting); some staff on-street parking (30 cars)
Play Space	None	Existing play space will remain, but will be reduced by the addition.
Security	Development likely to enhance neighborhood security by eliminating problem home sites, but also likely to have greater student and staff safety concerns than at Hi-Mount site	Addition of 243 new middle-school students will require MPS to address neighborhood concerns; MPS aims to coordinate measures with pending changes to Steuben.
Impact on Commercial Development	Walgreen's development, central to CBC's $700,00 equity stake in this project, would introduce new retail to Sherman & North Avenue	Walgreen's development could proceed without school.
CBC Benefit	CBC would contribute $700K of rental stream project, and would receive old Walgreen's site to renovate for Community Vision Academy	CBC would receive old Walgreen's site to renovate for Community Vision Academy and would have rental income available to finance renovations; additional potential for CBC to generate rental or development income from unused school sites controlled by CBC.
Contracting	CBC would develop.	MPS would coordinate the development of the new addition.

8. As a result of the above analysis, the Administration recommends the project be changed from construction of a new building on 42nd and North Avenue to the construction and renovation of an addition to the Hi-Mount School, which would also house the shared community center.

9. The Administration is recommending that a sole-source architectural contract be given to the firm of American Design Architects, Incorporated, for all project architectural services. This is being requested in light of the restructured timeline for the construction caused by the recommended change in the site.

Strategic Plan Compatibility Statement

10. The implementation of the Neighborhood Schools Plan is one of the strategic initiatives of the District.

Statute, MPS Policy, or Board Rule Implication Statement

11. Board Administrative Policy 3.09, Purchasing and Bidding Requirements, mandates Board approval of expenditures over $49,999.

Fiscal Impact Statement

12. In January 2003 the Board authorized a term-sheet agreement for up to $5,592,000. This is $987,095 more than the original projected cost.

13. The estimated cost for the addition and renovation at the Hi-Mount School as of May 2003 is $5,430,000 million. The original projected cost for the Hi-Mount project was $4,604,905. This project is being funded from account: FAR-0-0-NSI-HI-ECNC and FAR-0-0-NSS-HI-EOTH.

14. Expenditures to date:

- Predevelopment Agreement with Community Village $60,000
- Predevelopment Agreement with Community Baptist Church 70,000
- Architectural and Engineering fees for 42nd and North site 75,000

Total **$205,000**

15. Community Baptist Church initiated or acquired real estate for the development of the 42nd and North Avenue site. The City Attorney and the law firm of Quarles & Brady are reviewing the Board's past actions, together with bond financing documents and documentation from CBC, to determine the extent of the Board's financial liability, if any.

Implementation and Assessment Plan

16. Upon approval of the recommendation by the Board, the Administration will begin the planning process with the Hi-Mount School and school community for the addition and renovation. Concurrently, the architectural firm will be working with the Administration and the school to design the construction bid specifications.

committee Recommendation

Your Committee recommends that the Board:

1. rescind its action of January 30, 2003, that authorized the Administration to enter into a term-sheet agreement;
2. authorize the Administration to construct an addition and renovate Hi-Mount Elementary School at a cost up to $5,430,000 million; and
3. authorize the Administration to enter into a contract with American Design Architects, Incorporated, to provide for all architectural services at a cost not to exceed $375,403.

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

* * * * *

(Item 5) Action on a Request for 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 purposes of the programs is to change the way in which teachers are prepared, to recruit and retain hundreds of new teachers, and to assist those already teaching to master new competencies in concert with the District's educational reforms. One of these 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 who do not possess education certification.

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 in-service programs for current MPS teachers to expand their professional growth and development and to support the implementation of the District's learning reform efforts.

Administration's Analysis

4. Presently, MTEC has 585 of its teachers in 120 MPS schools, teaching over 14,000 children daily. Strengths and success of the program include:

a. MTEC teacher retention over the last four years is greater than 86%;

b. More than 45% of all MTEC graduates are teachers of color, and 24% are male;

c. MTEC graduates are licensed by the Wisconsin Department of Public Instruction, and their certifications include elementary and middle school, bilingual, and special education. The MTEC bilingual program has virtually eliminated the shortage of bilingual teachers in the District, while the special education 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, who come from a variety of backgrounds such as business, law enforcement, finance, health care, social services, transportation, community-based organizations, military, law, and education, bring a wealth of work-world experiences to the students whom they teach;

e. MTEC teachers are in demand. Of the principals who responded to an MTEC survey in February 2002, 89.9% wanted MTEC teachers in their buildings for the next school year, and 99% said they would recommend MTEC to other principals. Responding principals had a total of 137 MTEC graduates in their buildings; and for the 2002-03 school year, over 50 principals requested 96 MTEC interns for their schools.

f. MTEC is learning through serving the community. Through its partnership with AmeriCorps, MTEC/AmeriCorps members, along with 8,000 MPS students, have logged over 750,000 hours of service to the community over the past two years. Service-learning aims to build knowledge, character, and civic skills in young people by combining service to the community with academic learning.

5. The 2003-2004 class will initially consist of 84 interns in the bilingual program and the special education program. The District has added wording in the agreement that stipulates that the MPS Department of Human Resources will define its staffing needs, which at this time is not to exceed a total of 125 interns in the program.

6. The agreement between MPS and MTEC expired on June 30, 2003. The Administration is recommending that the agreement be renewed for a one-year period for the 200-04 school year. Copies of the agreement are attached to the minutes of your Committee's meeting.

Strategic Plan Compatibility Statement

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

Statute, MPS Policy, or Board Rule Implication Statement

8. The recommendation complies with MPS rules and policies.

Fiscal Impact Statement

9. This item authorizes expenditures included in the FY04 adopted budget in the School Operations Fund and in grants.

a. The School Operations Fund will fund:

- the benefits of the mentors and 50% of the Executive Director's benefits, estimated at $400,214, in account DWC-0-0-MTE-XX-EEBN, under the management of Administrative Services
- the salaries and benefits of the interns, which costs are funded as teacher positions in various school budgets and programs.

b. The IDEA Flowthrough grant will fund:

- 50% of the Executive Director's salary and benefits, at $87,826, in accounts OGA-0-0-IF4-XX-ESADO135 and DWC-0-0-IF4-DW-EEBN
- tuition stipends for qualified special education interns, at $241,000, in account SDV—0-0-IF4-XX-ECTS, under the management of Pupil Services
- funding to reduce the teacher/mentor ratio for special education interns to 10:1, at $120,000, in account SDV-0-0-IF4-XX-ECTS, under the management of Pupil Services

c. The MTEC grant will fund:

- 50% of the Executive Director's salary, at $56,662, in account OGA-0-0-VR4-XX-ESAD0135, under the management of Administrative Services
- salaries of the mentor positions, estimated at $671,000, in account SDV-0-0-VR4-XX-ESTC9210, under the management of Administrative Services

Implementation and Assessment Plan

10. Upon approval by the Board, the agreement with MTEC will be executed and implemented.

Committee Recommendation

Your Committee recommends that the Board approve the agreement, including the addendum, between the Milwaukee Board of School Directors and MTEC for the 2003-04 school year.

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

* * * * *

(Item 6) Action on Two Resolutions to Implement the Requirements of the Health Insurance Portability and Accountability Act (HIPAA) of 1996 in Connection with the MBSD EPO Health Plan

Administration's Analysis

1. During its regular meeting held on April 15, 2003, the Board adopted two resolutions pertaining to compliance requirements under the Health Insurance Portability and Accountability Act of 1996, commonly called HIPAA. These resolutions dealt with the District's HIPAA compliance responsibilities as the plan sponsor for its self-insured health plan administered by Aetna and its self-insured dental plan administered by DentalBlue. The insurance companies for the District's insured HMO health plan and insured dental plan are responsible for compliance with HIPAA Privacy Rules in regard to these two plans.

2. Effective July 1, 2003, the District self-funded the HMO health plan, which was previously insured by United HealthCare, and now must adopt resolutions to be in compliance with HIPAA specific to this new self-funded health plan. The official name of the new health plan is the MBSD EPO Health Plan, for which United HealthCare provides claim-administration services.

3. HIPAA is a federal regulation that comprises three major parts: insurance reform, fraud and abuse, and administrative simplification. Included in the administrative simplification portion are privacy laws that require certain entities to take steps to protect individual health data called Protected Health Information (PHI).

4. HIPAA's Privacy Rules apply to healthcare providers, healthcare clearinghouses, and healthcare plans. The term *healthcare plan* includes fully insured carriers, third-party administrators, and employer-sponsored health plans, including self-funded benefit plans. Plans must be compliant with HIPAA Privacy Rules by April 14, 2003.

5. Compliance centers around the following areas:

   a. Protecting an individual's medical information through the adoption of privacy policies and written procedures;

   b. Training employees so that they understand the privacy requirements and the entity's related policies and procedures;

   c. Keeping records containing PHI secure so that they are not accessible to individuals or entities who do not need them;

   d. Providing regular privacy notices to individuals regarding their rights to their own health information; and

   e. Designating an individual (*privacy officer* or *privacy official*) who will be responsible for seeing that the privacy procedures are adopted and followed and who will be responsible for compliance and training of employees.

6. In its capacity as plan sponsor of the EPO Health Plan, the Milwaukee Board of School Directors must adopt a resolution that establishes the permitted and required uses and disclosures of PHI under the Privacy Rules.

7. A resolution must also be adopted so that this healthcare plan is also in compliance with HIPAA Privacy Rules by:

   a. designating a privacy official and privacy contact;
   b. identifying individuals who will be granted access to PHI;
   c. restricting access to PHI;
   d. adopting Privacy Rules and procedures
   e. issuing notices of privacy practices;
   f. developing a method for resolution of issues of noncompliance; and
   g. establishing business associate agreements.

Strategic Plan Compatibility Statement

8. The recommendation is consistent with the practice of fiscal responsibility.

Statute, MPS Policy, or Board Rule Implication Statement

9. The recommendation is consistent with compliance with the Health Insurance Portability and Accountability Act of 1996 45 CFR Parts 160 and 164 (the "Privacy Rules").

Fiscal Impact Statement

10. This item carries printing and mailing costs estimated to be in the range of $3,000 to $4,000. The printing costs would be charged to the hospital and surgical insurance budget code DWC-0-0-EMB-DW-EMDI-0000.

Implementation and Assessment Plan

11. The Benefits and Insurance Services Division has worked closely with the City Attorney's office in crafting the necessary documents to be compliant with HIPAA Privacy Rules.

committee Recommendation

Your Committee recommends that the Board adopt the following resolutions:

A. Resolution Implementing Requirements of the Health Insurance Portability and Accountability Act of 1996 with Respect to Protected Health Information of Individuals Participating in the Milwaukee Board of School Directors' EPO Health Plan and Adopting Plan Provisions Relating to Restrictions on the Plan Sponsor's Use and Disclosure of Protected Health Information

WHEREAS, the Milwaukee Board of School Directors is the plan sponsor of the Milwaukee Board of School Directors EPO Health Plan administered under an agreement with United HealthCare Insurance Company (the "EPO Health Plan"), that provides benefits to certain employees and retirees of the Milwaukee Board of School Directors and their eligible dependents; and

WHEREAS, from time to time, the Milwaukee Board of School Directors receives protected health information in connection with the EPO Health Plan, and this information may be identified to the individual in some cases; and

WHEREAS, under the requirements of the Health Insurance Portability and Accountability Act of 1996, the Milwaukee Board of School Directors is limited in how it may use protected health information; and

WHEREAS, a plan sponsor may use protected health information only to the extent necessary to carry out plan administration functions of the EPO Health Plan relating to treatment, payment, or health care operations, as defined in 45 CFR Subtitle A, Subchapter C, Part 164 — Security and Privacy, or as required by law; and

WHEREAS, 45 CFR § 164.504(f)(2) requires that the Milwaukee Board of School Directors, as the Plan Sponsor of the EPO Health Plan, establish the permitted and required uses and disclosures of Protected Health Information under the Privacy Rule; and

WHEREAS, the Milwaukee Board of School Directors desires to take action to comply with the requirements of federal regulations relating to the use and disclosure of protected health information in connection with the operation and administration of the EPO Health Plan; now, therefore, be it

RESOLVED:

1. The Milwaukee Board of School Directors, when acting in its capacity as plan sponsor of the EPO Health Plan, will from time to time make uses and disclosures of protected health information with respect to individuals participating in the EPO Health Plan. These uses will be limited to uses and disclosures for the purposes of the plan administration functions of treatment, payment or health care operations, or as required by law.

2. Prior to receiving any protected health information in its capacity as plan sponsor of the EPO Health Plan, the Milwaukee Board of School Directors must provide a certified copy of this resolution as certification that it has agreed to the provisions in paragraph 3 hereof with respect to the EPO Health Plan.

3. Effective July 1, 2003, the Milwaukee Board of School Directors, as plan sponsor, shall:

   a. Not use or disclose information other than as stated above;

   b. Require that any agents, including subcontractors of the Milwaukee Board of School Directors as plan sponsor, to whom it provides protected health information received from the EPO Health Plan, agree to the same restrictions and conditions that apply to the plan sponsor with respect to such information, prior to giving the information to them, and will obtain written agreements for this purpose;

   c. Not use or disclose the information for employment-related actions and decisions or in connection with any other benefit or employee benefit plan of the Milwaukee Board of School Directors;

   d. Report to the EPO Health Plan any use or disclosure of the information that is inconsistent with the uses or disclosures provided for in this resolution, of which it becomes aware;

   e. Make available, to an individual requesting it, access to his or her own protected health information, in accordance with 45 CFR §164.524 ;

   f. Make available, to an individual requesting it, protected health information for amendment and incorporate any amendments to protected health information in accordance with 45 CFR §164.526;

   g. Make available, to an individual requesting it, the information required to provide an accounting of disclosures in accordance with 45 CFR §164.528;

   h. Make its internal practices, books, and records relating to the use and disclosure of protected health information received from the EPO Health Plan available to the Secretary of the United States Department of Health and Human Services for purposes of determining compliance by the group health plan with this 45 CFR §§164.500 to 534;

   i. If feasible, return or destroy all protected health information received from the EPO Health Plan that the Milwaukee Board of School Directors, as plan sponsor, still maintains in any form and retain no copies of such information when no longer needed for the purpose for which disclosure was made. If such return or destruction is not feasible, the Milwaukee Board of School Directors, as plan sponsor, will limit further uses and disclosures to those purposes that make the return or destruction of the information infeasible; and

   j. Maintain adequate separation between the EPO Health Plan and the Milwaukee Board of School Directors, as plan sponsor. Access to protected health information will be limited to employees of the Division of Benefits and Insurance Services of the Department of Human Resources and the office of the City Attorney. These individuals will receive the minimum necessary information to carry out the plan functions they perform; and

   k. Access to and use by such employees described in paragraph (j) above and as described in paragraph 1 of this Resolution shall be restricted to health plan administration functions that the Milwaukee Board of School Directors performs for the EPO Health Plan as plan sponsor.

4. Any employee who fails to comply with the terms of this resolution will be subject to discipline consistent with the provisions of applicable collective bargaining agreements, existing Board Policies and City Service Commission Rules.

5. The EPO Health Plan will disclose protected health information to the Milwaukee Board of School Directors, as plan sponsor, only upon receipt of a certified copy of this resolution.

6. The Employee Benefits Supervisor is hereby designated as the Privacy Officer for the Milwaukee Board of School Directors EPO Health Plan and the Privacy Contact for the EPO Health Plan.

B. Resolution Implementing Requirements of the Health Insurance Portability and Accountability Act of 1996 in Connection with the Milwaukee Board of School Directors' EPO Health Plan

WHEREAS, the Milwaukee Board of School Directors operates a self-insured health insurance plan administered by United HealthCare Insurance Company, the Milwaukee Board of School Directors EPO Health Plan (the "EPO Health Plan"), for the purpose of providing health insurance benefits to certain employees and retirees of Milwaukee Public Schools and their dependents; and

WHEREAS, the Health Insurance Portability and Accountability Act of 1996 (HIPAA) imposes certain requirements with respect to privacy pursuant to 45 CFR Parts 160 and 164 (the "Privacy Rules"); and

WHEREAS, the EPO Health Plan is a "health plan" as defined in 45 CFR section 160.103; and

WHEREAS, the EPO Health Plan is a "Covered Entity" as defined in 45 CFR section 160.103; and

WHEREAS, the Milwaukee Board of School Directors (the "Plan Sponsor") is a Plan Sponsor as defined in 45 CFR section 160.501; and

WHEREAS, United HealthCare Insurance Company is currently under contract with the Milwaukee Board of School Directors to provide services such as claims administrator, utilization review agency, preferred provider network and prescription drug program with respect to the EPO Health Plan; and

WHEREAS, United HealthCare Insurance Company is a "business associate" with respect to the EPO Health Plan, as that term is defined in 45 CFR section 160.103; and

WHEREAS, 45 CFR section 164.504 requires the execution of agreements with business associates to protect the privacy of protected health information; and

WHEREAS, 45 CFR section 164.530 requires that the EPO Health Plan implement policies and procedures with respect to protected health information that are designed to comply with the Privacy Rules; and

WHEREAS, 45 CFR section 164.520 requires that the EPO Health Plan must provide notice of the uses and disclosures of protected health information that may be made, and of the individual's rights and the EPO Health Plan's legal duties with respect to the protected health information; and

WHEREAS, the Milwaukee Board of School Directors wishes to take action to ensure that the EPO Health Plan is administered in compliance with the terms and conditions of the Privacy Rules; now, therefore, be it

RESOLVED by the Milwaukee Board of School Directors that:

1. Designation of Privacy Official and Privacy Contact. Lisa L. Mrozinski, Employee Benefits Supervisor, or any successor to her in that position, is hereby designated as the EPO Health Plan's Privacy Official pursuant to 45 CFR section 164.530 and as the Plan's Privacy Contact pursuant to 45 CFR section 164.520.

2. Identification of Individuals with access to PHI. Any individual holding one of the following designated positions within the Division of Benefits and Insurance Services, Department of Human Resources may, from time to time, have access to PHI with respect to the EPO Health Plan. The designated positions are:

   — Director of Benefits and Insurance Services Division

   — Employee Benefits Supervisor

   — Benefits Analyst

   — Benefits Assistant (two)

   — Secretary III

— Account Clerk II

— Accountant I

— Human Resource Assistant

3. Restriction of Access to PHI. Access to PHI by the individuals identified in the preceding paragraph shall be restricted to plan administration functions (as provided in 45 CFR section 164.504) that the Plan Sponsor performs.

4. Privacy Policies and Procedures. The Employee Benefits Supervisor in consultation with the City Attorney is authorized and directed to prepare Privacy Policies and Procedures as required by 45 CFR section 164.514 with respect to the administration of the EPO Health Plan.

5. Notice of Privacy Practices. The Employee Benefits Supervisor in consultation with the City Attorney is authorized and directed to prepare a "Notice of Privacy Practices" for the EPO Health Plan, as required by 45 CFR section 164.5320, and to cause such notice to be mailed to all individuals covered by the EPO Health Plan as named insureds. The Employee Benefits Supervisor is further authorized and directed to provide the notice to new enrollees in the EPO Health Plan at the time of enrollment, and to provide notice at such other times as may be required by 45 CFR section 164.520.

6. Training Program and PHI Safeguards. The Employee Benefits Supervisor, in consultation with the City Attorney, is authorized and directed to develop a privacy training program with respect to the requirements of the Privacy Rule, and shall require all designated individuals of the Division of Benefits and Insurance Services, Department of Human Resources, related to the EPO Health Plan to receive such training prior to April 14, 2003. The Employee Benefits Supervisor, in consultation with the City Attorney, is further authorized and directed to develop appropriate physical, technical and administrative safeguards for the Health Plan's PHI as required by 45 CFR section 164.530(c).

7. Resolution of Issues of Noncompliance. Any complaints of noncompliance with the Privacy Rules shall be investigated by the Privacy Officer. Any violations of the Privacy Rules or the Privacy Policy shall subject an employee to discipline consistent with the applicable requirements of collective bargaining agreements, Board Policies and City Service Commission Rules.

8. Business Associate Agreement. In order to comply with the requirements of 45 CFR section 164.504, the Chief Administrative Officer or designee is authorized and directed to enter into a Business Associate Agreement with United Healthcare in a form approved by the Chief Administrative Officer, in consultation with the City Attorney as to compliance with the requirements of 45 CFR section 164.504.

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

* * * * *

(Item 7) Action on a Recommendation to Approve a Charter School Contract for Professional Learning Institute

Background

1. On November 26, 2002, the Board of School Directors held a public hearing to consider the charter school petition for Professional Learning Institute. On November 26, 2002, the Board approved the concept of the Professional Learning Institute charter school petition with the following contingencies:

a. Development of a balanced budget that reflects the program requirements as outlined in the petition;

b. Determination of a suitable facility;

c. Acquisition of liability and insurance coverage for the internship aspect of its program; and

d. Approval by the Board of the proposed location and facilities.

2. At this time, all contingencies but the fourth have been satisfied.

3. The terms for Professional Learning Institute are listed below.

SCHOOL NAME	TERM	GRADE	MAX. FTE
Professional Learning Institute	2003-2004	Grade 9	68
	2004-2005	Grades 9-10	136
	2005-2006	Grades 9-11	204
	2006-2008	Grades 9-12	275

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, Board Policy or Rule Statement

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

Fiscal Impact Statement

6. This item authorizes expenditures. The funds for this charter school were budgeted and approved in the following FY04 Board adopted budget account: GEN-0-I-BDS-XX-ECTV. The FY04 allocation for Professional Learning Institute is $516,945.

7. In addition to the Board-approved budget allocation, Professional Learning Institute plans to apply for a charter school subgrant.

Implementation and Assessment Plan

8. Upon Board approval of this item, a letter will be forwarded to the Wisconsin Department of Public Instruction to initiate the disbursement of the charter school subgrant funds.

committee Recommendation

Your Committee recommends that the Board:

1. Approve the current Sholes Middle School as the location and facility for the Professional Learning Institute;

2. Approve Professional Learning Institute as an instrumentality charter school;

3. The Administration bring forward the Charter contract to the full Board for consideration at the July, 2003 Board meeting; and

4. No funds are to be released to the Charter School until the Board has approved the Charter School contract.

Director Hardin moved to adopt the Committee recommendation.

The motion prevailed, the vote being as follows:

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

Noes—None.

* * * * *

(Item 8) Action on a Recommendation to Approve a Charter School Contract for LaCausa Charter School

Background

1. On January 14, 2003, the Innovation/School Reform Committee held a public hearing to consider the charter school proposal for La Causa Charter School. On January 30, 2003, the Board approved the concept of the La Causa Charter School proposal for possible implementation as an MPS non-instrumentality charter school with the contingencies that La Causa implements measures to improve current student achievement levels and obtains a proper occupancy permit. All contingencies have been satisfied at this time.

2. The terms for La Causa Charter School are listed below.

SCHOOL NAME	TERM	GRADE	MAX. FTE
La Causa Charter School	2003-2004	Grades K4-6	400
	2004-2005	Grades K4-7	450
	2005-2008	Grades K4-8	500

Strategic Plan Compatibility Statement

3. 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

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

Fiscal Impact Statement

5. This item authorizes expenditures. The funds were budgeted and approved in the following FY04 Board adopted budget account: GEN-0-I-BDS-XX-ECTV. The FY04 allocation for La Causa Charter School is $2,872,624.

6. By Board policy, non-instrumentality charters receive the same per pupil amount that the State determines for charters that contract through UWM, MATC, and the City of Milwaukee. This per pupil amount is based on MPS's FY98 "shared cost" per pupil adjusted thereafter by the per pupil revenue limit increase. (The "shared cost" per pupil includes all School Operations Fund and debt service less the state-reimbursed amounts for Special Education, Bilingual Education, and other special state aids.) For FY04, the per pupil amount used in budget planning is $7,181.56. The per pupil amount will be adjusted to reflect the amount represented in the State of Wisconsin 2003-2005 budget.

7. In addition to the Board-approved budget allocation, La Causa Charter School plans to apply for a charter school subgrant.

Implementation and Assessment Plan

8. The allocation will be modified to reflect any applicable changes in pupil counts as of the September and January enrollment count dates. The allocation will also be modified to reflect any per pupil change represented in the State of Wisconsin 2003-2005 budget.

9. Upon Board approval a letter will be forwarded to the Wisconsin Department of Public Instruction to initiate the disbursement of the charter school subgrant funds.

Committee Recommendation

Your Committee recommends that:

1. The Board approve La Causa Charter School as a non-instrumentality charter school;
2. The Administration bring forward the Charter School contract for consideration at the July, 2003 Board meeting; and
3. No funds are to be released to the Charter School until the Board has approved the Charter School contract.

Director Hardin moved to adopt the Committee recommendation.

The motion prevailed, the vote being the same as that preceding:

Ayes—9.

Noes—0.

* * * * *

(Item 9) Action on a Recommendation to Approve a Charter School Contract for New Hope Institute of Science and Technology

Background

1. On January 14, 2003, the Innovation/School Reform Committee held a public hearing to consider the charter school 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 charter school proposal for possible implementation as an MPS non-instrumentality charter school with the contingencies to develop a balanced budget reflective of the proposal program requirements, to locate a suitable facility, to secure written commitments from community partnerships, to develop a plan to ensure diversity, and to implement a plan to serve only 9th- and 10th-grade students during the first year of operation. All contingencies have been met at this time.

2. The terms for New Hope Institute of Science and Technology are listed below.

SCHOOL NAME	TERM	GRADE	MAX. FTE
New Hope Institute of Science and Technology	2003-2004	Grades 9-10	150
	2004-2005	Grades 6-11	300
	2005-2008	Grades 6-12	350

Strategic Plan Compatibility Statement

3. 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

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

Fiscal Impact Statement

5. This item authorizes expenditures. The funds were budgeted and approved in the following FY04 Board adopted budget account: GEN-0-I-BDS-XX-ECTV. The FY04 allocation for New Hope Institute of Science and Technology is $1,077,234.

6. By Board policy, non-instrumentality charters receive the same per pupil amount that the State determines for charters that contract through UWM, MATC, and the City of Milwaukee. This per pupil amount is based on MPS's FY98 "shared cost" per pupil adjusted thereafter by the per pupil revenue limit increase. (The "shared cost" per pupil includes all School Operations Fund and debt service less the state-reimbursed amounts for Special Education, Bilingual Education, and other special state aids.) For FY04, the per pupil amount used in budget planning is $7,181.56. The per pupil amount will be adjusted to reflect the amount represented in the State of Wisconsin 2003-2005 budget.

7. In addition to the Board-approved budget allocation, this charter school plans to apply for a charter school subgrant.

Implementation and Assessment Plan

8. The allocation will be modified to reflect any applicable changes in pupil counts as of the September and January enrollment count dates. The allocation will also be modified to reflect any per pupil change represented in the State of Wisconsin 2003-2005 budget.

9. Upon Board approval, a letter will be forwarded to the Wisconsin Department of Public Instruction to initiate the disbursement of the charter school subgrant funds.

committee Recommendation

Your Committee recommends that:

1. The Board approve New Hope Institute of Science and Technology as a non-instrumentality charter school;
2. The Administration bring forward the Charter School contract for consideration at the July, 2003 Board meeting; and
3. No funds are to be released to the Charter School until the Board has approved the Charter School contract.

Director Hardin moved to adopt the Committee recommendation.

The motion prevailed, the vote being the same as that preceding:

Ayes—9.

Noes—0.

* * * * *

(Item 10) Action on a Request for Authorization to Enter into Contracts Contingent upon Approval of the E-Rate Program for Funding

Background

1. The E-Rate program is a Federal program administered through the FCC to provide funding to schools and libraries to develop, implement, and maintain Internet connectivity. The District has participated in this program from its inception in 1998. To date, the District has received over $49,000,000 dollars for classroom wiring, telecommunications services, and Internet connectivity.

Administrations Analysis

2. 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. To date, the District has received over $49,000,000 in E-Rate funding.

YEAR 6 — E-Rate Summary 7/1/03-6/30/04 as of 3/24/2003					Form 471
School or Department	Vendor	Description	Amount of Bid	%	$ Billable MPS
90% schools (106)	Munger Technical	Ad Hoc Cabling	$175,000.00	90%	$17,500.00
90% schools (106)	Sun Microsystems	Internet Web Servers	$936,421.03	90%	$93,642.10
90% schools (106)	Munger Technical	Classroom Closet	$357,075.00	90%	$35,707.50
90% schools (76)	Apple Computer	Apple School Web Servers	$621,813.00	90%	$62,181.30
90% schools (106)	AE Business Solutions	Network Maintenance	$330,000.00	90%	$33,000.00
	Berbee	Network Maintenance	$210,000.00	90%	$21,000.00
90% schools (106)	SBC	Cisco Maintenance	$149,854.00	90%	$14,985.40
Districtwide (166)	SBC	P.O.T.S. Services	$1,418,976.00	84%	$227,036.16
90% schools (106)	Inacom Information Sys	Novell Operating System	$214,889.00	90%	$21,488.90
90% schools (106)	Mitel Networks	PBX Maintenance	$150,000.00	90%	$15,000.00
90% schools (106)	iTech Inc	Internet Support	$175,000.00	90%	$17,500.00
90% schools (106)	Courtney Indstrl Battery	UPS Maintenance	$148,533.00	90%	$14,835.30
90% schools (106)	RCC Consultants Inc	Network Design Project	$176,100.00	90%	$17,610.00
90% schools (106)	SBC	Switch Upgrade	$361,550.00	90%	$36,155.00
Districtwide (166)	SBC	Sonet	$3,750,956.00	84%	$600,152.96
Districtwide (166)	Southeast Telephone Co	Alternate ISP	$205,500.00	84%	$32,880.00
Districtwide (166)	WiscNet	Alternate ISP	$227,556.00	84%	$36,408.96
Totals			$9,609,223.03		$1,297,083.60

Strategic Plan, Compatibility Statement

3. This recommendation supports the MPS Strategic Plan, Goal 1, Student Achievement.

Statute, MPS Policy, or Board Rule Implication Statement

4. The recommendation is consistent with the practice of fiscal responsibility.

Implementation and Assessment

5. Upon receipt of approval from the E-Rate program for year 6 (July 1, 2003-June 30, 2004), the District will enter into contracts with the vendors listed for the various services indicated.

Fiscal Impact Statement

6. This item authorizes the expenditure of $1,297,083.60, contingent upon approval of the E-Rate program. This authorization will be proportionately reduced based upon partial approval by the E-Rate program.

Committee Recommendation

Your Committee recommends that the Board authorize the Administration to enter into contracts with the specified vendors, contingent upon approval of the E-Rate program.

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

* * * * *

(Item 11) Action on a Request to Enter into a Contract with SBC Communications to Provide SONET, Network and Local Telephone Service

Administration's analysis

1. The Administration is requesting authorization to enter into a contract with SBC Communications (SBC) to provide SONET, network and local telephone services. The contract will be for 36 months, beginning July 1, 2003, and ending June 30, 2006. The Administration has requested E-Rate funding for these services as part of the District's year-6 application to offset most of the cost of these services.

2. At its meeting on February 25, 1998, the Board approved a contract with Ameritech (SBC) for the SONET optical fiber network, and on April 29, 1998, the Board approved a contract with Ameritech (SBC) to provide local and long distance telephone service. The contracts were for five years, with five one- year options.

3. The Administration issued a Request for Proposal (#375) for telephone service on January 7, 2003, and received a proposal from SBC on February 4, 2003. *No other vendor submitted a proposal.* The Administration did not issue an RFP for the SONET services, as the cost to re-install a SONET network would have been cost-prohibitive.

4. The chart below compares the current monthly charge for services with monthly charges under the proposed new contract. The current average monthly cost for telephone services, which is based on use, is $118,936 ($1,427,232 annually). The current monthly SONET charge is $304,246 a month, or $3,650,952 annually. The new rates are projected to result in a monthly cost of $113,579 for telephone services and $273,820 for SONET. This represents savings of $35,793 per month, or $429,516 annually. The annual cost for all services is projected to be $4,648,788.

5. The District will also receive a $100,000 credit to be applied to any of the services listed below. The Administration retains the option of renegotiating rates in the third year, should SONET and telephone rates decline significantly.

Service Type	Current Tariff Rate	Current Monthly Charge	Projected Charges, 36 Months Net, after All Discounts Applied
ISDN Prime (Integrated Systems Network)	$440.00	$325.00	$313.00
DS-1 (High-Speed Data Connection)	$173.00	$125.00	$112.00
Local Calls on Prime (per minute)	$0.01	$0.0082	$0.0082
Local Calls off Prime (per minute)	$0.12	$0.064	$0.062
Directory Assistance (per call)	$1.25	$1.25	$1.25
ECC Calls (per minute)	$0.05	$0.044	$0.041
Intra-LATA Calls (Local-Area Long Distance) (per minute)	$0.29	$0.063	$0.058
PBX Trunks (Primary Branch Exchange)	$21.75	$19.47	$16.25
1MB Lines (High-Speed Data Line)	$15.18	$13.59	$11.34
SONET	N/A	$304,246.00	$273,820.00

Strategic Plan Compatibility Statement

6. 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

7. The recommendation is consistent with Board Administrative Policy 3.0, Fiscal Management.

Fiscal Impact Statement

8. The annual cost for all services to be provided is projected to be $4,648,788. The Administration has included telephone and Sonet service in its year-6 E-Rate application. The FY04 Budget, which assumes E-Rate support of 83% of service costs ($3,858,494), provides $790,294 of district funding for telephone, network, and SONET services in account NWS-0-0-TEC-TCC-EDDS0000.

9. These services have previously been supported by the Federal E-Rate program. Should the E-Rate program be discontinued, the District would still be required to purchase telephone, network, and SONET services. The Administration retains the option of renegotiating rates in the third year, should telephone rates decline significantly.

Implementation and Assessment Plan

10. Upon Board approval, the new rates for telephone, network, and SONET become effective. SBC will provide monthly bills to MPS for that portion of services that are not eligible for E-Rate reimbursement. When the District's E-Rate application has been approved, SBC will receive reimbursement directly from the federal government.

Committee Recommendation

Your Committee recommends that the Board approve a three-year contract with SBC for telephone service and extend the current contract for SONET for three years.

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

* * * * *

(Item 12) Action on a Request for Authorization to Retain a Placement Agent and Bond Counsel for the Purpose of Borrowing QZAB Funds

background

1. The Qualified Zone Academy Bond (QZAB) program, which is sponsored by the Internal Revenue Service (IRS), provides interest-free capital for the purpose of promoting special academic programs in partnership with the business community. Each year since 1998, the IRS has provided an allotment of QZAB funding authority to all 50 states. The states, in turn, have been directed to allocate QZAB funding authority to qualifying school districts.

2. The IRS has placed some restrictions on the QZAB program. To qualify for funding, a school must have a minimum of 35% of its students qualify for free and reduced lunch. The school must have a partner in an educational program designed to enhance graduation and employment rates and to better prepare students for the rigors of college and the workforce. In addition, the school must have substantial business support, defined by the IRS as qualified contributions of at least 10% of the requested capital.

3. The FY03 Budget anticipated two QZAB allocations for the District — one allocation of $4,979,000, and a second allocation of $3,706,000.

4. On November 21, 2002 the Board approved the retention of Foley and Lardner to serve as the District's bond counsel, and of the HUB firm of Siebert, Brandford, Shank to serve as the placement agent for $4,979,000 of QZAB authority. The borrowing was issued to support the Fratney School renovation project and to enhance vocational programming at Webster Middle School and Pulaski High School, as well as various district projects associated with the Neighborhood Schools Initiative.

5. At its meeting on April 29, 2003, the Board approved the extension of the previous contracts with Foley and Larder and Siebert, Brandford, Shank for the purpose of creating leases and agreements and engaging in other legal and fiduciary duties associated with the solicitation of bids from potential QZAB lenders for the remaining $3,706,000 of QZAB authority.

6. Under separate cover, the Board is now provided with proposed lease and escrow agreements, as well as a placement memorandum with Bank One for the sale of $2,650,000 of Qualified Zone Academy Bonds. This amount is $1,056,000 less than the amount of QZAB available to the District. The Administration intends to come forward to complete borrowing to the full amount at a later date, after agreements for in-kind fiscal partnership have been completed. This remaining borrowing authority was anticipated in the FY03 Budget for the Fratney project.

7. The legal documents identify the following qualifying projects and project amounts:

- Fratney School Renovation — Phase II — $1,050,000. Funds are being borrowed to support the renovation portion of the Fratney project, which consists of both a renovation to the existing building and the building of an addition. Including this borrowing, $5,720,375 has now been raised toward the $9 million required for the project.
- Pulaski Door and Window Replacement — $500,000. In November 2002, the Board approved $1.2 million of QZAB to fund the replacement of doors and windows at this school. Because more extensive work was required to replace the windows than was anticipated, the previous funding was not sufficient to complete the project.
- 35th Street School (NSI) — $650,000. QZAB will be used to fund the furniture, fixtures, and equipment for the NSI project.
- Robert Browning School (NSI) — $450,000. QZAB will be used to fund the furniture, fixtures, and equipment for the new school.

8. For purposes of securing this borrowing, the following entities have entered into academic and fiscal partnerships with MPS schools:

- Fratney School Renovation — Phase II. Columbia St Mary's has entered into both an academic and a fiscal partnership with Fratney. The hospitals have committed to provide nursing consultation and various health-related programs over the next five years at an annual value of $20,000.
- Pulaski Door and Window Replacement. Pulaski has entered into a collaboration with the Automobile Dealer's Association of Mega Milwaukee (ADAMM) for student field-placement training that transitions students from high school into technical automotive careers. Fiscal match for this project has been provided through the donation of a motor vehicle to the automotive training program, as well as the value of field training provided by the various dealers and automotive-related businesses involved with the Pulaski program. The participation of the automotive dealers in the Pulaski program has been previously recognized by the Board.
- 35th Street School (NSI). Aurora Health Care has agreed to donate cash, equip and staff a health room, and design and equip a wellness room for the remodeled school and will provide various other health-related services to the school population. Aurora has also agreed to collaborate on health-based school curriculum and community education outreach events to support the school's educational mission. One of these efforts will be an innovative stress-management project targeting families and staff traumatized by violence.
- Robert Browning School (NSI). Match has been provided by the donation of $150,000 from the Halbert and Alice Kadish Foundation to build a greenhouse at the new Browning School. The school is collaborating with its NSI partner, the Silver Spring Neighborhood Center, to explore botany and ecology curricula that can be used by both programs and that will engage its neighbors living in the Westlawn Housing Development.

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, MPS Policy, or Board Rule Implication Statement

10. The recommendation is consistent with Board Administrative Policy 3.0, Fiscal Management.

Fiscal Impact Statement

11. This Board action authorizes the Administration to borrow $2,650,000 from Bank One. MPS will repay this amount over a period not to exceed 16 years. MPS will not pay interest expense on the borrowed funds. Rather, the IRS "pays" the interest expense to the financial institution in the form of tax credits.

12. The District will make an annual payment to an escrow agent, who, in turn, will invest each payment over the loan period. At the end of this period, it is anticipated that the payments and accrued interest will be equal to $2,650,000 and will be paid to the QZAB holder.

Implementation and Assessment Plan

13. Following Board approval, the Administration will award the issuance of $2,650,000 of QZAB authority to Bank One and enter into all necessary agreements to execute this borrowing.

committee Recommendation

Your Committee recommends that the Board authorize the Administration to enter into agreements necessary for the placement of $2,650,000 QZAB and that letters of appreciation be extended to the following business donors whose assistance to MPS schools has made this borrowing possible:

- Aurora Health Care for cash and in-kind services valued at $163,399 and provided to 35th Street School
- Columbia St. Mary's Hospitals for cash and in-kind services valued at $100,000 that are provided to Fratney School

- The Halbert and Alice Kadish Foundation for a cash donation of $150,000 for a greenhouse addition to the new Robert Browning School
- The Automobile Dealer's Association of Mega Milwaukee (ADAMM) for providing field-placement opportunities valued at $64,928 to students enrolled in the Pulaski High School Automotive Program, and to the General Motors Corporation for the donation of a motor vehicle valued at $6,385 to the FY03 automotive program.

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

* * * * *

(Item 13) Action on a Recommended Revision to Administrative Policy 5.01, Facilities Standards

Administration's Analysis

1. At its meeting of June 4, 1992, (Proc. pp. 61-62) the Board adopted facilities standards which subsequently were used in the development of the Facilities Master Plan: 1992-2001 document. This document has served as the guide for all capital improvements which have been completed since that time.

2. The facilities standards provide an overall direction for district-wide decision making, while providing flexibility for their implementation at the local school level to reflect the individual conditions which exist at each school. The standards serve as a *guide* for planning and developing new or renovated school facilities and to implement the educational programs approved by the Board.

3. The current standards were developed by four local committees, one each for the elementary, K-8, middle-school, and high-school levels. Each committee consisted of a principal, parents, school staff, and Central Services personnel. These committees explored and identified the needed educational changes at that particular level, based on the most current research and which would most benefit the students. The committees were centered at the school level since they are most directly involved in educating students.

4. The current standards were originally presented to the Board on May 5, 1999. The standards were subsequently reviewed by the Board at worksessions held on October 5, 1999; December 15, 1999; and February 16, 2000. The current standards were approved by the Board at its meeting of March 28, 2000 (Proc. pp. 655-663).

5. Since the adoption of the current standards, two (2) major district initiatives have been initiated — the Neighborhood Schools Initiative and the High School Redesign Taskforce. The plan for the Neighborhood Schools Initiative, which was adopted by the Board on August 24, 2000, (Proc. pp. 183-187) is in the third year of its implementation. The current standards were used in the development and implementation of the plan for the Neighborhood Schools Initiative. Completion of the plan for the Neighborhood Schools Initiative will be a major element of the new Facilities Master Plan: 2002-2012.

6. The High School Redesign Taskforce has been meeting for the past several months to develop recommendations relative to changes in program, organization, size, and other aspects of the high school. The Taskforce, made up of both field and Central Services staff, labor, community members, and other partners, will bring forward its plan to the Board in October 2003. The implementation of the High School Redesign Blueprint will also be a major element of the new Facilities Master Plan: 2002-2012 document.

7. The proposed revisions to the facilities standards support the desire of the community to create K-8 schools as the preferred organizational structure at the elementary level, while maintaining the current organizational structure; support age 4 as the entry age for the District; and support the High School Redesign Blueprint. (It should be noted that a number of policies will be revised as part of the High School Redesign Blueprint. Those revisions will be brought to the Board as part of that document.)

Strategic Plan Compatibility Statement

8. The recommended revisions to the standards are consistent with the practice of fiscal responsibility to make informed strategic decisions relating to facilities development in the district.

Statute, Board Policy or Rule Statement

9. Approval of the proposed revisions will modify Administrative Policy 5.01, Facilities; and Administrative Policy 8.08, Entrance Grade. The proposed revisions are detailed under the recommendations section below.

Fiscal Impact Statement

10. Approval of the revisions to the standards has no immediate fiscal impact. The standards will be implemented as quickly as financial and other constraints will permit. As with any new policy adopted by the Board, annual review during the budget process permits the Board to determine how quickly any of the standards will be implemented. Long-range financial planning activities can incorporate recommendations as to whether reallocation of existing funding sources or new sources of funds will be used in the implementation process.

11. A preliminary analysis of the required space requirements and estimated costs to fully implement the standards was provided to the Board at the February 16, 2000, worksession. Updated costs are not available due to the incomplete status of the High School Redesign Blueprint document. Implementation costs will be included as part of the financial analysis which will be developed for the new Facilities Master Plan: 2002-2012 document.

Implementation and Assessment Plan

12. Upon approval of the recommended changes to the standards, the Administration will incorporate them into the development of the new Facilities Master Plan: 2002-2012 document. As the development of the document continues, additional worksessions with the Board will be required to gain input and direction from the Board. Completion of the new master plan is scheduled for October 2003.

Committee Recommendation

Your Committee recommends that the Board approve the following changes to Administrative Policy 5.01, Facilities; and Administrative Policy 8.08, Entrance Age:

Administrative Policy 5.01(2)(a)(5)

5. The system shall be organized on a K4-8, 9-12 basis with a compatible K4-5, 6-8, 9-12 basis, with the understanding that unique grade organizations may be created to meet specific program needs.

Administrative Policy 5.01(2)(a)(6) and 5.01(3)(b)(1): Building Size and Program Space

6. Elementary schools shall accommodate not less than 300 or more than 450 students, middle schools not less than 600 or more than 720 students, and high schools not less than ~~1,000~~ 300 or more than ~~1,500~~ 500 students. High school facilities shall be designed to accommodate two (2) or more schools in order to maintain efficiency in program and operating costs.

Administrative Policy 8.08 Entrance Age

(1) Children more than ~~five~~ four and not more than 20 years of age whose parents or legal guardians are residents of the City of Milwaukee may attend the public schools, subject to the provisions of this policy.

(2) All children ages three to 21 who have ~~exceptional~~ special educational needs shall be admitted to the Milwaukee Public Schools upon the request of a parent.

(3) Special exceptions may be made to these age limitations to conform to certain requirements of law and to admit children to primary school prior to the time they reach the prescribed age, provided they meet certain criteria established by the Administration.

(4) Children entering kindergarten ~~or first grade~~ for the first time must meet the age requirements established by law. A child entering kindergarten must be ~~five~~ four years old on or before September 1 of the year the child enters~~; a child entering first grade must be six years old on or before September 1 of the year the child enters~~. The enrollment of all such eligible children should be completed during the first 10 school days of the school year. Children may be admitted after this date under extenuating circumstances if authorized by the Director of the Division of ~~Parent and~~ Student Services.

~~(5) In addition to the regular kindergarten program, the Board may establish three- and four-year-old kindergarten programs at selected locations. The establishment of any such program shall be in keeping with budgetary limitations and the needs of the community. For admission to these programs, children must be old enough so that they can enter the regular kindergarten at five years of age without an interruption in their schooling. A birth certificate must be shown at the time of application/registration to verify the child's birth date. Parents shall be notified by mail of their child's acceptance into the program.~~

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

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(Item 14) Action on a Recommended Revision to Administrative Policy 7.18, Co-Curricular and Interscholastic Programs

Background

1. In 1982, the Board adopted Administrative Policy 7.18, Co-Curricular and Interscholastic Programs, which authorizes the Administration to assess a participation fee of $5.00 per sport season for all student athletes.

2. Participation fees remain at the school and are used to offset the cost of uniforms, equipment, and other athletic related expenses.

3. Fees have been raised in $5.00 increments since 1993. In 1993 fees were raised to $10, in 1997 to $15, and in 2000 to $20.

4. Revision of Policy 7.18 is necessary to align current practices with the policy.

Administration's Analysis

5. Revision of policy 7.18 is necessary to bring the administrative policy up to date with the current fiscal needs of our high schools' interscholastic athletic programs.

6. The proposed revision of Administrative Policy 7.18 will:

   a. Align policy to current practices, allowing schools to remain at their current level of funding for interscholastic athletics; and

   b. Allow for and support the ability of schools to supplement athletic programs and help offset rising costs of uniforms, equipment, and other athletics-related expenses.

Strategic Plan Compatibility Statement

7. The Administration's recommendation supports the MPS Strategic Plan, Goal 1, student achievement; Goal 2, student success in further education and employment; and Goal 3, family satisfaction; as measured by their choices in the education marketplace.

Board Policy or Rule Statement

8. This item recommends revision to Administrative Policy 7.18, Co-Curricular and Interscholastic Programs.

Implementation and Assessment

9. Implementation would begin upon adoption by the Board. Revision of Administrative Policy 7.18 aligns policy with current practice.

Fiscal Impact Statement

10. The participation fee supplements the schools' interscholastic athletics budgets. If the policy is not revised to reflect current practices, schools would lose approximately $100,000 annually in revenues from participation fees.

Committee Recommendation

Your Committee recommends that the Board approve the following revisions to Administrative Policy 7.18, Co-Curricular and Interscholastic Programs:

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 $.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.

CROSS REF.: Admin. Policy 5.02 Community and Parent Organization Use of School Facilities

(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 the 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. ~~An interscholastic athletic participation fee of $5.00 per sport season payable by all student-athletes shall be assessed~~. A non-refundable participation fee of $20 per sport season payable by all student athletes shall be assessed. There will be a $5 late fee if 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.

(4) Eligibility Criteria

(a) To compete in interscholastic extracurricular activities, athletics, or academics, a high school student must maintain a minimum 2.0 grade-point average.

(b) The eligibility requirements shall not apply to intra-school activities such as clubs, organizations, and related groups.

Adopted 8-31-82; Revised 8-31-83, 3-28-84;Re-adopted 5-30-84; Revised 1-28-87, 2-22-95

PREVIOUS CODING: Admin. Policy IGD, prior to May 1995; Admin. Policy 9.18, May 1995-August 1996

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

* * * * *

(Item 15) Approval of a Lease Agreement with the Milwaukee Leadership Training Center For Space at Steuben Middle School

Background

1. The Milwaukee Leadership Training Center (MLTC) is an MPS non-instrumentality charter school that serves boys and girls in grades 5 through 12.

2. MLTC was approved for charter status in January 2000 to offer a highly structured experiential, vocational, and technology-based educational program designed to serve challenging middle- and high-school-age youth, often labeled "at-risk." Since its inception, the school has been successful in working with the population of students it serves.

3. MLTC offers individualized and small-group educational strategies and curricula geared to effectively meet various learning styles, including kinesthetic, auditory, and visual.

Administration's Analysis

4. At its meeting of January 25, 2000, (Proc. pp. 551-552) the Board approved the charter school proposal from Homeboyz Interactive, Inc., to create the Milwaukee Leadership Training Center (MLTC). This non-profit organization submitted its proposal for a non-instrumentality high-school program targeting children who have been adjudicated in Milwaukee County Juvenile Court, incarcerated, expelled or facing expulsion, or otherwise identified as at-risk. The school would offer a highly structured, experiential, vocational, and technology-based educational program which would combine a philosophy and practice of non-violence with leadership-training strategies drawn from the U. S. military.

5. At its meeting of June 27, 2000, (Proc. pp. 100-101) the Board amended its approval of the Homeboyz proposal by identifying MLTC as the contracting agent and expanding the program by adding a middle-school component. The contract approving the school as a non-instrumentality of the Board, which was approved at its meeting of October 31, 2000 (Proc. pp. 273-275), specified a term of four and one-half years commencing in the spring semester of the FY02 school year.

6. The program has operated at the Sacred Heart Center located at South Layton Boulevard and West Greenfield Avenue since its charter contract was approved. During the past year, the school has experienced a number of financial and facility-related problems at the Center. The Administration has been working with the school to resolve these issues; however, it now appears that most of the problems will not be resolved prior to the FY04 school year. As a result, the school has asked the Superintendent for permission to lease space in an MPS facility for one year to enable the school to stabilize its financial structure.

7. After extended deliberations, the Administration has informed MLTC that it will permit the school to lease space at Steuben Middle School, which has indicated that space could be made available to accommodate the school. The lease term will be for one year only, during which time the school will identify a new location and resolve all of its financial issues. The lease rate will be $25,000. A copy of the proposed lease agreement is attached to the minutes of your Committee's meeting.

Strategic Plan Compatibility Statement

8. 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

9. The recommendation is consistent with Administrative Procedure 5.01(3)(3), Lease Provisions: Partial Use.

Fiscal Impact Statement

10. This item does not authorize expenditures. MLTC will pay MPS $25,000 for the use of space at Steuben.

Implementation and Assessment Plan

11. Upon approval by the Board, the lease document will be executed. At that time, MLTC can make the appropriate arrangements for moving and set-up at Steuben. There will be no building modifications made at Steuben to accommodate the program. During the FY04 school year, MLTC will identify a new location for FY05 and negotiate a lease for the premises.

committee Recommendations

Your Committee recommends that the Board approve the lease agreement with the Milwaukee Leadership Training Center for space at Steuben Middle School at an annual cost of $25,000.

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

* * * * *

(Item 16) Action on a Resolution Approving a Cooperation Agreement with the City of Milwaukee for Financing the Milwaukee Public Schools' Unfunded Pension Liability

Background

1. In 1982, the State of Wisconsin legislature merged three retirement systems into the Wisconsin Retirement System (WRS). One of these three pension systems was the Milwaukee Teachers Retirement System, which covered Milwaukee Public Schools' certificated employees. At the time of the merger in 1982, the WRS established the initial amount of unfunded past service liability that was transferred from these three systems. In the case of MPS, its initial unfunded past service liability under the WRS was established at $60,057,423, plus $6,057,000 additional liability estimated for merger improvements, for a total unfunded actuarial liability (UAL) of approximately $66 million. This UAL has subsequently grown to approximately $172 million as of December 31, 2002, primarily due to legislated benefit enhancements and actual results being different from the actuarial assumptions used by the WRS. For example, the WRS increased this unfunded liability by $25,625,016 on January 1, 1986, and $24,892,681 on January 1, 1990, due to legislated benefit enhancements.

2. WRS currently assesses MPS an annual two percent of payroll supplemental contribution and applies that amount against the UAL. The two percent supplemental assessment is anticipated to continue until the UAL is fully paid. The UAL accrues interest at a rate currently set by WRS at eight percent and was originally estimated to be repaid in 40 years (2029) from the date of the last benefit assessment. Current projections, however, show that the UAL will not be repaid by this date, and MPS will continue to be assessed supplemental payments and interest charges beyond 2029.

3. On July 2, 2003, the Legislature adopted Senate Bill 77 (SB77), as amended, currently pending before the Governor for his signature, which provides the City and MPS statutory borrowing authority up to $200,000,000 for financing the UAL. The financing may be accomplished through the use of General Obligation notes (maturities up to 20 years) or through revenue bonds issued through the Redevelopment Authority of the City of Milwaukee (RACM) (maturities up to 40 years). The RACM bonds would be secured by a loan agreement with MPS that pledges general state aid revenues (approximately $600 million per year currently).

Administration's Analysis

4. Given the historically low interest-rate environment, the Administration believes it is fiscally responsible to study financing options for the UAL. The first step in the bond issuance process is to secure a study of financing alternatives. It is recommended that the District use the City's financial advisor, the firm of Robert W. Baird, to assist in the evaluation. When a recommendation for the financing is completed, additional Board action will be required for the actual debt issuance.

5. The following table shows the WRS projection for the UAL:

Year ending June 30	Interest (8%)	Payments (2% of payroll)	Added to UAL Balance	Ending UAL Balance
2004	$13,171,188	$7,577,750	$5,593,438	$177,811,033
2026	20,874,876	20,855,229	19,647	281,810,827

6. The supplemental contribution of 2% of payroll is currently less than the interest accrued on the UAL balance. As a result, the UAL balance is increasing by $5.6 million per year. With increasing payroll, WRS projects that the 2% payment will not equal interest until 2026. Based upon the same assumptions, a final payoff could occur in 2044.

Assumed 6% Financing				
Year ending June 30	Interest (6%)	Payments (2% of payroll)	Added t UAL Balance	Ending UAL Balance
2005*	$10,174,742	$7,918,749	$2,255,993	$171,835,034
2012	10,776,861	10,776,332	538	179,614,891
2031	1,668,108	24,870,249	(23,202,141)	4,599,661
*2004 amounts are not comparable due to WRS's method of calculating the payoff balance.				

7. Assuming a 6% financing of the UAL balance, the increase in the UAL balance is reduced by $3.3 million per year. Payments will equal interest by 2012, and the balance will be fully paid by 2032, or a full 12 years earlier than without a financing.

8. The goals of the financing are to, as soon as possible, place MPS into a position where the UAL is no longer growing, and to pay off the UAL by the end of the most recent 40-year amortization period (2029). Preliminary indications are that the goal is close to being achievable under current market conditions.

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, MPS Policy, or Board Rule Implication Statement

10. The recommendation is consistent with Board Administrative Policy 3.0, Fiscal Management.

Fiscal Impact Statement

11. This resolution gives the Administration authority to spend $25,000 for the services of a financial advisor and other expenses to assist in the formation and direction of a team to develop a financing plan for the unfunded pension liability. The fee is anticipated to be part of the cost of issuance of bonds and funded from bond proceeds; however, should no bonds be issued, the fee is still payable. In that event, a funding source will be identified and payment made.

Implementation and Assessment Plan

12. Upon adoption by the Board, the Administration will work with the City and the Financial Advisor to prepare a financing plan for the unfunded pension liability. The completed plan will be brought to the Board for review and approval before any bonds are issued.

Committee Recommendation

Your Committee recommends that the Board adopt the following resolution:

WHEREAS, the Milwaukee Public Schools has an unfunded pension liability (UAL) with the Wisconsin Retirement System estimated at $172,217,595 on December 31, 2002; and

WHEREAS, The State of Wisconsin has recently adopted legislation that permits financing the UAL with debt issued by the City of Milwaukee (City) and/or the Redevelopment Authority of the City of Milwaukee (RACM); and

WHEREAS, Interest rates are currently favorable for the financing of the UAL with debt; and

WHEREAS, The Milwaukee Board of School Directors (Board) is desirous of exploring the feasibility of, and preparing for, a long-term financing of the UAL; and

WHEREAS, The City and RACM are willing to assist the Board in exploring the feasibility of, and preparing for, a long-term financing of the UAL; and

WHEREAS, A Cooperation Agreement between the Board, the City, and RACM has been prepared describing how the parties shall cooperate in exploring the feasibility of, and preparing for, a long-term financing of the UAL; and

WHEREAS, The Board is desirous of using the Financial Advisor to the City to assist in exploring the feasibility of, and preparing for, a long-term financing of the UAL; and

WHEREAS, The fee of the Financial Advisor and other preliminary expenses incurred by the City are payable regardless of whether or not the financing of the UAL is executed; now, therefore, be it

RESOLVED, By the Milwaukee Board of School Directors that the Cooperation Agreement annexed to the file be and hereby is approved and the proper MPS officers be and hereby are authorized to execute same on behalf of the Board; and be it

FURTHER RESOLVED, a $25,000 fee for the Financial Advisor and other expenses are anticipated to be paid from the bond issue as a cost of issuance, but in the event that bonds are not issued, a source for the amount will be identified and the fee paid.

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

* * * * *

(Item 17) Action on Request to Approve Contracts for Title I Services to Non-Public-School Students

Background

1. The Elementary and Secondary Education Act (ESEA), as reauthorized by the No Child Left Behind Act of 2001, provides benefits to non-public-school students, teachers, and other educational personnel, including those in religiously affiliated schools. These services are considered to be assistance to students and teachers and not to non-public schools. The reauthorized ESEA requires the equitable participation of non-public-school students, teachers, and other educational personnel in some of its major programs.

2. Milwaukee Public Schools is required to provide services to eligible non-public-school children, teachers, and other personnel consistent with the number of eligible children enrolled in non-public elementary and secondary schools in the City of Milwaukee. These services and other benefits must be comparable to the services and other benefits provided to public-school children and teachers participating in the program, and the services must be provided in a timely manner.

3. ESEA contains requirements for timely and meaningful consultation between appropriate public and non-public-school officials. The goal of the consultation process is to meet the needs of eligible non-public-school students and teachers and other educational personnel. Consultation between the entity receiving federal financial assistance and non-public-school officials must occur before any decision is made that could affect the ability of non-public-school students, teachers, and other educational personnel to receive benefits under ESEA and must continue throughout the implementation and assessment of activities.

4. Milwaukee Public Schools has traditionally offered a computer-assisted instruction (CAI) model of service to non-public students under the provisions of the ESEA. This model made use of MPS-employed paraprofessionals as CAI lab managers. Changes in the law forced discontinuation of this model. (Section 1119 of the ESEA states that, "A paraprofessional . . . . may not provide any instructional service to a student unless the paraprofessional is working under the direct supervision of a [certified, public school] teacher.")

5. Information about service delivery options under ESEA was shared with non-public schools, and their opinions were solicited regarding the types and forms of service that would meet the needs of their eligible students. Non-public schools indicated that they were interested in K-12 programming that was flexible, cost-effective, and comprehensive. They requested that services be delivered during the regular school day, before and after school, or on Saturdays. They requested services that would allow them to continue to make use of CAI resources when possible. They requested that MPS enter into agreements with third-party vendors to allow for a full range of tutoring services delivered at flexible times.

6. The Administration met with the Milwaukee Teachers Education Association (MTEA) and shared the foregoing information as well as the impact of the new ESEA requirements on paraprofessionals serving in non-public-school CAI labs. The Administration informed the MTEA that third-party vendors would be sought to provide services formerly provided by paraprofessionals in non-public-school CAI labs.

7. The Milwaukee Public Schools Title I staff explored the possibility of providing required services through third-party vendors and worked with the U.S. Department of Education to develop MPS Request for Proposals #402 to solicit vendors that could provide the range of services being requested.

Administration's Analysis

8. The Milwaukee non-public schools to be served form a diverse community of students in approximately 100 schools. Preliminary calculations indicate that approximately 19% of the schools will be eligible for Title I services in the $3,000 to $10,000 range, 30% will be eligible for services in the $10,000 to $30,000 range, 23% will be eligible for service in the $30,000 to $50,000 range, 17% will be eligible for service in the $50,000 to $80,000 range, and about 11% will have service allocations over $80,000.

9. Contract amounts to be awarded to each agency will be dependent upon the level of service accessed by participating non-public schools. Participating non-public schools will receive services up to an allocation amount based upon an approved federal formula.

10. The RFP process led to the recommendation of The Learning Exchange, a company based in Brookfield, Wisconsin, with 4 years' experience in providing supplemental education services in City of Milwaukee non-public schools; Nonpublic Educational Services, Inc., an educational organization based in Salem, Massachusetts, with over 25 years' experience in Title I for non-public schools, currently servicing 72 school districts in two states; and Sylvan Education Solutions, a company based in Baltimore, Maryland, which provided educational services to more than 69,000 students in more than 900 public and non-public schools and 150 school districts across the country during the 2001-2002 school year, as service providers for the 2003-2004 school year. The selected vendors will allow service to be provided to eligible students at the approximately 100 participating non-public schools.

11. The recommended RFP respondents offer the range of services envisioned in consultation meetings with Milwaukee non-public school officials.

12. RFP respondents are required to meet all applicable Historically Underutilized Business (HUB) requirements as outlined in the RFP.

13. 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 under Section 9501 of the No Child Left Behind Act.

Strategic Plan Compatibility Statement

14. The recommendation supports the MPS Strategic Plan, Goal 1, Student Achievement, and is consistent with the practice of fiscal responsibility and informed decision making concerning the required allocation of federal resources for services to Milwaukee resident, Title I eligible, non-public-school students.

Statute, Board Policy or Rules Statement

15. The recommendation is consistent with Administrative Policy 3.09, Purchasing and Bidding Requirements, and Administrative Policy 3.10, Historically Underutilized Business Program.

16. The Administration's recommendation is consistent with federal and state statutes regarding ESEA.

Fiscal Impact Statement

17. This item authorizes expenditures of up to the amount of $3,375,000 as mandated by ESEA for contract services with The Learning Exchange; Nonpublic Educational Services, Inc;. and Sylvan Education Solutions. Changes in contract 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. (Budget Code: GEN-0-I-1N4-1S-ECTS0000)

Implementation and Assessment Plan

18. Contracts will run from August 1, 2003, to June 30, 2004. In accordance with contract requirements, formal and informal assessments will be conducted, and rigorous monthly and annual reporting requirements will be observed.

19. The contracts will be monitored through the Office of Academic Excellence.

Committee Recommendation

Your Committee recommends that the Milwaukee Board of School Directors authorize one-year contracts with The Learning Exchange; Nonpublic Educational Services, Inc.; and Sylvan Education Solutions, not to exceed a total of $3,375,000 for the provision of services to Title I-eligible students enrolled in non-public schools in the 2003-2004 school year. Contract amounts to be awarded to each agency will be dependent upon the levels of service accessed by participating non-public schools. Participating non-public schools will receive services up to an allocation amount based upon an approved federal formula. The Administration will report back to the Board of School Directors on final allocations and contract award amounts.

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:

Your Committee reports having considered a legislative proposal to replace the elected Milwaukee Board of School Directors with a school reform board of trustees to be appointed by the next Mayor of the city of Milwaukee.

Your Committee recommends that the Board direct the President to send the following letter of protest to state representative Shirley Krug over his signature as representative of the Board with copies to be forwarded to the other members of the State Legislature and to the Governor:

> In compliance with official action taken by the Milwaukee Board of School Directors at its regular monthly meeting on July 31st, 2003, I am writing to express the Board's opposition to State Assembly Bill LRB2283/4 which you have introduced regarding "abolishing the Board of School Directors in charge of the public schools of the first class city and providing for a mayor appointed School Reform Board of Trustees."
>
> The Board is disappointed and dismayed that a democratically elected state official would even consider depriving the citizens of Milwaukee of their right to choose their own representative to oversee and advance the education of their children. The Milwaukee Board of School Directors enjoys a fundamental position in the democratic process, being an elected entity at one of the levels closest to the individual voter. As such, the Board must also be the most responsive and accountable to the constituency of the citizens of Milwaukee. To take away the right of the citizens of Milwaukee to choose the champions of their children's education and futures; to inflict yet another layer of bureaucracy between them and those who would ultimately be accountable for the success or failure of the public educational system; and to lay that educational system open to partisan politics is unconscionable and contrary to the Democratic tradition do which Milwaukee has long laid claim.
>
> The Milwaukee Board of School Directors urges you to consider the rights and the welfare of the citizens and children of Milwaukee, to reconsider your misguided actions, and to withdraw this undemocratic and dangerous bill from consideration by the State Assembly.
>
> Respectfully,
>
> Jeff Spence, President
>
> Milwaukee Board of School Directors.

Director Hardin moved to adopt the Committee recommendation.

By consensus, the last paragraph of the letter was amended to read as follows:

> The Milwaukee Board of School Directors urges you to consider the rights and the welfare of the citizens and children of Milwaukee, to reconsider your misguided actions, and to withdraw this undemocratic ~~and dangerous~~ bill, which would establish a dangerous precedent, from consideration by the State Assembly.

By consensus, the Board President was also directed to insert language indicating the Board's opposition to appointment of the Superintendent by the Mayor.

The Committee recommendation as amended was adopted, the vote being as follows:

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

Noes—None.

RESOLUTIONS

Resolution 0304R-008

By Director Hardin

WHEREAS, The Milwaukee Public Schools receives state and federal funding to provide educational opportunities for all students and to help them reach their highest potential; and

WHEREAS, Under the No Child Left Behind Act (NCLB), the Milwaukee Public Schools is required to provide services to eligible public- and non-public-school children, teachers, and other personnel, as is consistent with the number of eligible children enrolled in those non-public elementary and secondary schools; and

WHEREAS, The NCLB Act requires that the services and other benefits administered to non-public-school children must be comparable to the services and other benefits provided to public-school children and teachers participating in the program; and

WHEREAS, The Milwaukee Public Schools also receives federal and state funds as the designated LEA to provide services for the District's special-needs students as well as non-MPS students; and

WHEREAS, As a condition of receiving state and federal funding, public schools are mandated to administer state assessments to all students in the district who benefit from the funds received; and

WHEREAS, The Milwaukee Public Schools is also mandated to assess all services provided through the use of state and federal funds to students in non-MPS schools; now, therefore, be it

RESOLVED, That the Administration direct the District's lobbyists to lobby for a revision of state statutes to require all schools receiving state and federal funds, or services administered by school districts who receive state and federal funds, to administer the same state-mandated assessments and to be held accountable to the same standard as public schools under the NCLB Act.

Referred to the Legislation, Rules and Policies Committee.

Resolution 0304R-009

By Director Blewett:

WHEREAS, The Milwaukee Public Schools is committed to providing a safe and healthy learning environment for our children in efforts to improve their quality of life; and

WHEREAS, The quality of life is enhanced by balancing the needs for environmental conservation; and

WHEREAS, Children with education regarding the environment tend to show greater levels of respect and a willingness to protect the environment through mechanisms such as recycling; and

WHEREAS, Area school districts receive grants for participating in practices such as recycling; and

WHEREAS, The City of Milwaukee has implemented a recycling program; and

WHEREAS, The City of Milwaukee acts as an agent to Milwaukee Public Schools and can provide guidance for the District in establishing a recycling program; now, therefore, be it

RESOLVED, That the Administration be directed to develop a district-wide recycling program that includes all schools, recreation sites, and Central Services offices; and be it

FURTHER RESOLVED, That the Administration develop this plan to include an educational component to be delivered to all students and staff of the District on how to implement and maintain the recycling program during the 2003-04 school year.

Referred to the Finance/Personnel Committee.

Resolution 0304R-010

By Director Blewett:

WHEREAS, The Milwaukee Public Schools takes pride in providing a variety of learning mechanisms for our children; and

WHEREAS, At its June 27th, 2003 meeting, the Board adopted the learning targets concepts; and

WHEREAS, The Milwaukee Public Schools is responsible for ensuring that our students meet learning targets and are prepared for the next grade level; and

WHEREAS, The Milwaukee Public Schools recognizes that learning is a year-round process and that children should have the opportunity to learn, regardless of the season; and

WHEREAS, Budgetary and other legally mandated constraints prevent the District from affording every student the opportunity to attend summer school; and

WHEREAS, Valuable learning and skills could be lost over the summer when students are not in school; and

WHEREAS, Parental involvement is vital to the successful education of children; and

WHEREAS, The Milwaukee Public Schools is dedicated to informing parents and guardians of students about the District's expectations that students meet and exceed learning targets; and

WHEREAS, The Milwaukee Public Schools is dedicated to assisting parents of students through the year in providing a suitable learning environment for students; now, therefore, be it

RESOLVED, That the Board direct the Administration to instruct schools to develop a means of communicating to the parents and guardians of each MPS student the grade-level expectations of the next academic year; and be it

FURTHER RESOLVED, That the Board direct the Administration to instruct schools to develop a means of communicating to parents and guardians developmentally appropriate activities designed to help students retain and improve skills gained during the previous academic year; and be it

FURTHER RESOLVED, That the Board direct the Administration to develop and publish a catalog of materials, including grade-level-specific and skill-specific materials, to engage students in activities designed to retain and increase social and academic skills over the summer.

Referred to the Innovation/School Reform Committee.

The Board adjourned at 8:21 PM.

EUGENE JONES
Assistant Board Clerk

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
AUGUST 28, 2003

Regular meeting of the Board of School Directors called to order by President Spence at 6:48 PM.

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

Absent—None.

President Spence requested that a moment of silence be observed to commemorate the death of a Milwaukee Public Schools' student, Terrance Cottrell, Jr., who was a second grade student at Sixty-fifth Street School last semester and who was to start this year at Engleburg Elementary School. He died tragically on August 22, 2003.

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:

Attorney Peter N. Flessas
Nick Flessas
Attorney Peter A. Flessas

Peter N. Flessas has united with his sons, Nick Flessas and Peter A. Flessas, to put the wellbeing of Milwaukee's children first. Together, they have made great progress within the MPS elementary schools in achieving their collective mission to ensure that every grade-five student in Milwaukee Public Schools never starts using tobacco products. By the end of the 2002-2003 school year, Mr. Flessas and his sons had visited over 40 MPS elementary schools and made formal presentations about the hazards of smoking to those students. The three have agreed to continue their effective presentations during the 2003-2004 school year.

On March 9, 2003, the *Milwaukee Journal Sentinel* featured an article on Mr. Flessas and his sons describing their voluntary efforts in educating students on the hazards of smoking. It mentioned that, years from now, many of the students that listened to the Flessas family will decide to avoid smoking at all costs due to the strong impact of their presentation. Mr. Flessas and his two sons, Nick and Peter, are serving as important role models to the children of Milwaukee Public Schools concerning the hazards of smoking and the importance of family unity.

The Milwaukee Board of School Directors and the entire school community recognize Peter N. Flessas, Nick Flessas and Peter A. Flessas for their dedication, outstanding leadership and commitment to excellence on behalf of the students of the Milwaukee Public Schools.

* * * * *

APPROVAL OF MINUTES

The minutes of the regular Board meeting of July 31, 2003, were approved as printed.

* * * * *

COMMUNICATIONS FROM THE SUPERINTENDENT

(Item A) Report on the 2003 Child Census

Office of the Superintendent of Schools

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

Each year, as required by Wisconsin State Statutes Section 119.34(4), an enumeration of all children ages 0-19 residing in the City of Milwaukee is conducted. This enumeration is conducted through the Department of Business Services between October and June, with the results being reported to the Board each year during August. The data is reported in summary form by type of school attendance. School attendance figures shown for each age group are not intended to be representative of actual enrollment in the corresponding grade. The results of the 2003 child census are as follows:

Ages	Males	Females	Total	Attended Public School	Attended Parochial or Private School	Did Not Attend School
	933	880	1,813	0	0	1,813
1	1,894	1,762	3,656	0	0	3,656
2	3,162	3,098	6,260	0	0	6,260
3	3,664	3,476	7,140	492	101	6,547
Total	9,653	9,216	18,869	492	101	18,276
4	4,365	4,202	8,567	2,417	275	5,873
5	4,929	4,815	9,744	6,431	642	2,670
6	5,057	4,906	9,963	7,542	1,058	1,362
7	5,153	4,937	10,090	7,993	1,401	696
8	5,340	5,085	10,425	8,462	1,641	321
9	5,265	5,135	10,400	8,596	1,676	127
10	5,358	5,338	10,696	8,919	1,709	68
11	5,431	5,186	10,617	8,818	1,740	59
12	5,395	5,276	10,671	8,939	1,675	56
13	5,391	5,258	10,649	8,805	1,779	65
14	5,130	4,918	10,048	8,335	1,626	87
15	4,900	4,675	9,575	8,156	1,336	83
16	4,765	4,634	9,399	8,001	1,266	132
17	4,704	4,596	9,300	7,821	1,272	206
18	4,690	4,551	9,241	7,026	1,573	641
19	6,314	6,312	12,626	6,370	3,091	3,165
Total	82,187	79,824	162,011	122,631	23,760	15,611
Grand Total	91,840	89,040	180,880	123,123	23,861	33,887

A copy of the census by census tract, attendance area, age, and racial composition is available upon request.

Respectfully submitted,

WILLIAM G. ANDREKOPOULOS
Superintendent of Schools

Received and ordered placed on file.

* * * * *

COMMUNICATIONS FROM THE DIRECTOR, OFFICE OF BOARD GOVERNANCE/BOARD CLERK

(Item A) Action to Modify the Superintendent's Employment Agreement

Office of Board Governance

TO THE BOARD OF SCHOOL DIRECTORS:

In March, 2003, the Board took action to revise the Superintendent's employment agreement. The intent was to modify the contract term and termination conditions included in the original agreement. The revised employment agreement reflects additional modifications.

At its regular meeting in July 2003, the Board directed that the Superintendent's employment agreement be amended to incorporate language that had been inadvertently left out of the current agreement and to allow the Board President to set an appropriate schedule for the performance review of the Superintendent and for the establishment of benchmark goals.

The Office of Board Governance is now presenting the amended employment agreement to the Board for its approval.

LYNNE A. SOBCZAK
Director/Board Clerk

Director Hardin moved that the Board retire to executive session, pursuant to Wis. Stats. 19.85 (1) (c), to consider employment, compensation or performance data of the Superintendent.

The motion prevailed, the vote being as follows:

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

Noes—None.

The Board retired to executive session at 7:06 PM.

The Board reconvened in open session at 7:20 PM.

Director Johnson moved that the modify the Superintendent's employment agreement as amended to incorporate language that had been inadvertently left out of the current agreement, and the listed schedule for his performance review.

The motion prevailed, the vote being as follows:

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

Noes—None.

* * * * *

REPORTS OF STANDING COMMITTEES

Separate consideration was requested of the following items:

Finance/Personnel Committee, Item 6, revision of administrative policy and procedures 8.01, student nondiscrimination;

Finance/Personnel Committee, Item 11, a report on the performance evaluation process for administrators; and

Legislation, Rules and Policies Committee, Item 3 a resolution regarding a travel ban policy for MPS-sponsored student trips.

On the motion of Director Johnson, the balance of the repots was adopted, the vote being as follows:

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

Noes—None.

COMMITTEE ON INNOVATION/SCHOOL REFORM

Director Johnson 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 Contract for Advanced Language and Academic Studies (ALAS) High School As an Instrumentality Charter School

Background

1. On June 3, 2003, the Board of School Directors held a public hearing to consider the charter school petition for Advanced Language and Academic Studies High School. On June 3, 2003, the Board approved the concept of the Advanced Language and Academic Studies charter school petition, contingent upon written clarification of the school's educational plan, governance structure, and assessment procedures. In addition, the school was asked to work with the MPS Administration to identify a suitable facility. At this time, all contingencies have been satisfied.

2. Advanced Language and Academic Studies High School will serve a maximum of 250 FTE students in grades 9 through 12. The Advanced Language and Academic Studies High School charter contract term is for five school years, commencing with the 2004-2005 school year and ending on the last regularly scheduled school day of the 2008-2009 school year.

Strategic Plan Compatibility Statement

3. 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

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

Fiscal Impact Statement

5. This item does not authorize expenditures. The funds for this charter school will be budgeted and considered for approval in the budget adopted by the Board for the 2004-2005 school year.

6. In addition to the Board-approved budget allocation, Advance Language and Academic Studies High School has applied for a charter school subgrant.

Implementation and Assessment Plan

7. Upon Board approval of this item, a letter will be forwarded to the Wisconsin Department of Public Instruction to initiate the disbursement of the charter school subgrant funds.

Recommendation

Your Committee recommends that the Board:

1. approve a five-year contract for the Advanced Language and Academic Studies High School as an instrumentality charter school, commencing with the 2004-2005 school year and ending on the last regularly scheduled school day of the 2008-2009 school year; and

2. Authorize Advanced Language and Academic Studies High School to occupy shared space at Kosciuszko Middle School.

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

* * * * *

(Item 2) Informational Report and Follow-up to Resolution 0304R-002 by Director Dannecker Regarding an International Baccalaureate College-Preparatory High School on Milwaukee's Far South Side

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

Background

At the Board's April 29 Organizational Meeting, Director Dannecker submitted the following resolution:

WHEREAS, A growing group of active parents in the City of Milwaukee is requesting that MPS begin a college-preparatory high school on the far south side of Milwaukee; and

WHEREAS, The area is the largest geographic area in the City of Milwaukee not served by a local college-prep high school; and

WHEREAS, Many parents in this area seek private and suburban high-school alternatives because they are not comfortable with local MPS options; and

WHEREAS, An active group of parents would like MPS to open a high school that will seek International Baccalaureate accreditation and allow more students to utilize MPS; and

WHEREAS, This group includes parents of both current MPS and non-MPS students; and

WHEREAS, The Board and Administration desire to take practical measures to meet the demand for high-quality programs; now, therefore, be it

RESOLVED, That the Administration shall identify an administrator capable and willing to aggressively work with parents and teachers and lead the development of such a program; and be it

FURTHER RESOLVED, That the Administration shall develop a process to identify teachers who wish to participate in designing and implementing such a program; and be it

FURTHER RESOLVED, That the Administration, parents, and teachers shall develop and present a formal proposal, by June 2003, for opening such a college-preparatory program; and be it

FURTHER RESOLVED, That the Administration, parents, and teachers shall continue to recruit potential new students who wish to enroll in such program for the 2003-2004 school year.

Administration's Report

1. The Administration has identified an assistant principal to lead program design and development in conjunction with the teachers and parent group for the program to be housed in the Sholes facility.

2. An extremely active and successful recruiting effort has taken place. As of August 1, 2003, student enrollment stood at 110, exceeding the original minimum requirement of 75 students for the school to open. Of these students, 42% are African American; 4% Asian; 10% Hispanic; 40% white; and 4% other.

3. The assistant principal in charge for this program has hired two teachers experienced in college-preparatory programs and is currently seeking three additional teachers.

4. Once the entire staff is intact, they will join with the parent group to develop a formal program design relative to a college-preparatory program and update the Board on its status during the fall of 2003.

5. The parent group, assistant principal, and teachers are currently working with the MPS Commissioner of Athletics to develop an athletic program suited to the small high school model.

6. The assistant principal in charge of the new program in the Sholes facility is working closely with the principal of Sholes Middle School and the leaders of IDEAL and Professional Learning Institute charter schools to share the facility in a manner that supports the success of all four programs.

* * * * *

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) Informational Report and PowerPoint Presentation Regarding the Process of and Schedule for Updating the Facilities and Maintenance Master Plan

Your Committee reports having received the following informational report and a PowerPoint presentation.

Administration's Report

1. The purpose of this report and presentation is to update the Board on the development of the new *Facilities Master Plan: 2002-2012* document. The presentation will include an update on progress to date and a review of demographic analysis

2. As with the current *Facilities Master Plan: 1992-2001* document, the new *Facilities Master Plan: 2002-2012* document will detail facility needs for the next ten-year period and serve as a guide for the overall development and maintenance of the school plant. In addition, it helps to facilitate the implementation of educational programs and initiatives approved by the Board. The document, which is developed with input from principals, school and Central Service staff, parents, and the Board, is required per Administrative Policy 5:01, Facilities. Individual projects related to either preservation of capacity or expansion of capacity are reviewed annually as part of the Board's discussion on the Capital Plan budget.

3. Developing the Facilities Master Plan includes the following steps:

- Review previous plans;
- Conduct demographic analysis;
- Review and incorporate current and future program initiatives (e.g. Neighborhood Schools Initiative, High School Redesign Blueprint);
- Review, modify, or develop facilities standards;
- Conduct space analysis to determine needs based on current capacity;
- Review, update, and incorporate needs and initiatives for preservation of capacity, including cyclic maintenance program;
- Recommend projects for both preservation of capacity and expansion of capacity;
- Determine cost.

4. The PowerPoint presentation reviews demographic trends that are projected to affect district enrollment, educational programming, and the use of district facilities over the next ten years.

5. To continue this process, key steps include identifying proposed projects at individual schools in the context of current demographic trends and identifying projects and costs from other major district initiatives that may affect facility use, such as the Neighborhood Schools Initiative, the High School Redesign Blueprint, and the K-8 expansion. In addition, the Facilities and Maintenance Division will be incorporating into the Plan for the first time quantifiable space-use standards that will assist the District in determining space-use efficiency.

6. A proposed schedule for completion of the *Facilities Master Plan: 2002-2012* will be presented to the Board at a later date.

* * * * *

(Item 2) Informational Report on Contracted Seats

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

Administration's Report

Approximately 105,000 students are currently enrolled in MPS, with 6,305 seats contracted. There are no underutilized contracted seats. At this time, the greatest need exists in the Behavioral Reassignment (BR) category. The Division of Student Services assigns students who are on the pre-expulsion tract to this program (for approximately one semester). At the Board's request, students who are expelled for non-violent infractions, or expelled with services, may also access BR seats through Student Services. The most rapidly expanding use of seats is in non-instrumentality charter schools.

1. Contracted Seats

	FY03	FY04
Adjudicated	150.0	135.0
Alternative Partnership	1,450.0	1,490.0
Behavioral Reassignment	449.5	504.5
Contracted Day Care	185.0	185.0
Contracted K-8	825.0	*538.0
Non-Instrumentality Charter	1,700.0	3,294
Special Education	158.0	158.0
Total	**4,917.5**	**6,304.5**

*Two agencies transferred to non-instrumentality charter status.

2. Categories and Grades

A. Partnership (Grades 5-12)

1) At Risk

Children who are at risk of not graduating from high school under 118.30(lm)(d), or who are dropouts,* or who meet two or more of the following criteria:

a. One or more years behind their age groups in the number of credits attained

b. Two or more years behind their age groups in basic skill levels (reading or mathematics)

c. Habitual truants, as defined in 118.16(1)(a)**

d. Parents

e. Adjudicated delinquents

f. Eighth-grade pupils whose scores in each subject area on the examination administered under 118.30(lm)(am)1 were below the basic level; eighth-grade pupils who failed the examination under 118.30(lm)(am)2; or eighth-grade pupils who failed to be promoted to ninth grade.

* *"Dropout" is defined as a child who ceases to attend school; does not attend a public or private school, technical college, or home-based private educational program on a full-time basis; has not graduated*

from high school; and does not have an acceptable excuse under s.118.15 (1) (b) to (d) or (3).

** *"Habitual truant" is defined as a pupil who is absent from school without an acceptable excuse for part or all of five or more days on which school is held during a school semester*.

2) Adjudicated (Grades 9-12)

a. Milwaukee County Collaborative (Students assigned by the courts)

b. State Juvenile Corrections (Students transitioning from corrections)

3) Behavioral Reassignment (Grades 6-12)

a. Pre-expulsion

b. Expulsion for non-violent infractions

4) Early Childhood/K-8

a. Kindergarten

b. Elementary

c. Montessori

5) Special Education (Grades 3-12)

a. St. Charles

b. Vendors to be determined.

B. Charter (Grades K-12)

1) Instrumentality (Not included in contracted count)

2) Non-instrumentality

C. MPS Alternative Schools (Not included in contracted count)

1) Adjudicated (Milwaukee County Jail)

2) At-Risk (Kilmer and Project STAY)

3) School-Age Parent (Lady Pitts)

COMMITTEE ON SPECIAL EDUCATION

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

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Special Education presents the following report:

(Item 1) Monthly Report on Special Education Compliance

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

Administration's Report

1. SERVICE INFORMATION (based on data reported on July, 2003)

IEP SERVICES: Total LEA (Local Education Agency)

Population Served	(June 30, 2003)	17,938
	(July 31, 2003)	17,559

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.

Initial Evaluations MPS	(June 30, 2003)	4071
	(July 31, 2003)	4096
Active Initial Referrals	(June 30, 2003)	190
	(July 31. 2003)	188

Results:

Special Education Need	(June 2003)	2566 (70%)
	(July 2003)	2583 (70%)
No Services	(June 2003)	1077
	(July 2003)	1085
Disposition	(June 2003)	233
	(July 2003)	23
Re-evaluations	(June 2003)	6369
	(July 2003)	6419
Active Re-evaluations	(June 2003)	33
	(July 2003)	40

2. DATA-MANAGEMENT SERVICES (SSIMS)

Special Services Information Management System (SSIMS)
Project Status Report as of August 4, 2003

The following information is an update of the implementation plans for the SSIMS data-management system.

SSIMS (Encore) Database

- Encore database was loaded to MPS servers on June 12.
- Encore database is being testing by SSIMS team during July and August 2003.

SSIMS Training

- SSIMS trainers and Staff Development jointly created a summer SSIMS training schedule.
- SSIMS database (Encore) and forms training is taking place in July and August 2003.
- SSIMS lab and Riverside High School are being used for SSIMS training during the summer.

Interfaces

- Initial load and inbound interface have been modified for Encore by 4GL Corp.
- Inbound daily interface processing (eSIS to Encore) will run three times a day.
- Outbound daily interface (Encore to eSIS) is in the final stage of development.

IEP Forms

- Coding for the initial IEP forms (75 pages) is complete, and the forms are being tested by the SSIMS team.
- IEP forms are being incorporated into the Encore database application during August.

Reports

- Encore standard reports are being tested by the SSIMS team.
- Encore standard reports are being compared with MPS current special ed. reports.
- A reports committee has been formed to review and advise on report requirements.
- Crystal Report Writer Enterprise version has been selected as the SSIMS report-writer software.

Encounter Tracker (ET)

- ET Business Process Analysis document was approved by MPS on March 14, 2003.
- ET planning meetings with 4GL Corporate took place on May 1 and June 10.
- The next ET committee meeting is scheduled for August 14.

Forms Updating Encore Database (FTI)

- Data mapping for first 56 IEP form pages is complete.
- FTI coding is taking place during July and August.
- Testing is scheduled for August.

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

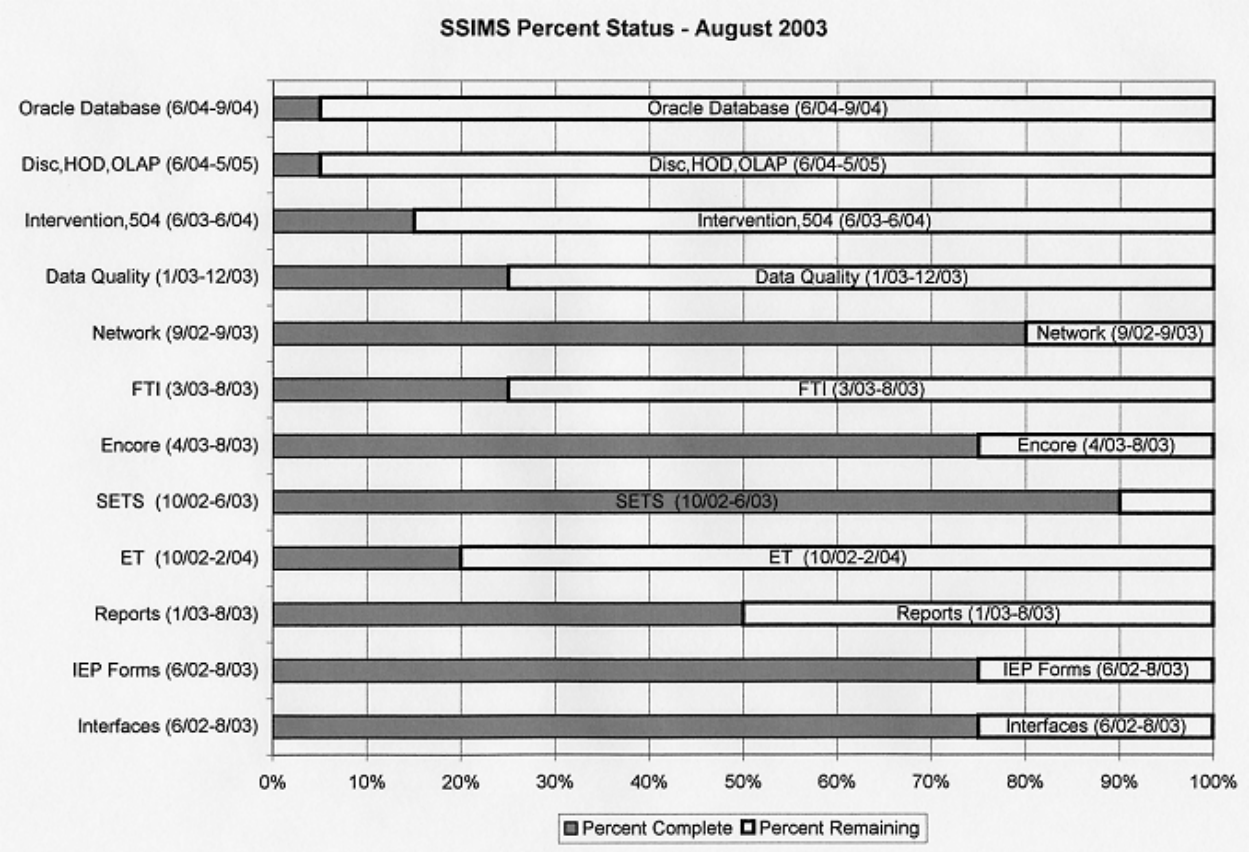
- SSIMS team is meeting with Technology to discuss logistics of MPS school network access.
- SSIMS Network Readiness Survey was sent to MPS principals, including charter principals, on May 16, 2003.
- Survey results have been evaluated and given to Technology.

SSIMS Data Quality

- A SSIMS data-quality committee is being formed to evaluate and monitor SSIMS data.

Rollout Schedule

- Encore database was delivered to MPS on June 12; training is scheduled for July and August 2003.
- Forms testing and training is being held at MPS in July and August.
- Encore and forms implementation is scheduled for late August 2003.
- Encounter Tracker is scheduled for implementation in February 2004.
- Intervention, 504, Discipline, HOD, and OLAP module implementation will take place in 2004 and 2005.



3. REPORT ON *OPTIMIZING SUCCESS THROUGH PROBLEM SOLVING*

The following information summarizes the development of the Milwaukee Public Schools' initiative *Optimizing Success Through Problem Solving.* This initiative, which is still within its formative stages of development, is making a positive impact on schools and the MPS school district as a whole. Optimizing Success Through Problem Solving strives to bring data-based decision making to staff, parents, and students in order to have an impact on schools at the preventative, early intervention, and focused-intervention levels. During the 2002-2003 school year, 32 schools received problem-solving support from a team of MPS problem-solving facilitators charged with bringing the initiative to, and guiding schools through, the phases of problem solving.

A. Capacity Building

1) There continues to be interest in MPS's *Optimizing Success Through Problem Solving* within the larger community. Ongoing collaborative efforts within the District and efforts to draw on state and national resources serve to build capacity for schools and work to ultimately support student achievement. Training, dialogue, and support have been offered to several groups across the District, using MPS, local, state and national expertise.

   In an effort to broaden teachers' repertoires of effective interventions for students with academic or behavioral needs, several district-wide trainings were held. The annual "Intervention Bonanza" took place in January and featured Jim Wright, a national problem-solving specialist and author of the website <interventioncentral.org>.

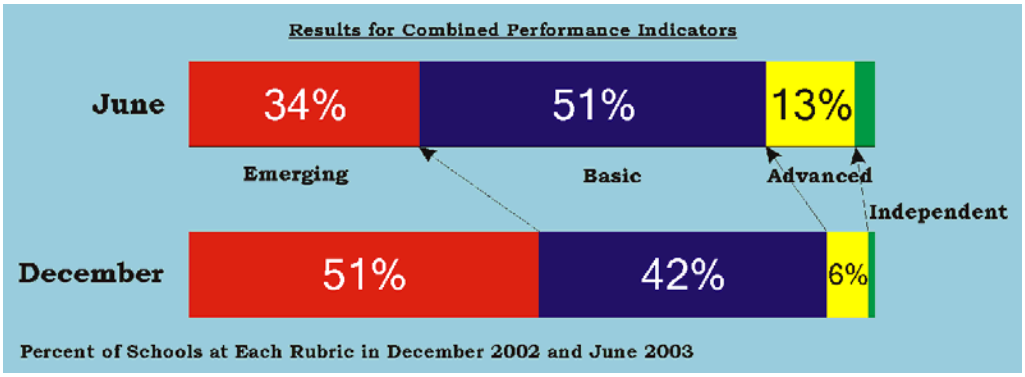
2) At the state level, workshops were offered to state associations and school districts. On the national level, a representative from *Problem Solving* participated the Public Policy Forum and Center on Education Policy. *Optimizing Success Through Problem Solving* was also featured in two national presentations: at the National Association of School Psychologists' Convention and at the Urban Special Education Collaborative.

3) An advisory board consisting of national and local experts on educational meets annually to review the progress of the initiative and to offer advice. A steering committee consisting of MPS staff, community represents, and parents meets three times a year to provide ongoing support and advice.

B. General Outcomes

1) Schools in the initiative demonstrated solid progress toward the goal of full implementation of problem solving. The overall impact of problem solving at the school level is measured by the progress which schools make in 12 performance indicators. Each performance indicator is broken into four rubrics: Emerging, Basic, Advanced, and Independent. Ratings are based on staff surveys and facilitator report.

2) An analysis of the overall school rubric ratings revealed a positive trend from December 2002 to June 2003. As can be seen in the figure below, during December 51% of schools were rated at an Emerging level on overall performance indicators. By June, this number had declined to 34% as schools moved into higher levels of functioning. The Basic rating moved from 42% in December to 51% in June, while schools rated at the Advanced level increased from 6% in December to 13% in June.



3) Overall implementation results, as measured by the performance indicators, are consistent with general survey data which show that staff endorsement of problem solving has remained consistently high. In June 85% of staff surveyed at problem-solving schools reported that the problem-solving process was good for students.

4) The most notable gains at the schools were found in staff response to problem-solving professional development and support in the areas of progress monitoring, application of evidenced-based intervention strategies, and problem solving and/or IEP team functioning.

School Performance Indicator	Level*	Gain**
The school has a functioning core team that has a prevention-level action plan and guides implementation of problem solving at the school.	Basic	--
Optimizing Success Through Problem Solving is coordinated with literacy efforts at the school.	Emerging	--
Parents receive training in the problem-solving process.	Emerging	--
The 4-step problem-solving process is taught to students.	Emerging	+
Staff use the 4-step problem-solving process for daily decision making.	Basic	+
The staff is offered professional development opportunities in problem solving (survey indicated some or substantial training).	Basic	+
Staff use data for instructional decision making.	Basic	+
Effective problem-solving interventions in academic areas are offered to students.	Basic	+
Effective problem-solving interventions to improve student behavior are offered.	Basic	+
Staff use progress monitoring to monitor the success of interventions.	Basic	+
The problem-solving process is used to service students through the Collaborative Support Team (CST) or *Problem Solving* Team (PST).	Basic	+
The IEP team uses problem-solving procedures to assess students referred for special education services in a non-categorical manner.	Emerging	+

**Level :* *The most frequently rated level for schools in June (Emerging, Basic, Advanced or Independent).*

*** Gain :* *+ = Schools trend to positive growth, - - = Schools remained at same levels. - = decrease in rating.*

C. Problem Solving Teams

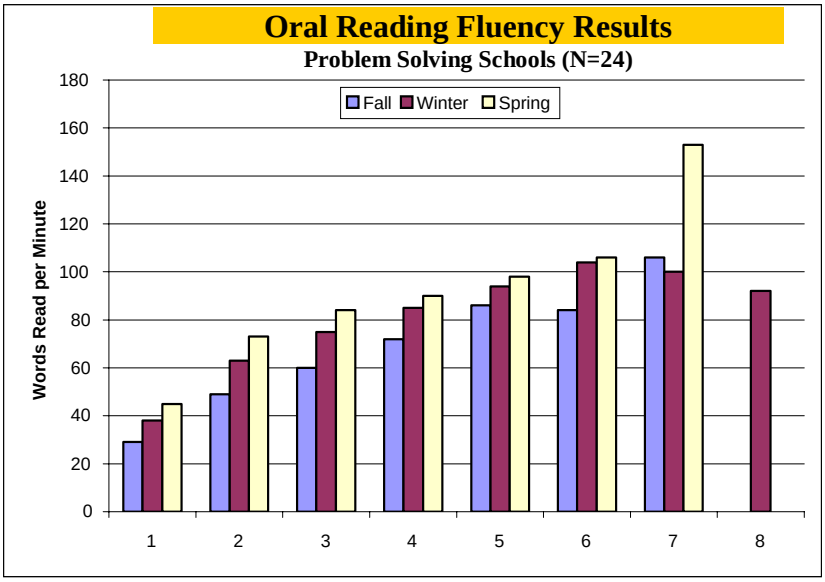
1) Gains were noted in the effective practices of school-based Problem Solving and IEP teams. These teams increased their skills in areas of student intervention and assessment, with resulting indicators of improved student progress. Effective problem solving at this level requires that teams set goals, intervene, monitor the effectiveness of the intervention, and then hold follow-up meetings. 68% of the students serviced by Problem Solving teams received follow-up services. Staff and parents attending Problem Solving Team (PST)/Collaborative Support Team (CST) meetings consistently reported a high level of satisfaction with the problem-solving process.

Student Goal Attainment	Percent of Students
Fully Met Goal	26%
Progress Toward Goal	40%
Maintained Baseline	30%
Somewhat Worse	3%
Much Worse	1%

D. Curriculum-Based Measurements — A Progress-Monitoring Tool

1) There was a dramatic increase in the use of curriculum-based measurements by teachers for instructional decision making. Curriculum-based measurements are efficient, reliable assessment probes used for benchmark assessments and progress monitoring. Staff at 34 schools district-wide used the MPS online data-entry system. The level of staff participation in these assessments varied from repeated screening throughout the year of all students at all grade levels in some schools to preliminary screenings of a few classrooms or grade levels at other schools.

2) Oral-reading-fluency measures were by far the most popular curriculum-based measurement used, with 10,713 data entries recorded for 3,955 students. The following graph shows the oral-reading-fluency results of students at the 24 problem-solving schools using the online data-entry system.



3) Consistent progress is evident in grades one through seven. Discrete Fall, Winter, and Spring screenings allowed teachers to mark the progress of their students throughout the year. Support from problem-solving facilitators provided staff with guidance regarding appropriate intervention strategies for students demonstrating need and allows regular data collection to happen.

E. In Conclusion

During the current school year, *Optimizing Success Through Problem Solving* offered support to district-wide initiatives and maintained collaborative relationships with state and national organizations. This widely encompassing approach to implementation of the initiative, coupled with direct in-school support from problem-solving facilitators, resulted in overall positive gains on most school performance indicators. While it is important to note that the 32 schools are at widely divergent stages of development and length of time involvement in problem-solving, our focus is a movement toward the goal of full, successful implementation of problem-solving at each school and, thus, student success.

The complete year-end report is attached as an appendix.

4. NURSING SERVICES

A. This information is provided to the Board to inform them of activities regarding nursing services in the District and as required by Wis. Stat 121.02(1)(g) and Wis. Admin. Code PI 8.01(g) (commonly referred to as Standard G). Each school district is required to provide emergency nursing service and to report that service for school board review annually.

B. Eleven years ago, as the number and severity of students' health problems became more complex and daily services were required by students' IEPs, services previously provided by the City of Milwaukee Health Department were shifted to MPS, which assumed the role of managing its own nursing service for special education students. The Division of Special Services has provided skilled nursing care identified as part of students' IEPs (e.g. g-tube feedings, catheterizations, suctioning) by a staff of primarily itinerant nurses, These services are partially reimbursable as a school-based service through Medicaid, although the costs far exceed the reimbursement.

C. Unlike other districts in the state, we do not generally have school nurses in buildings who serve regular education students. Beginning in 2001-2002, we began an attempt to rectify this situation by offering schools the opportunity to purchase (through the buy-back system) additional school-nursing time for regular education students.

1) For the upcoming school year, 18 schools have used their funds to buy such services for students. Within such a school, skilled nursing services are provided to all students. The provision of this service in many cases has resulted in increased attendance and, hopefully as a result, higher achievement. This school year, MPS Nursing Services has provided nursing care in 40 school buildings.

2) The focus of school nursing services is to increase student attendance and develop healthy, resilient learners. The types of services provided in schools included management and care of students with health needs such as medication administration (including insulin injections), nebulization, and peak-flow-meter assessment of asthma, emergency first aid, glucose monitoring for diabetes, and instruction in preventive health behaviors, development of student emergency medical plans for use by school personnel, and improvement of access to primary care by developing strong referral linkages with physicians and health agencies in the community.

D. We have been able to develop increased communication and collaboration with school-based health centers, community health programs, and other community-based organizations. Major initiatives include facilitation of the Superintendent's Health Initiative; recruitment of a school district medical advisor, Dr. Kimberlie Ward; district-wide vision screening with community volunteers; collaboration with Fight Asthma Milwaukee on education, outreach, and surveillance in our schools; partnership with the Visiting Nurse Association to provide daily professional nursing care of students with diabetes at schools without school nurses; acquisition of the eSIS nursing module for use next school year; provision of check ups and dental sealants to students; and participation in coordination of Badger Care designed to preserve and strengthen current Medicaid service levels for children and families. Another example is our collaboration with MPS's Division of Facilities and Maintenance to place signs regarding hand washing in all restrooms in the District in an effort to contain the spread of disease.

E. We are also examining district practices regarding the presence of lice on students. Lice are a huge concern in many schools, with a significant number of days being missed due to exclusions. We have moved away from recommending the use of toxic chemicals (such as are in Nix, etc) and instead have begun to use special combs and instruments to remove nits and lice. Students are then able to stay in school and not be excluded as they had in the past. A demonstration of the power of having a nurse is a school that averaged ten days of absence per student per year before they had a nurse. After having a nurse who was able to spend the time and effort it takes to control lice, the average absence rate due to lice dropped to two days per year.

F. These report includes the activities of 3 nursing supervisors, 8 school nurses (RN's), 28 school nurse associates (LPNs), and the Health Services Coordinator.

	2001-2002 School Year 34 schools (11 purchased-service schools)	2002-2003 School Year 40 schools (18 purchased-service schools)
Number of ill/injured students seen	12986	22,729
Number of students with daily medication(s)	124	132
Number of doses administered by nurses*	18,107	15,616
Number of students with chronic diseases identified	881	2055
Number of emergency care plans completed	588	1229
Number of supervised blood sugar tests	3897	5907
Number of supervised insulin injections	1545	4539
Number of G-tube/J-tube feedings administered	14,014	12,640
Number of catheterizations completed	3958	3836
Number of nebulizer treatments competed	918	740
Number of tracheostomy suctioning	5	129

	2001-2002 School Year 34 schools (11 purchased-service schools)	2002-2003 School Year 40 schools (18 purchased-service schools)
Number of meter dose inhaler uses supervised	1544	1715
Number of classrooms screened for head lice**	62	31
Number of students screened for vision	1809	2402
Number of students referred for vision care	581	668
Number of BBP staff trainings	5	16
Number of school staff certified in CPR	80	77
Number of parent-teacher conf. attended by nurses	40	59
Number of IEP completed by all RNs	419	405
Number of students needing 1:1 nursing care	0	4

* Decrease reflects the increased prescription of time-released Ritalin and Adderall, no longer necessitating an at-school dose.

** Decrease reflects the earlier intervention by the school nurse with students suspected of lice, so fewer classroom screenings were necessary

G. The District is moving forward in developing and implementing a comprehensive set of nursing services to reduce health-related barriers to learning, to enhance student attendance, and to develop healthy, resilient learners. We are seeking to work with community partners and our schools to accomplish this goal. Together with the Board, we look forward to working with the Superintendent on the Health Services Initiative, producing positive outcomes for students and families.

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

Access Control, Audio/Video Surveillance System Installation — Phase II

Juneau High School

Prime Contractor
Associated Technical Services, Inc.
11010 West Schlinger Avenue
Milwaukee, WI 53214

Sole Bidder, Base Bid of $108,460.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	0%	0%	20	0	3	Corporation	1

Funds have been committed for this project from account code CBB-0-0BDS-JU-EBBS and OGA-0-0-SST-DW-EAEQ (W.O. 2-534472).

Vincent High School

Prime Contractor
Associated Technical Services, Inc.
11010 West Schlinger Avenue
Milwaukee, WI 53214

Sole Bidder, Base Bid of $84,400.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	0%	0%	20	0	3	Corporation	1

Funds have been committed for this project from account code MBM-0-0-BDH-VN-EMMB (W.O. 2-579102).

Roof Replacement

Audubon Middle School

Prime Contractor
Langer Roofing & Sheet Metal Inc.
345 South Curtis Road
Milwaukee, WI 53214

Low Bidder, Base Bid of $411,950, plus $38,850 for Mandatory Alternate Bid 1, to provide the work for Roof Section "C," for a total contract of $450,800.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% MBE	100	19	2	Corporation	1

Funds have been committed for this project from Facilities and Maintenance FY04 account code FAR- 0-0-980-AD-ECNC (W.O. 2-590632).

Garland School

Prime Contractor
Roberts Roofing & Siding, Inc.
4929 North Lydell Avenue
Glendale, WI 53217

Low Bidder, Base Bid of $297,050.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
Yes	10%	100% DBE	45	20	10	Corporation	1

Funds have been committed for this project from Facilities and Maintenance FY04 account code FAR-0-0-980-GL-ECNC (W.O. 2-590593).

Lowell School

Prime Contractor
Specialty Associates Inc.
11122 West Rogers Street
West Allis, WI 53227

Low Bidder, Base Bid of $336,382.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% MBE	180	7	7	Corporation	1

Funds have been committed for this project from Facilities and Maintenance FY04 account code FAR-0-0-MM2-LW-ECNC (W.O. 2-590616).

Construction Contracts

Total construction contract dollars awarded	$1,277,092.00
Total dollars HUB participation	$375,768.20
% of MBE participation	6.16
% of WBE participation	0.00
% of DBE participation	23.26
% Minority employees within company	17.99
% Women employees within company	9.14

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 EXTEND CONTRACT WITH INTERACTIVE BUSINESS SYSTEMS, INC., TO PROVIDE CONTRACT PROGRAMMING SERVICES IN THE DIVISION OF ASSESSMENT AND ACCOUNTABILITY

Recommend authorization to enter into a contract with Interactive Business Systems, Inc., (IBS) to provide contract programming services in the Division of Assessment and Accountability. This contract is a continuation of programming support. IBS is currently working on the MPS reports. The contract for FY04 will be on a time-and-materials basis at a cost not to exceed $68,000.

The District does not have the expertise in-house. The Administration has reviewed the purchase and has approved the sole-source designation as found in Administrative Policy 3.09.

Fiscal Information: FY04: $68,000

Account Information: SYS-0-0-ASM-RH-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

AUTHORIZATION TO EXTEND CONTRACT WITH ROB MEYER, PH.D., TO COMPLETE VALUE-ADDED SCHOOL PERFORMANCE ANALYSES FOR THE DISTRICT'S REPORT CARD

Recommend authorization to enter into a contract with Rob Meyer, PH.D. In the past three years, he has conducted extensive work evaluating school effects in MPS. Dr. Meyer has consulted with the District as a faculty member with the team from the Wisconsin Center for Educational Research for several years.

Only a couple of educational researchers in the U.S. have completed the kind of extensive statistical modeling done by Dr. Meyer. The Administration has reviewed the purchase and has approved the sole-source designation as found in Administrative Policy 3.09.

Fiscal Information: FY04: $55,000

Account Information: SYS-0-0-ASM-RH-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

AUTHORIZATION TO ENTER INTO A SOLE-SOURCE CONTRACT WITH EDUCATIONAL RESOURCES INC. FOR CONSULTATION AND TRAINING SERVICES IN DIRECT INSTRUCTION

John Muir Middle School is requesting to enter into a contract with Educational Resources Inc. (ERI) for the purpose of providing consulting and training services in the area of Direct Instruction-Reading. ERI is the only consultant available with the resources required to successfully implement the school's Direct Instruction initiative. The contract provides for 48 days of pre-service training.

The Administration has reviewed the request and has approved the sole-source designation required in Administrative Policy 3.09.

Fiscal Information: FY04: $68,100

Account Codes: GEN-00-BDM-NY-ECTS
GEN-00-TI4-MU-ECTS
GEN-00-GU4-MU-ECTS

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, 2003

Total contract dollars to be awarded $191,100
Total dollars eligible for HUB participation $0
Total HUB dollars $0
% of MBE participation 0
% of WBE participation 0
Total HUB Participation 0

Report on Administrative and School Fund Transfers

3. The listing of administrative and school transfers required by Board Policy 4.04 has been 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

4. This document, which has been 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
Bay View	Thaddeus Wozniak	$500	G.A. Fritsche Memorial Scholarship Fund
Malcolm X	Martin F. Stein Living Trust	$175	Basketball Annual Camp
Malcolm X	Deborah Allen	$1,000	Basketball Annual Camp

Committee Recommendation

Your Committee recommends that the Board authorize the contracts as listed abovr; 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 Teacher 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	
Renita Fairbanks Grant	School Secretary I $26,998.00/yr.	08-21-03
Christine Sween School Technology Support	Technology Support Analyst I $36,343.84/yr.	08-25-03
	Promotions	
Michele Brewster Dept. of Human Resources	Human Resources Assistant $33,086.04/yr.	08-05-03
Janine Sedor Garland	School Secretary I $19,442.44/yr.	08-21-03
Daniel Wescott Building Operations	School Engineer I $33,249.06/yr.	08-25-03

Changes In Status

Yvette Chomicki Douglass	Handicapped Children's Assistant $14,609.70/yr.	08-28-03
Carmencita Cruz Student Services	School Secretary I $25,406.99/yr.	08-04-03
Angela Pickens Carson Academy	School Secretary I $22,748.64/yr.	08-21-03

Approval of Certificated Appointments — Teachers

Code	Teachers	Division	Salary	Yrs. Exp. Credit	Start Date
a,nr	Debra A. Alpert Frolkis Cognitive Disabilities	B	$32,683	3	07/30/03
r	Bessie Alexopoulos English as a Second Language	B	$29,224	0	08/28/03
r	Angela K. Aranda Bilingual PreK-3	B	$29,224	0	08/28/03
a,r	Andrea M. Azarian Mathematics	B	$29,224	0	08/28/03
a,r	Elaine O. Banton Cross-Categorical Special Education	B	$29,224	0	08/28/03
r	Carla M. Bauer English as a Second Language	E	$46,803	7	08/28/03
r	Katie A. Beattie PreK-3	B	$29,224	0	07/30/03
a,r	Brenda J. Benner Learning Disabilities	C	$35,254	2	08/28/03
a,r	Leah M. Bradley PreK-3	B	$29,224	0	08/28/03
a,r	Melina L. Braeger Elementary Education	B	$29,224	0	08/28/03
a,r	Roberta J. Breen Learning Disabilities	B	$29,224	0	08/28/03
nr	Jennifer A. Brezinski PreK-3	B	$29,224	0	08/28/03
r	Janet M. Brueggeman Learning Disabilities	B	$35,448	5	08/28/03
a,r	Jannette Burgos Bilingual K-5	B	$29,224	0	08/28/03
a,r	Kristina M. Carstens Early Childhood:EEN	B	$29,224	0	08/28/03

a,r	Lisa D. Chatman Library Media Specialist	BB	$35,724	4	07/30/03
a,r	John R. Chojnacki Emotional Disabilities	B	$29,224	0	08/28/03
r	Ramona N. Clayvon Mathematics	B	$29,224	0	08/28/03
a,r	Kathleen A. Clyne Cross-Categorical Special Education	B	$29,224	0	08/28/03
a,r	Michael W. Coffey Elementary Education	B	$29,224	0	08/28/03
a,r	Tequila S. Coleman Elementary Education	B	$31,299	2	08/28/03
a,r	Emily E. Collins Speech and Language Pathology	B	$29,224	0	08/28/03
a,r	Amarilis Cornejo Bilingual Mathematics	B	$29,224	0	07/30/03
a,r	Paul J. Danninger Cognitive Disabilities	B	$29,917	1	08/28/03
a,r	Kristin C. Davis Learning Disabilities	B	$29,224	0	08/28/03
a,r	Jeanine D. Dunn Elementary Education	B	$29,224	0	08/28/03
r	Jennifer L. Elliott English as a Second Language	B	$29,224	0	08/28/03
r	Nadine R. Emanuel London Upper Elementary	B	$29,224	0	08/2803
a,r	Nichelle R. Finner Music/Chorus	B	$31,299	2	07/30/03
a,nr	Paul R. Forester Emotional Disabilities	B	$29,224	0	08/28/03
a,r	Kristine A. Frankowski Emotional Disabilities-Autistic	B	$29,224	0	08/28/03
a,r	Alonzo Fuller Upper Elementary	B	$31,674	0	07/29/03
r	Cynthia A. Galvan English	D	$59,578	16	08/28/03
r	Tina M. Gattuso Elementary Education	B	$29,224	0	08/28/03
r	Christy A. Gauger PreK-3	B	$29,224	0	08/28/03
a,r	Jessica J. Gharrity Art	B	$29,224	0	07/30/03
r	Hayley Gordon Biology	B	$29,224	0	08/28/03
a,r	Elizabeth M. Gould Bilingual Language Arts	B	$29,224	0	07/30/03

a,r	Joan Gozdziewski Cognitive Disabilities	B	$29,224	0	08/28/03
a,r	John M. Gransee Science	B	$29,224	0	08/28/03
a,r	Anna G. Groppi Mathematics, Reading, Social Studies	B	$29,224	0	08/28/03
r	Michelle M. Haggerty Elementary Education	B	$29,224	0	07/30/03
r	Michelle L. Hayes Elementary Education	B	$29,224	0	08/28/03
a,nr	Norman C. Hedrick Science, Social Studies	B	$29,224	0	08/28/03
a,r	Patricia M. Herrera Bilingual, Grade 2	B	$29,224	0	08/28/03
r	Andrew J. Hoffmann English	B	$29,224	0	08/28/03
a,r	Tamara D. Holmes Elementary Education	B	$29,224	0	08/28/03
a,r	Tavia L. Horton Technical Education	B	$29,917	1	08/28/03
a,r	Courtney E. Howe Elementary Education	B	$29,224	0	08/28/03
nr	Jaclyn R. Hudak PreK-3	B	$29,224	0	08/28/03
a,r	Dawn M. Jackson Upper Elementary	B	$29,224	0	07/30/03
r	Lisa A. Johnson Elementary Education	B	$29,224	0	08/28/03
a,r	Thomas M. Johnson Science	B	$29,224	0	08/28/03
a,r	Katerina A. Jones Elementary Education	B	$29,224	0	08/28/03
nr	Marti D. Jones Elementary Education	B	$29,224	0	08/28/03
a,nr	Karis Y. Kaiser Cognitive Disabilities	B	$29,224	0	08/28/03
r	Jody L. Kalawa Speech and Language Pathology	B	$29,224	0	08/28/03
a,nr	Jennifer J. Karweik Cognitive Disabilities	B	$29,224	0	08/28/03
a,r	Kathleen Kennedy Cross-Categorical Special Education	B	$31,674	0	07/29/03
nr	Jennifer L. Kerr PreK-3	B	$29,917	1	08/28/03
a,nr	Rebecca M. Kieckhafer Cognitive Disabilities	B	$29,224	0	08/28/03

nr	Denni L. Klisch Early Childhood:EEN	BB	$37,176	5	08/28/03
r	Emily J. Kluess Biology/Life Science	B	$29,224	0	08/28/03
a,r	Alisa R. Knox Upper Elementary	B	$29,224	0	07/30/03
a,r	Joseph J. Kovochich Elementary Education	B	$29,224	0	08/28/03
a,r	Tammy L. Krohn Cross-Categorical Special Education	B	$29,224	0	08/28/03
a,r	Amy E. Kuhn PreK-3	BB	$32,820	2	08/28/03
r	Rebecca R. Laabs Upper Elementary	B	$29,224	0	08/28/03
a,r	Erin R. Lance Cross-Categorical Special Education	B	$29,224	0	08/28/03
a,r	Melanie J. Lehninger Special Education	B	$29,224	0	08/28/03
r	Kristina L. Lesner Elementary Education	B	$29,224	0	07/30/03
a,r	Leslie T. Losee Cross-Categorical Special Education	B	$29,224	0	08/28/03
a,r	Jerry Luckett Upper Elementary	B	$29,224	0	08/28/03
nr	Lisa M. Mackey Elementary	B	$29,224	0	08/28/03
a,r	Toyree Madison Learning Disabilities	B	$38,214	7	08/28/03
a,nr	John D. Malley Emotional Disabilities	B	$29,224	0	08/28/03
r	James P. Mangan Elementary Education	B	$38,214	7	08/28/03
a,r	Deborah D. Martin Grades K-8	B	$42,913	8	07/29/03
a,r	Mary A. Mays Cross-Categorical Special Education	B	$29,224	0	08/28/03
a,nr	Terence S. McAdams Cross-Categorical Special Education	B	$31,299	2	08/28/03
r	Erin McCauley PreK-3	BB	$30,643	0	08/28/03
a,r	Anthony J. McDaniels Elementary Education	B	$29,224	0	08/28/03
a,r	James A. McLure Head Start	B	$31,674	0	07/29/03
r	Brianna L. Miller Grades K-8	B	$32,683	3	07/30/03

r	Margaret J. Morgan Elementary Education	B	$29,224	0	08/28/03
a,nr	Scott M. Mullee Mathematics	B	$29,224	0	08/28/03
a,r	Angelo W. Mussomeli Elementary Education	B	$29,224	0	08/28/03
a,r	Ericka S. Nash Mathematics, Reading, Social Studies	B	$29,224	0	08/28/03
a,nr	Joshua J. Olson PreK-3	BB	$31,368	1	07/30/03
a,r	Zara H. Pakroo Learning Disabilities	B	$29,224	0	08/28/03
nr	Kimberly L. Parkinson Elementary Education	B	$29,224	0	08/28/03
a,r	Stephen M. Paske Cross-Categorical Special Education	B	$29,224	0	08/28/03
a,r	Vernita V. Phillips Upper Elementary	B	$29,224	0	08/28/03
a,r	Marcel M. Piatek Emotional Disabilities/Learning Disabilities		$29,224	0	08/28/03
a,r	Lettice M. Pinel Elementary Education	B	$29,224	0	08/28/03
a,r	Maribel Ramos Bilingual, Elementary Education	B	$29,224	0	08/28/03
r	April J. Remfrey Cross-Categorical Special Education	B	$29,224	0	07/30/03
a,r	James H. Riggenbach Upper Elementary	B	$29,224	0	08/28/03
a,r	Jennifer B. Riveros Bilingual, K-5	B	$29,224	0	08/28/03
a,r	Angela L. Roach Orthopedic Disability	B	$29,224.	0	08/28/03
a,r	Sarah L. Roecklein Elementary Education	B	$29,224	0	08/28/03
a,r	Aimie M. Rognsvoog Cross-Categorical Special Education	B	$29,224	0	08/28/03
r	Lisa D. Samper PreK-3	B	$29,224	0	08/28/03
a,r	William A. Shaw Learning Disabilites	B	$29,224	0	08/28/03
a,r	Matthew G. Skinner Mathematics	B	$29,224	0	08/28/03
a,r	Kortney E. Smith Elementary Education	B	$29,224	0	08/28/03
a,r	Jacqueline N. Spence English, Reading, Mathematics	B	$29,224	0	08/28/03

a,r	Nicole M. Stange Speech and Language Pathology	B	$29,224	0	08/28/03
a,r	Joseph B. Stewart Elementary Education	B	$29,224	0	08/28/03
a,r	Amber E. Tanty Learning Disabilities	B	$29,224	0	08/28/03
a,r	Dorothy F. Thompson Dance	B	$31,299	2	07/30/03
a,r	J. Louise Turner Cognitive Disabilities	B	$29,224	0	08/28/03
a,r	Lisa Turner Upper Elementary	B	$29,224	0	08/28/03
a,nr	Tomille E. Tuzzolino Learning Disabilities	B	$29,224	0	08/28/03
r	Sonia Uppal English as a Second Language	B	$29,224	0	08/28/03
a,r	Sandra V. Valadez Bilingual, Elementary Education	B	$29,224	0	08/28/03
a,r	Sean P. Veternick Elementary Education	B	$29,224	0	08/28/03
r	Elise E. Waara PreK-3	B	$29,224	0	08/28/03
r	McNeal I. Waters Grades 1-3	B	$29,224	0	08/28/03
a,r	Kerry L. Wiedemann Cross-Categorical Special Education	B	$31,299	2	08/28/03
nr	Stephanie J. Wild Elementary Education	B	$29,224	0	08/28/03
a,r	Cecelia R. Williams Upper Elementary	B	$29,224	0	08/28/03
a,r	Janissha L. Williams Upper Elementary	B	$29,224	0	08/28/03
a,r	Shandowlyon L. Williams Learning Disabilities	B	$29,224	0	08/28/03
a,nr	Ronald T. Yarbrough Reading, Social Studies, Grade 8	B	$29,224	0	08/28/03
nr	John J. Young Kindergarten	BB	$31,368	1	08/28/03
r	Sara B. Ziolkowski PreK-3	B	$29,224	0	07/30/03
nr	Angela C. Zore Elementary Education	B	$29,224	0	08/28/03

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
Personal Leave, to June 17, 2004:		
Michelle Maas	95th Street	August 28, 2003
Extension of Maternity Leave, to June 17, 2004:		
Claudia Heller de Messer	Leave	August 28, 2003
Extension of Personal Leave, to June 17, 2004:		
Cindrea Gosh Lee	Leave	August 28, 2003
Sidney Hatch	Leave	August 28, 2003
Patrick O'Mahar	Leave	August 28, 2003
Stephanie Walters	Leave	August 28, 2003

Report on Resignations

Name	Position	Effective Date
Kelly Allison Rasmussen	Teacher	06/26/03
Andrea Arndt	Teacher	07/16/03
Sandra Beermann	Teacher	07/12/03
David Behm	Teacher	07/21/03
Teresa Bleskey	Teacher	07/09/03
Chad Buboltz	Teacher	07/10/03
Tayotis Caldwell	Teacher	07/31/03
Chana Cheplowitz	Teacher	07/10/03
Stephanie Cieciwa	Teacher	07/15/03
Carol Davidson	Teacher	11/21/03
Luz Encarnacion	Teacher	07/31/03
Sara Miller Foley	Teacher	07/21/03
Judith Friedrich	Teacher	09/03/03
Shannon Gasiorowski	Teacher	07/24/03
Vanessa Giddens	Teacher	07/09/03
Anne Groh	Teacher	06/20/03
Linda Hoffman	Teacher	08/05/03
Maggie Kelly	Teacher	07/25/03
Maggie Knachel	Teacher	07/21/03
Kristy Knoblock	Teacher	07/21/03
Katina Koch	Teacher	08/01/03
Lacey Kreitzman	Teacher	07/01/03
Dara Kumbera	Teacher	08/25/03
Marcus Loppnow	Teacher	07/21/03
Francisco Martorell	Teacher	09/12/03
Doreen McDermott	Teacher	06/30/03
Darlene Moore	Teacher	07/05/03
Diana Morgan	Teacher	07/25/03
Beth Neustifter	Teacher	07/05/03
Dawn Overbeck	Teacher	12/22/03

James Rainer	Teacher	08/27/03
Theodore Rutowski	Teacher	09/02/03
Pamela Sadler	Teacher	07/24/03
Anne Seibel	Teacher	06/20/03
Erin Shaffer	Teacher	07/14/03
Catherine Spivey	Teacher	07/07/03
Julie Steuber	Teacher	07/31/03
Gena Stezala	Teacher	07/18/03
Toni Verastegui	Teacher	07/29/03
Andrea Warner	Teacher	07/13/03
Frank Williams	Teacher	07/23/03
Demetria Woods	Teacher	05/07/03

Affirmative Action Report

5. The Affirmative Action Report for July 2003 has been attached to the minutes of your Committee's meeting. This is an informational report, and no action is required.

Committee 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 Recommendation

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

5(r)	Grace Thomsen	Principal Milwaukee School of Languages	Schedule III, Range 14Z $76,733.68
2(r)	Betty Blue	Principal Clarke Street School	Schedule III, Range 13Z $78,669.80
2(r)	Clark Addison	Principal Doerfler School	Schedule III, Range 13Z $78,669.80
5(r)	Lisa Bickham	Principal Franklin School	Schedule III, Range 13Z $76,821.97
2(r)	Lisa Marion	Principal Kilbourn School	Schedule III, Range 13Z $64,882.99
5(r)	Wendell Smith	Principal Longfellow School	Schedule III, Range 13Z $72,481.78

5(r)	Steven Emmling	Assistant Principal Custer High School	Schedule III, Range 12Y $56,923.17
5(r)	Mark Fennema	Assistant Principal Juneau Business High School	Schedule III, Range 12Y $68,082.58
5(r)	Gregg Willis	Assistant Principal King High School	Schedule III, Range 12Y $66,732.89
2(r)	Lizzie Hartwell	Assistant Principal South Division High School	Schedule III, Range 12Y $65,723.30
2(r)	Derek Brewer	Assistant Principal Vincent High School	Schedule III, Range 12Y $79,304.37
5(r)	Margarette Spears	Assistant Principal Milwaukee German Immersion School	Schedule III, Range 10Z $75,104.64
5(r)	Jodena Searl Wnorowski	Equitable Ed'l Opportunities Liaison Department of Special Services	Schedule III, Range 10A $69,194.93
2(r)	Paulette Douglas	Employment Compliance Officer Department of Human Resources	Schedule III, Range 9A $55,055.00
5(r)	Suzanne Gahan	Special Education Supervisor Department of Special Services	Schedule III, Range 8C $49,907.05
2(r)	Cathy Golden	Special Education Supervisor Department of Special Services	Schedule III, Range 8C $44,877.00
2(r)	Yvonne Perry	Special Education Supervisor Department of Special Services	Schedule III, Range 8C $54,236.42
5(r)	Cathy Rondinelli	Special Education Supervisor Department of Special Services	Schedule III, Range 8C $63,423.57
5(r)	Amy Seroogy	Special Education Supervisor Department of Special Services	Schedule III, Range 8C $65,211.00
5(r)	Michael Spidell	Special Education Supervisor Department of Special Services	Schedule III, Range 8C $46,399.29
4(r)	Hector Perez-LaBoy	Principal Walker International Middle School	Schedule III, Range 14A $96,932.56

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
6 Other
r Resident who must remain resident

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

* * * * *

(Item 4) Action on a Recommendation to Close Steuben Middle School

Administration's Analysis

1. At its meeting of August 24, 2000, (Proc. pp. 183-187) the Board adopted the plan for the Neighborhood Schools Initiative (NSI), which the State Legislature's Joint Finance Committee subsequently adopted on September 26, 2000. Contained in the plan was the following recommendation relative to Steuben Middle School:

> ….Convert Steuben to a community middle, recognizing enrollment preference for students who wish to attend the school within an established radius of not more than two miles; encourage before and after school programming to cultivate the school's community focus; and make modifications to the building as required to accommodate such supplemental programming….

2. Since the school's designation as a community school, the enrollment at Steuben has decreased 43.5%, from 920 students in 1999 to a projected 520 in 2003. This decrease is detailed as follows:

Year	Total Enrollment
1999	920
2000	885
2001	874
2002	681
2003 (Projected)	520

3. In addition to the decrease in enrollment at the school, the number of students residing in the attendance area selecting Steuben has also decreased. In 2002, there were 3,319 students residing in the attendance area who were attending public schools. Of that number, only 311, or 9.37%, attended Steuben. To date, only 25, or 2.4% of the 1,034 students in Grade 6 that reside in the attendance area, have selected Steuben as their first choice, and only 99, or 9.5%, have selected the school.

4. Another factor relating to Steuben's attendance is the increase in the number of K-8 schools. In 1997, MPS had eight K-8 schools. Currently there are 35 K-8 schools. When the NSI project reaches its completion, there will be a total of 49 K-8 schools.

5. The data clearly indicate that parents do not support Steuben as a community school. As a result, the Superintendent met with the school staff on June 13, 2003, and informed them that a recommendation to close the school on a phased-out basis would be considered by the Board in August.

Strategic Plan Compatibility Statement

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

Statute, Board Policy or Rule Statement

7. The recommendation is consistent with Administrative Policy 5.01(8), which requires that the Board take action on school closings no later than December 31 of the year preceding the closing.

Fiscal Impact Statement

8. This item does not authorize expenditures and has no fiscal impact at this time.

Implementation and Assessment Plan

9. Upon approval by the Board, the Administration will phase the closing in over a two-year period by restricting enrollments at all grades in FY05 and the other grades in subsequent years. Enrollments will be evaluated annually to ascertain whether the phasing-out of the enrollment can be accelerated.

10. At this time, no future use of the facility has been identified. During the FY04 school year, the Administration will evaluate the facility to determine its ability to house a variety of programs. The Administration will report back to the Board with recommendations no later than the November 2003 meeting.

11. Approval of the recommendation will require reassignment of the attendance area for the middle school. Given the size of the existing attendance area, as well as the potential future closing of other middle schools, the Administration has no recommended action at this time. The Administration will examine various alternatives and will bring a recommendation to the Board at its October 2003 meeting.

Committee Recommendation

Your Committee recommends that the Board give the Administration authorization to close Steuben Middle School on a two-year basis beginning with the 2004-2005 school year.

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

* * * * *

(Item 5) Action on a Request to Enter into a Sole-Source Contract for the Purchase of Longitudinal Assessment Materials (CTB)

Background

1. On October 31, 2000, the MPS Board of School Directors adopted Policy 7.38, Balanced Assessment System. One of the three components of the Balanced Assessment System — longitudinal assessments of student growth — requires the purchase of standardized assessments that align with the Wisconsin Knowledge and Concepts Exam (WKCE) at grades 4, 8, and 10.

2. On October 31, 2000, in June of 2001, and again in June of 2002, the Board 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. 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 2003-04 school year, 67 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 again to 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:

- The assessments align with the State standards.
- The 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 learners of the English language. Further, as a part of the contract, both braille and large-print versions of the assessment will be provided to students who are visually impaired.

- Common scale scores with the WKCE will provide the most reliable information possible for measuring growth in student achievement over time.
- 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 grade 3 will provide participating schools the opportunity to analyze student data and to improve their instructional programs prior to the administration of the 4th-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 Policy 7.37, MPS Promotion and Graduation Requirements; Policy 7.38, MPS Balanced Assessment System; and Policy 2.16, District Accountability System.

Fiscal Impact Statement

8. The longitudinal assessments are included in the FY04 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 $765,077 in FY04.

Implementation and Assessment Plan

9. Timeline

Pre-test Seminar for school teams ..... September, 2003

Assessment window ..... November 3-21, 2003

Post-test and Professional Development sessions ..... Spring 2004

Committee 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 $765,077.00.

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

* * * * *

(Item 6) Action on a Recommendation to Revise Administrative Policy 8.01, Student Nondiscrimination Under Wisconsin Statutes Section 118.13 and PI 9 of the Wisconsin Administrative Code, and Administrative Procedures 8.01, Student Nondiscrimination

Administration's Analysis

1. The Board adopted the revision to Administrative Policy 8.01, Student Nondiscrimination under Wisconsin Statutes Section 118.13 and PI 9 of the Wisconsin Administrative Code, and Administrative Procedure 8.01.on March 19, 1995. The policy had been coded Administrative Policy JB prior to May 1995 and Administrative Policy 10.01 between May 1995 and August 1996.

2. Pupil Nondiscrimination Appeal No. 00-PDA-02, which was filed with the Wisconsin Department of Public Instruction (DPI) on August 3, 2000, regarded the Milwaukee Public Schools' final determination of the appellant's complaint of pupil discrimination dated July 10, 2000. While DPI found no evidence that there had been a violation of Wisconsin's Pupil Nondiscrimination Law (Section 118.13) and dismissed the complaint on March 26, 2002, DPI did order MPS to take the following corrective actions as a result of the appeal:

a. Revision of the District's discrimination complaint procedure to ensure decisions are provided within 90 days;

b. Annual distribution of the revised student discrimination complaint procedures to all staff;

c. Training of all district staff and board members responsible for investigating and resolving complaints of pupil discrimination;

d. Development of an administrative system for recognizing, receiving, recording, and acknowledging complaints filed under s.118.13, Stats.; and

e. Development of written guidelines for the investigation and resolution of complaints of pupil discrimination and pupil harassment.

3. Administrative Policy 8.01, Student Nondiscrimination under Wisconsin Statutes Section 118.13 and PI 9 of the Wisconsin Administrative Code, and Administrative Procedure 8.01, Student Nondiscrimination, are therefore being revised to accomplish the corrective actions ordered by DPI on March 16, 2002.

Strategic Plan Compatibility Statement

4. The recommendation supports the MPS vision statement, "We know that children learn and achieve more when they are cared for, when they are safe and when they have a healthy well-being."

Statute, Board Policy or Rule Statement

5. The Administration's recommended revisions are consistent with Wisconsin Statutes Section 118.13, Pupil Nondiscrimination, and Wisconsin Administrative Code PI 9, Pupil Nondiscrimination.

Fiscal Impact Statement

6. No additional funding is required at this time. The Board will be informed if this should change.

Implementation and Assessment Plan

7. Revisions to Administrative Policy 8.01, Student Nondiscrimination under Wisconsin Statutes Section 118.13 and PI 9 of the Wisconsin Administrative Code, and Administrative Procedure 8.01, Student Nondiscrimination, will be announced to MPS staff via the Administrator's Bulletin, to be disseminated by building administration.

8. Parents and students will be informed of the revisions in the *Parent/Student Handbook on Rights, Responsibilities, and Discipline.* Schools will be requested to review the revisions to the policy and procedure and to include information on the revisions in school publications.

9. All district staff and board members responsible for investigating and resolving complaints of pupil discrimination will receive training in how to recognize, investigate, and resolve discrimination complaints.

Committee Recommendation

Your Committee recommends that the Board adopt the revisions to Administrative Policy 8.01, Student Nondiscrimination under Wisconsin Statutes Section 118.13 and PI 9 of the Wisconsin Administrative Code, and Administrative Procedure 8.01, Student Nondiscrimination, as follows:

Administrative Policy 8.01:
Student Nondiscrimination under Section 118.13 and P. 19, Wisconsin Administrative Code

(1) General Principles and Policy

(a) The Milwaukee Public Schools is committed and dedicated to the task of providing the best education possible for every child in the district for as long as the student can benefit from attendance and the student's conduct is compatible with the welfare of the entire student body.

(b) It is the policy of the Milwaukee Public Schools that no person may be denied admission to any public school in this district or be denied participation in, or the benefits of, or be discriminated against in, any curricular, extracurricular, student service, recreational, or other program or activity because of that person's sex, race, national origin, ancestry, creed, religion, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability or handicap, as required by section 118.13 of the Wisconsin Statutes and Chapter PI 9, Wisconsin Administrative Code. ~~This policy includes, but is not limited to, the following:~~ This policy prohibits discrimination in the following areas: admission to any school, class, program, or activity; standards and rules of behavior, including student harassment~~,~~; disciplinary measures, suspensions, expulsions, acceptance of gifts, scholarships, aid, benefits, services to students, instructional, library, media materials, selection, testing, evaluating and counseling students, facilities, opportunities for participation in athletic programs or activities, and ~~food~~ school-sponsored food-service ~~s/~~ programs. This policy also prohibits discrimination as defined by Title IX of the Education Amendments of 1972 (sex), Title VI of the Civil Rights Act of 1964 (race and national origin), and section 504 of the Rehabilitation Act of 1973 (disability).

(c) ~~The district encourages informal resolution of complaints under this policy. If informal resolution is not achieved, a formal complaint resolution procedure is available to address allegations of violations of the policy in the Milwaukee Public Schools. Discrimination complaints shall be processed in accordance with the procedures set forth for this policy.~~ "Student harassment" refers to a range of inappropriate behaviors directed toward students, including, but not limited to, name-calling, bullying, physical attacks and intimidation. Student harassment means behavior towards students based, in whole or in part, on sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability or handicap, which substantially interferes with the student's school performance or creates an intimidating, hostile or offensive school environment.

(d) The suburban school districts participating in the Chapter 220 settlement agreement are required to establish their own student nondiscrimination policies under section 118.13, Wis. Stats., and PI 9, Wisconsin Administrative Code.

(2) Designated Employee

It shall be the responsibility of the designated employee to examine existing policies and develop new policies, where needed, to ensure that the Milwaukee Public Schools does not ~~discriminate pursuant to federal and state law~~ engage in discrimination prohibited by federal and state law. ~~The employee designated shall annually receive complaints filed under section 118.13 of the Wisconsin Statutes, P. 19, Wisconsin Administrative Code of 1973. That employee shall ensure adoption of a complaint procedure to resolve complaints alleging violation of these laws, ensure that an evaluation of district's compliance with section 118.13 of the Wisconsin Statutes is completed every five years under P. 19, Wisconsin Administrative Code, and submit form P1 1197 to the Department of Public Instruction annually.~~ The designated employee shall:

(a) receive and record complaints filed under section 118.13, Wis. Stats., and PI 9, Wisconsin Administrative Code;

(b) investigate the complaints and determine whether or not the student nondiscrimination policy has been violated;

(c) ensure that an evaluation of the district's compliance with section 118.13, Wis. Stats., is completed every five years, in accordance with PI 9.06, Wisconsin Administrative Code, and shall submit form PI-1197 to the Department of Public Instruction annually;

(d) obtain copies of suburban district policies adopted under section 118.13 and PI 9 and will be available to act as a liaison in the event a discrimination complaint is filed and requires assistance in its resolution.

~~The suburban school districts participating in the Chapter 220 settlement agreement are required to establish their own student nondiscrimination policies under section 118.13 of the Wisconsin Statutes, P. 19 Administrative Code. The Milwaukee Public Schools' designated employee shall obtain copies of suburban district policies under section 118.13 and P. 19, and shall be available to act as a liaison in the event a discrimination complaint is filed and requires assistance in its resolution.~~

(3) Complaint Procedures

~~Any complaint regarding the interpretation or application of the district's student nondiscrimination policy shall be processed in accordance with procedures set forth in the administrative procedures manual.~~

(a) The district encourages informal resolution of complaints under this policy. If informal resolution is not achieved, administrative procedures exist to address allegations of violations of the student nondiscrimination policy in the Milwaukee Public Schools.

(b) Discrimination complaints regarding the possible violation, interpretation or application of the district's student nondiscrimination policy shall be processed in accordance with the procedures set forth in Administrative Procedures 8.01: Student Nondiscrimination. Action will be taken to ensure compliance with the district's policy on student nondiscrimination.

Administrative Procedure 8.01:
Student Nondiscrimination

~~Any complaint regarding the interpretation or application of the district's student nondiscrimination policy shall be processed in accordance with the following procedures~~ Any complaint regarding the possible violation, interpretation, or application of the district's student nondiscrimination policy shall be processed in accordance with the following procedures:

(1) ~~Steps in the Process~~ Complaint Procedures

~~**Step 1:** If any person believes that Milwaukee Public Schools, or any part of the school organization, has failed to follow the law and rules of section 118.13 of the Wisconsin Statutes, or in some way discriminates against students on the basis of sex, race, color, national origin, ancestry, creed, religion, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability, he/she may bring or send a complaint to the designated employee, Central Services Building, 5225 W. Vliet Street, P.O. Box 2181, Milwaukee, WI 53208-2181.~~

~~The designated employee, upon receiving such a written complaint, shall immediately undertake an investigation of the suspected infraction. The designated employee shall review with the building principal, or other appropriate persons, the facts surrounding the alleged discrimination. Within 30 days after receiving the complaint, the designated employee shall decide the merits of the case, determine the action to be taken, if any, and report in writing the findings and the resolution of the case to the complainant and the Superintendent.~~

~~**Step 2:** If the complainant is dissatisfied with the decision of the designated employee, he/she may appeal the decision in writing to the Superintendent. Within 15 days after receiving the appeal from the complainant, the Superintendent or his/her representative shall hold a meeting with complainant to hear the terms of the appeal. The Superintendent shall make his/her decision in writing within 15 days after hearing the appeal. Copies of the written decision shall be mailed or delivered to the complainant and the designated employee.~~

~~**Step 3:** If the complainant wishes to appeal a negative determination by the Superintendent, he/she may appeal the decision in writing to the Board within 15 days after receiving the Superintendent's decision. The Board shall hear the appeal at its next regular meeting, or a special meeting may be called for the purpose of hearing the appeal. The Board shall make its decision in writing within 45 days after the hearing.~~

~~**Step 4:** If a complainant wishes to appeal a negative determination by the Board, under section 118.13 (2 and 3) of the Wisconsin Statutes, he/she has the right to appeal the decision to the State Superintendent within 30 days of the Board's decision if the Board has not provided written acknowledgment within 45 days of receipt of the complaint or made a determination within 90 days of receipt of the written complaint. Appeals should be addressed to:~~

~~State Superintendent~~
~~Department of Public Instruction~~
~~125 S. Webster Street~~
~~P. O. 7841~~
~~Madison, WI 53707~~

~~**Step 5:** Appeals under 20 United States Civil Statutes (USCS) 1415 and Chapter 115, Wisconsin Statutes, relating to the identification, evaluation, educational placement, or the provision of a free appropriate public education of a child with an exceptional educational need shall be resolved through the procedures authorized by Chapter 115, sub-chapter V, Wisconsin Statutes. Complaints under 20 USCS 123E 3 and 34 CFR SS.86.780 76.782, commonly referred to as EDGAR complaints, that the state or a sub grantee is violating a federal statute or regulation that applies to a program shall be referred directly to the State Superintendent.~~

~~**Step 6:** Discrimination complaints on some of the above bases may also be filed with the federal government at the:~~

~~Office for Civil Rights, U.S. Regional Office V~~
~~Department of Education~~
~~401 S State Street~~
~~7th Floor~~
~~Chicago, IL 60605 1202~~

(a) Receiving and Recording the Complaint

Step 1: If any person believes that Milwaukee Public Schools, or any school district official or employee has engaged in discrimination that is prohibited by section 118.13, Wis. Stats., he/she may bring or send a written complaint to the following designated district employee:

Designated Employee [must identify employee by name]
Central Services Building, Room _____
5225 West Vliet Street
P.O. Box 2181
Milwaukee, WI 53208-2181

Step 2: The designated employee, upon receiving such a written complaint, shall immediately record the receipt of the written complaint. Within 45 days after receiving the written complaint, the designated employee shall provide the complainant with written acknowledgment of the receipt of the written complaint, including the date the complaint was received.

(b) Investigating and Resolving the Complaint

Step 3: Upon receipt of a complaint, the designated employee shall convene a committee consisting of the Superintendent, or his/her designee; the Chief of the Office of Pupil Services, or his/her designee; and the Chief of the Office of Academic Excellence, or his/her designee. This committee will be responsible for coordinating an investigation of the allegation and will investigate the circumstances of the alleged discrimination, review with the building principal, or other appropriate persons, the facts surrounding the alleged discrimination, determine whether or not a violation has occurred, determine the action to be taken, if any. The designated employee will report in writing the committee's findings and resolution of the case to the complainant and to the Superintendent. The written determination shall be provided to complainant within 90 days of receipt of the written complaint, unless the complainant and designated employee agree otherwise in writing.

(c) Appeal Process

Step 4: If a complainant wishes to appeal the determination of the committee, he/she has the right to appeal the decision to the State Superintendent within 30 days of the committee's decision. If the school district or its employees have failed to comply with the provisions of PI 9.04(2), the complainant may appeal directly to the State Superintendent. Any appeal should be addressed to:

State Superintendent
Department of Public Instruction
125 South Webster Street
P.O. Box 7841
Madison, WI 53707

The written determination issued by the committee shall include Notice of the Complainant's right to appeal the determination to the state superintendent and the procedures for making the appeal.

Step 5: Appeals under 20 U.S.C. sec. 1415 and Chapter 115, Wis. Stats., relating to the identification, evaluation, educational placement, or the provision of a free appropriate public education of a child with an exceptional educational need, shall be resolved through the procedures authorized by Chapter 115, subchapter V, Wis. Stats. Complaints under 20 USC 1231e-3 and 34 CFR secs. 76.780-76.782 that the state or a sub-grantee is violating a federal statute or regulation that applies to a program shall be referred directly to the State Superintendent.

Step 6: Discrimination complaints on some of the above bases may also be filed with the federal government at the:

Office for Civil Rights
U.S. Regional Office V
401 South State Street
7th Floor
Chicago, IL 60605-1202

Director Johnson moved to adopt the report.

The motion prevailed, the vote being as follows:

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

Noes—None.

Voting "present"—Director Hardin—1.

* * * * *

(Item 7) Action on a Request for Continuation of a Sole Source Contract with UWM for a Special-Education Teacher Intern Program

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 in which teachers are prepared, to recruit and retain hundreds of new teachers, and to assist those already teaching to master new competencies in concert with the District's educational reforms. One of the alternate-route teacher-certification programs is the University of Wisconsin-Milwaukee and Milwaukee Public Schools' Internship Program. This program is designed specifically for preparing special education teachers.

2. During the 1998-1999 school year, MPS and UWM began working collaboratively through a partnership agreement to implement a new form of teacher-preparation program. The Internship Program addressed the critical shortage of certified special education teachers in the Milwaukee Public Schools.

The priority objectives of the program are:

- To increase the number of fully licensed special education teachers, particularly those from under-represented populations, to meet the needs of students with disabilities in MPS
- To provide a coordinated support structure to ensure the success and retention of persons learning on the job to work with students with disabilities.

Administration's Analysis

3. Presently the UWM/MPS Internship Program has 116 teachers in MPS schools. Strengths and successes of the program include:

a. UWM graduates are licensed by the Wisconsin Department of Public Instruction and awarded certification in a choice of two areas: Cognitive disabilities, emotional disturbance, or LD at either the primary/middle (1-8) or middle/high school (6-12) grade levels.

b. The UWM Internship Program has been successful in attracting a diverse pool of teacher candidates. As of 2003, 44 percent of the interns who have been accepted into the program were from under-represented populations. A target for the program is to continue to increase membership from priority and under-represented populations.

c. By the end of summer of 2003, a total of 73 interns will have successfully completed the UWM/MPS Internship Program and become eligible for full certification as special education teachers. Twenty-four additional interns have completed their first year of the program and, upon successful completion of the second year, will be eligible for certification in spring of 2004.

d. A part of the program, each intern receives support from 1 of 6 full-time mentor teachers, each having at least 5 years' experience as a special education teacher in MPS. Mentors work with 10 interns each, providing intense support for 5 first-year interns and follow-up to 5 second-year interns. The mentors support interns through activities such as model teaching, peer coaching, planning lessons, leading the IEP process, giving feedback and suggestions, locating resources, and helping the interns link their work to what they are learning in the UWM programs.

e. MPS and the Milwaukee Teachers' Education Association (MTEA) have entered into a memorandum of understanding concerning the assignment of mentor and intern teachers to the UWM Internship Program.

f. All interns take the same UWM courses as do non-interns earning certification at UWM. The University also provides mentor training with a focus on cross-cultural mentoring.

4. To date, the program has focused on preparing special education teachers for certification in grades 1-12.

5. Beginning in the summer of 2003, the UWM/MPS Internship Program expanded to include early childhood special education, including early bilingual special education at this level.

6. The District has requested 12 interns in the elementary/middle program, 12 at the middle/high level, and 16 at the early childhood level for 2003-04. At this point, the program has accepted 29 new candidates.

7. The current agreement between MPS and UWM expired on June 30, 2003. The Administration is recommending renewing the agreement for a one-year period for the 2003-04 school year. Copies of the agreement are attached.

Strategic Plan Compatibility Statement

8. The administrative 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 Rules Statement

9. The recommendation complies with MPS rules and policies.

Fiscal Impact Statement

10. This item authorizes expenditures included in the FY04 adopted budget under the IDEA Flow-Through budget allocations. The cost of the UWM contract will be $53,401. The budget code for this contract is SDV-0-0-IF-4DWECNS.

11. Other costs include six mentor teachers at a salary of $327,257, $180,000 in benefits, and $29,829 in indirect costs. These costs are also covered under IDEA Flow Through Funds. The budget code for the six mentor teacher salaries is SDV-0-0-IF-4DWESTC6016. The budget code for the six mentor teacher benefits is DWC-0-0-IF-4DWEEBN. The budget code for indirect costs associated with the contract is DWC-0-0-IF-4DWEICG.

Implementation and Assessment Plan

12. Upon approval by the Board, the agreement with UWM will be executed and implemented.

Committee Recommendation

Your Committee recommends that the Board approve the agreement between the Milwaukee Board of School Directors and the University of Wisconsin for the 2003-04 school year.

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

* * * * *

(Item 8) Action on Extending the Contract with the Visiting Nurses Association (VNA)

Administration's Analysis

1. A contract with the Visiting Nurses Association (VNA) was approved in the fall of 2002 (subsequent to the RFP process) for provision of necessary mid-day insulin injections for diabetic students who required them in order to stay in school. The purpose of this contract is to provide necessary augmentation of services which the District is unable to provide due to limited staff and to have the agency focus on moving the students toward independent diabetes management including self-injection.

2. The number of students with diabetes who require this service has grown beyond our original projections and thus requires an increase in the contracted amount in order to provide these services. The contract, which has already been increased once to $105,000 (spring 2003), must be increased again to allow the ability to cover services.

3. Other strategies for minimizing cost to the District are being continuously studied, including reallocation of current staff. The need for this medical service, however, will likely continue to exceed our capacity to meet it, as the need arises district-wide during an approximately two-hour time period mid-day.

4. This contract benefits the students of the District in that it provides a required service that enables them to remain in school, provides a cost-effective service to the District, and has as a goal to move students to independence in self-care.

Strategic Plan Compatibility Statement

5. This recommendation supports the MPS Strategic Goal 1, Student Achievement by maximizing students' access to education.

Statute, Board Policy or Rule Statement

6. The recommendation is consistent with state statutes, MPS policies and rules, and federal guidelines.

Fiscal Impact Statement

7. This item authorizes expenditures of up to $150,000. Funding will be provided through the District's special needs fund.

Implementation and Assessment Plan

8. Upon approval of the recommendation, the Administration will execute a contract extension with the Visiting Nurse Association (VNA) that will bring the total allowed expenditures for FY04 to $150,000.

Committee Recommendation

Your Committee recommends that the Board authorize the Administration to amend the contract with the Visiting Nurse Association (VNA) to a cost not to exceed $120,000 to provide required nursing services to students who require injections for medical management.

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

* * * * *

(Item 9) Report of the Neighborhood School Initiative's Student Mobility Task Force (Follow-up to Resolution 0203R-041 by Director Hardin Regarding Transportation Expansion for Students that Move)

Administration's Report

1. During the Neighborhood School Planning process, community members generated concerns related to student mobility. The concerns centered on the likelihood of the student mobility rate's increasing as a result of the projected reduced transportation opportunities for our families.

2. An additional educational concern was that high student mobility impedes the efforts of the Milwaukee Public Schools (MPS) to educate youth. If a child is not present in the same classroom at the same school on a regular basis, the child will not learn, regardless of the quality of instruction, the competency of teachers, or the adequacy of facilities.

3. On August 24, 2000, the Board approved the Neighborhood School Plan (NSP), which the Wisconsin State Legislature approved on September 26, 2000. The Joint Committee on Finance, at its special meeting on September 26, 2000, to approve reports related to MPS's Neighborhood Schools Initiative, directed MPS to "address the issue of pupil mobility and its effects on the education of [MPS] pupils who move frequently."

4. As a result, the Student Mobility Task Force, consisting of MPS staff and representatives from the Milwaukee community, was formed to address mobility issues. The task force was chaired by Ms. Deborah Blanks, Executive Director, Social Development Commission.

5. The Student Mobility Task Force delivered its report to the Joint Committee on Finance in December 2001 and to the Milwaukee Board of School Directors, along with its Student Mobility Impact Reduction Plan, at the November 27, 2001, Board meeting. The Student Mobility Task Force reporting requirement was part of the approved Neighborhood School Plan.

6. The final report of the Task Force contained over 18 recommendations. As part of the 2001-2002 strategic planning process, the Administration incorporated 5 of the 18 recommendations into the strategic plan goals.

7. The Administration reviewed the Student Mobility Impact Reduction Plan and recommended the following activities to increase awareness of student mobility:

a. Revise the District's definitions of mobility and stability;

b. Identify an MPS staff person to collaborate with community groups to look at the social causes of mobility;

c. Conduct a district-level in-service on student mobility using the purchased "Staying Put" curriculum and parent brochure;

d. Give information to child placement agencies regarding transportation regions;

e. Identify an MPS staff person to be the designated mobility contact person for each school site;

f. Develop shuttle bus service among schools within clusters.

8. Principals received the "Staying Put" action plan at the April 10, 2002, Principals' Meeting. Ms. Barbara Buell, Executive Director of Chicago Panel, led the training session at the Principals' Meeting as well as a training session for counselors later that afternoon. MPS and Milwaukee's Mayor's Office proclaimed May 13 through May 17, 2002, as MPS's Mobility Awareness Week. Over 100,000 "If You Move" brochures were duplicated and sent to all schools for distribution in August 2002.

9. On December 6, 2002, the 2000-2001 MPS Mobility Report was sent to the members of the Board of School Directors showing a decline in the number and percentage of mobile students at all grade levels. The 2001-2002 school year showed the largest decline in student mobility when compared with the last three years:

2001-2002.....-21,876 (-23.5%)
2000-2001.....-24,207 (-25.9%)
1999-2000.....-25,439 (-26.6%)

10. A recent report from the Public Policy Forum, *Neighborhood Schools, the Jury is Still Out*, (June 2003) contained the following information: "Mobility and its related measure, stability, seem to be holding steady through the implementation of the plan. However, there is a real potential for mobility to increase as busing is reduced and so the district must remain vigilant."

11. The Student Mobility Task Force met in November 2002, March 2003, and June 2003. Because of common issues, the Administration decided to combine the issue of student mobility with that of the homeless student. As a result, this committee has two co-chairs — Ms. Ada Rivera is overseeing the McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youth, while Dr. Aquine Jackson is responsible for mobility. The Task Force has been dealing with the following issues:

a. The Division of Teaching and Learning has implemented the standardization of curriculum throughout the District; thus, less adjustment will occur when a student changes schools.

b. The bus shuttles have been developed and will be operational this fall in three clusters, Mitchell-south, Metcalfe-central, and Carleton-north. This service is an attempt to keep students that move in the same classroom.

c. Each school has identified a student mobility/homeless contact person.

d. Mobility reporting has been redefined. In previous reports, students were counted twice — once when they entered, and again when they left the schools. Now they are counted once, when they enter the schools. The District is tracking not only those students who move within the school year, but also those students who move from school year to school year.

e. The Administration conducted inservices for principals and the student mobility/homeless contact person regarding the McKinney-Vento Homeless Assistance Act. The definitions of a homeless student and of the services that homeless students are entitled to under the McKinney-Vento Act were developed.

12. Goals for the 2003-2004 school year:

a. Identify and in-service the mobility/homeless MPS staff person from each school regarding the mobility and homeless student issues;

b. Distribute to parents a simplified brochure publicizing mobility options;

c. Review and monitor the implementation of the bus shuttle;

d. Increase contacts with shelters and child-placement agencies; and

e. Work with the Social Development Commission to host a neighborhood forum to provide the public with information on the mobility/homeless students as well as resources that are available.

* * * * *

(Item 10) Action on a Request to Release Funds to Joint Agencies for Milwaukee Neighborhoods (JAMN) for the Purpose of Securing Funds for Community Partners

Background

1. At its regular meeting in August 2000, the Board adopted the plan for the Neighborhood Schools Initiative (NSI). The Neighborhood Schools Plan identified several community organizations as partners in the development of several shared new facilities.

2. As a result of the Administration's planning for the shared partnership facilities, it became evident that several community partners were unable to secure their portions of the financial resources needed for the project.

3. On January 14, 2002, Joint Agencies for Milwaukee Neighborhoods (JAMN) was created by the partner organizations as a way to coordinate fundraising and development activities.

4. At its June 2002 meeting, the Board approved an agreement which provided JAMN with up to $120,000 (in two $60,000 installments) for start-up, operating and fundraising activities for the partners. The initial $60,000 is being used for its intended purpose.

5. In April 2002, the Herzfeld Foundation granted to JAMN $1,000,000, payable over five years in $200,000 installments. JAMN is requesting the remaining $60,000 from the MPS agreement be released and made available to secure $1,000,000 in the form of interim bank financing for immediate construction-related costs incurred for partner facility development projects.

Administration's Analysis

6. For several of the NSI partnerships, the grants provided by JAMN are needed to fulfill the financial requirements for the project.

7. The current aggregate partner funding needs for construction exceed the $200,000 annual distribution from the Herzfeld Foundation. To date, $560,000 has been designated for the partners' construction activities. The additional $440,000 will be needed by the partners for 2004-2005 construction activities.

8. The Administration requests that $60,000 from the $120,000 agreement with JAMN be released to JAMN for the specific purpose of securing $1,000,000 for the partners' use. These funds will come from the "Pay As You Go" account. The June 2002 MPS/JAMN agreement does not allow for funds to be used for interim financing.

9. The City Attorney has reviewed the information contained in this items and has found it consistent with the original agreement. The release of the $60,000 is for a legal public purpose.

Strategic Plan Compatibility Statement

10. The implementation of the Neighborhood Schools Plan is one of the strategic initiatives of the District.

Statute, Board Policy or Rules Statement

11. The recommendation complies with Board policies and rules. The recommendation is compatible with the Neighborhood Schools Initiative Plan as approved by the Board on August 24, 2000 and by the Wisconsin Legislature on September 26, 2000 and with the Board's JAMN agreement of June 2002.

Fiscal Impact Statement

12. The funds are available per the June 2002 Board/JAMN agreement. Funds will come from the "Pay As You Go" account, FAR-0-0-NSS-NL-EOTH.

Implementation and Assessment Plan

13. Upon approval by the Board, the Administration will provide $60,000 to JAMN to secure the Herzfeld $1,000,000 donation.

Committee Recommendation

Your Committee recommends that the Board approve that $60,000 from the $120,000 agreement with JAMN be released to JAMN for the specific purpose of securing $1,000,000 for the partners' use. These funds will come from the "Pay As You Go" account.

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

* * * * *

(Item 11) Informational Report and Presentation on the Development and Implementation of the Performance Evaluation Process for School Administrators

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

Administration's Report

1. Background

The complexity of school leadership is well recognized. Principals make thousands of decisions and take hundreds of actions each day that influence their schools, teachers, parents, community stakeholders, and — most important — students. National and state administrator standards have been developed to structure a shared understanding of the role of the principal and specifically to detail necessary competencies in knowledge, skill, and disposition. By constructing a process aligned to such standards, yet customized to the leadership needs of Milwaukee Public Schools, novice, experienced, and highly accomplished leaders can share the same resource for development, improvement, and mentoring.

2. Rationale

Several beliefs support the development of the Performance Evaluation Process for School Administrators. First, the framework is aligned with state and national standards for school leaders that have been well researched by national and state associations and departments of education (ISLLC, PI34.03). Second, the process is aligned to the Milwaukee Public Schools' Capacity Builders that emanate from current research on effective school practice. Third, the process is offered in the spirit of continuous learning and improvement for all school employees, including school leaders. Just as students need learning targets to focus their studies, leaders need best practices to promote self-assessment, performance, and feedback.

3. Purpose

The Performance Evaluation Process for School Administrators serves multiple purposes, including induction, development, and evaluation. Specifically, the framework includes leadership competencies and criteria in a rubric format for the following uses:

a. Quality assurance that each school has a highly qualified leader who will maintain a focus on academic achievement for all students, including students with special needs;

b. Guidance for experienced professionals, defining district and building priorities and targets for professional development;

c. A roadmap for novice principals, describing a pathway to excellence in leadership practice;

d. A structure for focusing evaluation and improvement efforts by drawing attention to the specific practices necessary to fulfill district and building expectations and special education compliance requirements by:

- Defining six areas of administrative competencies and measuring levels of performance over time;
- Providing an opportunity for school leaders to demonstrate continuous improvement and growth over time;
- Providing ongoing and frequent feedback related to performance in the competency areas;
- Encouraging reflection and self-assessment;
- Identifying high-performing administrators in order to use their expertise to support success in other schools;
- Identifying and supporting administrators in need of assistance.

e. Communication with the larger community, clarifying the role and expectations for their school leaders.

4. Development

a. The committee, which was formed as a result of a directive from the Board of School Directors and the Superintendent and which began meeting on January 8, 2003, consisted of the following members:

Victor Brazil, Administrative Specialist
Therese Campos, Administrative Specialist
Brenda Wood, Administrative Specialist
Hughes George, P5 Coordinator
Thomas Hanley, Principal, Meir
Jeffrey Krupar, Administrative Specialist
Kay Mantilla, Retired Principal
Nancy McLure, Principal, Grant
Andrew Meuler, Principal, King
Keith Posley, Administrative Specialist
Ada Rivera, Superintendent's Office
Dorothy St. Charles, Administrative Specialist
John Weigelt, ASC
Martha Wheeler-Fair, Principal, Starms Centers
Darrell Williams, Principal, Whittier
Carrie Odom, Principal, Bell
Pat Yahle, Special Services Office
Peg Meuller, Administrative Services
Anita Sparks, Administrative Services

b. The evaluation process is intended to assist the District in moving forward while promoting student achievement and holding school administrators accountable.

c. The committee examined other districts' evaluation models and reviewed research relative to best practices and the principal-evaluation document.

d. The committee reviewed research to determine the criteria necessary to develop a comprehensive and effective document. The committee arrived at identifying six competency areas.

e. The 19-member committee was divided into six small work groups. Each group was charged with further developing one of the six competencies, using additional research as a guide.

f. The six work groups reported their findings to the committee, and further revisions were made to strengthen the function of the document.

g. A draft of the document was shared with interested school administrators. The committee received feedback and adjusted the document as necessary.

5. Focus Groups

Focus groups are a type of research that yields qualitative results and affords the participants the opportunity to engage in a rich discussion that provokes interchange and introspection. They also offer stakeholders an opportunity for collaborative input. Dr. Patricia Ellis, in collaboration with Mr. Steven Huffman and Ms. Doreen Britton-Lange, conducted eight focus groups in an effort to engage the community in the evaluation development process. The groups consisted of parents, community/business members, teachers, school administrators, and Central Services administrators. Dr. Ellis compiled the results of the research and shared them with the committee. The committee examined the findings and made the necessary adjustments. A follow-up meeting with the participants in the focus groups will be scheduled to share the final document and to answer further questions.

6. Research and Resources

The committee conducted research using the work of leading authors in the area of school improvement and effective leadership. The committee also held a phone conference with the Charlotte-Mecklenburg School District to discuss the process which that district used to develop its principal evaluation document. The committee was also interested in the process by which the Charlotte-Mecklenburg School District implemented their document.

7. Consultation and Developmental Support

The Office of Administrative Services secured the expertise of Dr. Nancy Blair, professor of Administrative Leadership at Cardinal Stritch University, to review and revise the draft document of the evaluation document. She was also charged with developing a rubric for the purposes of measuring administrative performance. She continues to dialogue with the administrative specialists, sharing her professional expertise.

8. Funding

Funding of costs associated with this process will be covered within the Department of Educational Accountability's existing budget allocation.

9. Professional Development

Professional development will be required for all user groups of the Performance Evaluation Process for School Administrators.

10. Evaluation

Evaluators have been given information about the dynamics of observing administrators at work as they engage in daily job performance. Objectivity on the part of the evaluator will be critical during on-site visits. Evaluators will learn to use the language of evaluation and to carefully and objectively document what they observe. They will also learn how to communicate meaningfully and systematically to administrators what they have seen and heard so that a change in performance can be made to directly impact school improvement.

11. Professional Development

Eileen Dagen, who is the Director of the Professional Development Center at CESA #1, has provided professional development. The focus of her professional-development training was to provide a general understanding of the evaluation process, while assisting the administrative specialists in gaining knowledge of a common language to use in the evaluation process.

12. Rubric

Dr. Nancy Blair has been instrumental in the development of the evaluation rubric for this document. She has helped to clearly define competencies and criteria as well as the dimensions of performance. Evaluators will receive training to understand and use the rubric to provide feedback to principals.

13. Training for Administrators

The evaluators will train principals and assistant principals during workshop sessions prior to the beginning of each school year. During these sessions, school administrators will become familiar with the purpose and function of the performance-evaluation process.

14. Continuous Feedback and Communication

As evaluators of school administrators, administrative specialists must provide continuous feedback to principals through meaningful communication that focuses on meeting performance standards. School visits to observe administrators engaged in professional practice will help evaluators to determine strengths and weaknesses and to develop systems of support. Frequent communication among evaluators, administrators, and school governance councils will foster improved leadership that will directly impact student achievement.

15. Roles

a. Evaluator — to measure levels of proficiency in each of the six competencies and to provide frequent and continuous feedback to principals, assisting them in reaching proficiencies in each of the six competencies

b. Principal coach — to provide support for the principals while helping them to reach proficiency in each of the six competencies

c. Principal — to gain an understanding of the Performance Evaluation Process for School Administrators and to implement administrative behaviors that lead to proficiency in each of six competencies. Principals will also measure the administrative performance of the assistant principal.

d. Assistant principal — to gain an understanding of the Performance Evaluation Process For School Administrators and to meet with the building principal to receive performance feedback relative to the evaluation document

e. School Governance Councils — to evaluate the effectiveness of the principal in facilitating consensus building within the school governance council regarding the development of the educational plan and the school budget. Feedback from councils will be included as a part of the summative principal evaluation compiled by the administrative specialist and provided to the Superintendent.

16. Support

A component of the staff development process for principals will include monthly collaborative sharing sessions. These meetings, which will be facilitated by the principal coaches, will focus on reaching proficiency in the six competencies.

17. Plan for Assistance and CAP

a. The Concentrated Assistance Program (CAP) is a program, as negotiated in Part IV, Section G, of the contract with the Administrators and Supervisors Council (ASC), which is designed to identify ASC members and ASC-eligible personnel who have demonstrated such serious deficiencies in performance that they require serious intervention.

b. ASC member and ASC-eligible personnel who, over time, have exhibited serious deficiencies in performance, as evidenced in documentation and outcomes from previous plans of assistance, are eligible for this program.

c. The CAP comprises the following components:

- Joint Professional Assistance Board (JPAB) — Three representatives from ASC and three representatives from the District, chaired by the director of human resources
- CAP evaluator — A former administrator who will provide assistance to the CAP participant, this person will be selected on his or her area of expertise, performance as a principal or administrator, and current administrative license or certification (as appropriate).
- Plan of Assistance — A concentrated improvement plan designed to create significant and sustainable improvement in performance. The plan, which will be implemented over a period not to exceed six months, will require monthly meetings for the purpose of reviewing progress.
- Training — Training in evaluation and documentation will be required of JPAB members and CAP evaluators.

Director Hardin moved to accept the report.

The motion prevailed, the vote being as follows:

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

Noes—None.

Temporarily absent—Director Johnson—1.

* * * * *

(Item 12) Action on a Request to Renew a Sole-Source Contract for a Project Coordinator of the Cultural Partnership Grant at Edison Middle School, Lincoln Center Middle School Of The Arts, Metcalfe, Jackie Robinson Middle School, Sarah Scott Middle School, and Walker Middle School

Administration's Analysis

1. The Cultural Partnership Project began in the 2001-02 school year as part of a one-year federal government grant through the Department of Education. In the one-year pilot, four MPS schools — Lincoln Middle School of the Arts, Metcalfe, Jackie Robinson, and Walker Middle School — that were identified as being at-risk due to low test scores and high poverty were targeted. These schools worked to develop the goals of the grant and to explain how they each felt arts organizations could best assist them in improving student academic achievement.

2. The grant required that a school district form a partnership with one institute of higher education and various arts organizations in the community. Sulli and Associates was hired to provide coordination in working with the four schools and the numerous arts partners, including the external grant evaluator, who reported directly to Kimberly Abler, art curriculum specialist. The initial one-year grant award was in the amount of $228,433; from this amount, $42,000 was designated for the project coordinator.

3. Over the summer of 2002, the art curriculum specialist worked with the initial four schools and expanded the program to involve four additional schools — Edison Middle School, Milwaukee Village School, North Division High School, and Sarah Scott Middle School — in obtaining a larger, three-year grant through the Department of Education. Based on the success of the first grant with its pilot program and the community arts partnership concept, the District was able to secure a $2.5 million grant. This grant included specific partners and detailed the services that they would provide.

3. Sulli and Associates was included in the 2003 proposal to continue as the project coordinator. The decision to work with Sulli and Associates was based on the quality of the previous work provided, Teri Sullivan's extensive work with arts organization, and her unique experience as an arts administrator. Prior to developing her own company, Ms. Sullivan worked as the Director of Arts and Cultural Education at the Boys & Girls Clubs of Greater Milwaukee. She created programs with dozens of artists, arts and educational organizations to provide unique visual and performing-arts experiences for Milwaukee's central-city youth. Ms. Sullivan's 20-year career has been devoted to service for non-profit organizations. Currently Ms. Sullivan serves as the vice president of the Board of Directors for the African American Children's Theatre (AACT).

4. Each school is encouraged to develop programming, staff development, and services that will be most beneficial to its unique population. Collaboration within the school and between the eight schools is also supported. This customization and coordination requires time and attention. Sulli and Associates have successfully provided these services to each of the eight school sites and the arts organizations over the previous two years, and the cost for these services has been reasonable. In the past two years of this program:

a. Jackie Robinson Middle School used funding to create a summer school experience targeting incoming 6th-graders to assist students in assimilating into a new school and to provide a safe educational experience in the summer. This opportunity was also used to help recruit potential students to the school. Students were involved in a series of arts experiences working with Wisconsin Lutheran College, Danceworks, and local artists that integrated science, poetry, photography and movement.

b. Lincoln Center Middle School of the Arts trained teacher teams and administrators in a research-based model using the brain and movement to increase student achievement.

c. Metcalfe school staff worked with a literacy consultant to develop arts-integrated units connected to the state standards.

d. Walker Middle School purchased additional art materials and musical instruments to expand art offerings for students and created an original student performance to celebrate Black history during the month of February. In addition, they created a student newspaper with a monthly distribution.

5. The Administration is seeking authorization to extend the contract with Sulli and Associates to continue the implementation of the Cultural Partnership Program, in an amount not to exceed $55,000, for the period of September 2003 through September 2004.

Strategic Plan Compatibility Statement

6. The recommendation supports the MPS Strategic Plan Goal #1, Student Achievement, in that this grant focuses on student achievement and includes this focus as an indicator for the success in the evaluation of this grant. This recommendation also supports the MPS Strategic Plan Goal #3, Family Satisfaction, as measured by their choices in the education marketplace.

7. The community partnerships over a three-year period offer students at these eight schools increased opportunities to participate in the arts experiences connected directly to the Wisconsin State Standards. The MPS educational plans at all eight schools include this project. There will be extensive staff development that is also provided with this grant to sustain the goals of this project beyond the three-year grant period.

Statute, Board Policy or Rule Statement

8. The sole source contract complies with Administrative Policy 3.09, Purchasing and Bidding Requirements, that allows for the purchase of specialized skills and talents and continues a proven ongoing service.

Fiscal Impact Statement

9. Approval of this item authorizes expenditures. The cost of the contract will not exceed $55,000. Funds are allocated in the Cultural Partnership Grant, Account Code: ART-0-0-AR3-CI-ECTS0000

Implementation and Assessment Plan

10. The project provides for the services of Teri Sullivan of Sulli and Associates to serve as the Project Coordinator of the Cultural Partnership. In this role, she will assume the following responsibilities:

- Communicate all the grant requirements to each of the eight participating schools;
- Organize planning sessions with the schools and the community partners;
- Oversee phase two of the three-year plan;
- Update the manual which she developed last year and work with each school to access its allocated funds in the various categories required by the grant;
- Coordinate the schedules of the arts experiences with the individual school sites and the various community arts groups and individual artists;
- Oversee the scheduling of the project evaluator to ensure that the evaluator is able to observe events and collect data related to student achievement;
- Monitor the spending of each of the eight schools and organize the contract information of the various partners;
- Monitor the overall progress of the grant in relation to student achievement to ensure that the grant is successful in attaining the desired results.

11. An assessment report will be provided that demonstrates the contribution of the Cultural Partnership project to overall student academic success as measured by the WCKE (Wisconsin Knowledge and Concepts Exam). An independent evaluator will write an annual and final report that will be shared with the Department of Education in monitoring the entire project. Teacher teams at each school will create integrated lessons and teaching units to be placed on the Curriculum Design Assistant (CDA), so that their work can be shared throughout the District and will be used as a model at the Department of Education.

Committee Recommendation

Your Committee recommends that the Board authorize the Administration to enter into a contract with Sulli and Associates, at a cost not to exceed $55,000, to provide professional-development services and project coordination as outlined above.

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

* * * * *

(Item 13) Action on a Request for Authorization to Enter into a Contract with Crestone International to Upgrade PeopleSoft

Background

1. Milwaukee Public Schools purchased and implemented the PeopleSoft Human Resource Management System (including payroll) in 1999 in response to the Year 2000 initiative, as the District's old mainframe payroll system was not designed (in 1970) to handle computations dealing with the century change.

2. The version of PeopleSoft in production is 7.51. PeopleSoft (as with other software vendors) supports only the most recent versions of the product. Therefore, we must convert to an 8.X version. If we do not, we will not have any support for system failures, modifications, or routine tax-table updates.

Administrations Analysis

3. The District must convert to a newer version of PeopleSoft or convert to a system from another vendor. It is not fiscally responsible to convert to another payroll system.

4. There is considerable discussion in the marketplace regarding the purchase of PeopleSoft by Oracle. Oracle has advised all customers of PeopleSoft that, if the acquisition is approved by the Justice Department, it will maintain the PeopleSoft products for at least 10 years.

5 The District has entered into a contract with a third-party firm to assist in maintaining the updating of tax tables in PeopleSoft until the new version is implemented (April 2004). The District has not been entitled to tax-table support from PeopleSoft since July 9, 2003.

6. The District issued an RFP to identify a qualified firm to assist with the conversion to PeopleSoft version 8.8. There were only two responses, from IBM and Crestone. Administration is recommending that a contract be awarded to Crestone, which was the lowest qualified bidder.

STRATEGIC PLAN COMPATIBILITY STATEMENT

7. This recommendation supports the MPS Strategic Plan, Goal 1, student achievement.

STATUTE, Board Policy or Rule Statement

8. This recommendation is consistent with Administrative Policy 3.09, Purchasing and Bidding Requirements.

Implementation and Assessment

9. Upon approval, the Administration will enter into a contract with Crestone International to upgrade the PeopleSoft Human Resource Management System from release 7.51 to 8.8.

Fiscal Impact Statement

10. This item authorizes the expenditure of $1,276,000.00. The funds will come from FY04 account TSV-0-0-CST-DW-E-OTH.

Committee Recommendation

Your Committee recommends that the Board authorize the Administration to enter into a contract with Crestone International to upgrade the PeopleSoft Human Resource Management System.

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

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(Item 14) Action on a Request for a Sole-Source Contract between Dr. V. Scott Solberg and South Division High School to Provide Professional Development Services Relative to School Improvement Goals

Background

1. The Achieving Success Identity Pathways (ASIP) program was introduced at South Division High School six years ago and has continued to demonstrate success in helping our youth transition effectively into high school. As the creator and director of ASIP, Dr. Solberg has carefully worked with South Division to improve the success of all students.

2. ASIP is a unique and specialized service that uses structured curricula to help youth become more invested in their own educational success while simultaneously creating stronger mentoring relationships between teachers and their students. Exposure in the first semester of the 9th grade has been linked to immediate improvements in academic outcomes such as attendance, grades, and credits. Exposure to ASIP curricula contributed to a 137% improvement rate in attendance during the third mark period; 52% improvement rate in end-of-semester grades; 36% improvement rate in credits earned; and 33% improvement rate in the percentage of classes passed (Solberg, 2001). Moreover, sustained improvements have been shown to last three years beyond intervention (Solberg et al., 2002).

3. The Leadership Committee at South Division has incorporated ASIP as an integral part of its reform efforts. Until now, ASIP used funds primarily from outside grants and sources to operate the project. With those funds ending, the Leadership Committee elected to use Title I funds to continue this important and valuable resource.

4. The ASIP curriculum is conducted in 9th- and 10th-grade classrooms twice per month. During the 2002/03 academic year, over 5,000 contacts were recorded. Over 85% of all 9th- and 10th-grade students received service, with the majority receiving three or more contacts during the fall and spring terms.

Strategic Plan Compatibility

5. The recommendation supports the South Division education plan. South Division has integrated the ASIP curricula into nearly every action plan area of its education plan, including literacy, mathematics, literacy across the curriculum, promotion and graduation, and school climate.

Statute, Board Policy or Rule Statement

6. This contract complies with Administrative Policy 3.09, Purchasing and Bidding Requirements, which allows for the sole-source purchase of specialized skills and talents and the continuation of a proven on-going service.

Fiscal Impact Statement

7. Approval of this item authorizes expenditures. The total cost of the contract will not exceed $100,000. Funds are allocated in the FY04 Title I Budget, Account Code: GEN-OO-T14-SD-ECNS

Implementation and Assessment Plan

8. The project provides for two FTEs (80 hours per week) and Dr. Solberg's expertise and time throughout the FY04 budget period. Under the direction of Dr. Solberg, Dr. Kimberly Howard, Laura Westergaard, Sarah Madeska, and Katia Heurta-Garcia will conduct the classroom activities. Consistent with the school's education plan, ASIP is responsible for conducting its in-class curricula with 9th- and 10th-grade students and special education students. In addition, ASIP will continue to implement strategies for taking standardized tests with students in preparation for the November proficiency examinations.

9. An assessment report will be provided that demonstrates the contribution of ASIP-related curricula to school improvement goals, including grades, credits, and proficiency-test outcomes. These assessment reports have been included as documentation of reform efforts underway, and the FY04 report will be included in the fall 2004 report.

Committee Recommendation

Your Committee recommends that the Board authorize the Administration to enter into a contract with Dr. V. Scott Solberg at a cost not to exceed $100,000 to provide professional development services as outlined above.

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

* * * * *

(Item 15) Action on a Request to Change the Name of Alexander Graham Bell Middle School to A.G. Bell Accelerated Academy

Background

1. During the last two years, Bell Middle School has adopted the Accelerated Schools Process, which supports all students as "gifted and talented". This model was adopted for its alignment with the District's initiative of balanced literacy, the self-directed improvement system, and the five capacity builders.

2. To support this process, the Bell Middle School community continues to use resources that are available through the E2T2 Grant, which focuses on project-based learning and professional development in technology; the Smile Grant, which focuses on strategies and models to improve learning through effective data use; increased community involvement; and August 2003 implementation of an advanced-placement pilot course in mathematics and English/language arts for students in grades six and seven.

3. Bell has an innovative staff among which collaboration is at an all time high, data-driven decisions are made, and research-based strategies are implemented. Therefore, the request is being made for the school's name be changed from Alexander Graham Bell Middle School to A.G. Bell Accelerated Academy, which is consistent with the vision and mission of Bell and its many innovations

Administration's Analysis

4. The Bell Middle School community — composed of the school governance council, parents, and staff — has expressed its desire to change the name of Bell Middle School to A.G. Bell Accelerated Academy.

5. On February 19, 2003, the Bell Governance Council discussed and sent to staff a memo recommending the change of name due to the accelerated-school process.

6. On June 24, 2003, a letter was submitted to the Office of Board Governance requesting that the change of name be submitted to the Board.

7. On June 16, 2003, through the MTEA voting process, over 60 staff members **(**83%) supported the change of name of Alexander Graham Bell Middle School to A.G. Bell Accelerated Academy.

8. On July 1, 2003, a letter was written to the Superintendent requesting the change of name from Alexander Graham Bell Middle School to A.G. Bell Accelerated Academy.

Strategic Plan Compatibility Statement

9. The recommended change of name is consistent with administrative policy and supports the program's focus.

Statute, Board Policy or Rule Statement

10. Administrative Policy 5.01(6), Facilities Development, 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 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.

Implementation and Assessment

11. Upon Board approval, the Administration will proceed with the change of name related to Bell Middle School.

Fiscal Impact Statement

12. Costs related to removing the old name and replacing it with the new name are approximately $900. The school will assume this and any other costs associated with the change of name.

Committee Recommendation

Your Committee recommends that the Board approve the change of name for Bell Middle School to A.G. Bell Accelerated Academy.

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

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(Item 16) Report to the Board on a Sole-source Contract with SRA/McGraw Hill for Reading Materials for a Supplemental Services Program for Summer 2003

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

Administration's Analysis

1. The Elementary and Secondary Education Act (ESEA), as reauthorized by the No Child Left Behind Act of 2001, requires schools identified in need of improvement for the third year to provide free tutoring to eligible students. In MPS, students in grades 1-5, 7, and 9 who were low-income and low-performing at the 28 schools were eligible for tutoring.

2. A registration process took place in May which enabled parents to choose from 20 service providers. The Milwaukee Public Schools became the provider of service for most students in the tutoring program (approximately 80%). Due to low enrollment, the deadline for registration was extended from May 19 to May 30 and ultimately through the first week of the tutoring program.

3. Nineteen elementary and middle schools eligible for supplemental services were surveyed regarding intervention they would use if given the opportunity to provide the tutoring services. Twelve of the 19 schools indicated they wanted to use the Direct Instruction (DI) programs, which are research-based programs used for over 35 years. The DI method breaks skills into teachable sub-skills and then provides many opportunities for practice that lead to generalization of skills. The reading, mathematics, and language arts programs were selected for the tutoring effort.

4. Following the close of registration, DI literacy coaches and teachers with DI training gave a pre-test to the registered students. From this testing information, students were grouped by ability level, and materials were ordered to address the needs of these students. Due to the extension of the registration period and the pre-testing process, the order of materials was completed within days of opening the tutoring program on June 30, 2003.

Strategic Plan Compatibility Statement

5. Implementation of the reading program supports the Milwaukee Public Schools' Strategic Plan, Goal 1, Student Achievement, which defines continuously improving student achievement to meet high standards.

6. Implementation of the program complies with statutes, Board policies, and rules.

Fiscal Impact Statement

7. The total compensation for the purchase of reading materials from SRA/Mc Graw Hill did not exceed $68,000.00 from budget #GEN-0-0-SSR-NL-ESUP. The cost includes the purchase of reading, mathematics, and language arts kits and student workbooks for students for the five-week summer tutoring program.

Implementation and Assessment

8. The DI reading, mathematics and language arts programs were implemented and coordinated within the overall 2003 supplemental services or tutoring program. A pre- and post-test evaluated student achievement and identified standards and objectives for the program.

9. The Administration will take steps to ensure that future purchases of this nature are submitted to the Board for consideration prior to making the purchase agreements final.

* * * * *

(Item 17) Action on a Request to Approve a Sole-Source Contract with Cayne & Associates Relative to Supplemental Services

Administration's Analysis

1. In May 1999, Cayen Systems entered into a contract with Milwaukee Public Schools to develop a multifaceted data-tracking system for the Milwaukee Public Schools' 21st Century Community Learning Centers. This system provides data collection and analysis of CLC participants, i.e., individual and overall attendance patterns; activities offered; attendance per activity; and monitoring of pre- and post-testing results. Recently this system has been upgraded to become web-based. This improvement allows all system users to access real-time data at their sites, enter data, and run site-based reports.

2. The Administration is requesting authorization to enter into a contract with Cayen Systems to expand upon the Academics Plus web-based version of the District's automated program-participation data-tracking system. This expansion would enable the District to track academically low-performing students participating in Supplemental Services Tutoring (SST) programs, as required by the No Child Left Behind Act. In addition, this system would provide a linkage for administration and day-school teachers to supplemental service providers. This linkage will facilitate communications and continuity of supportive services based on the student's Individual Achievement Plan (IAP) as determined by the SST provider in concert with the parent/guardian and approved by the District's Supplemental Service's Office. The total amount for this contract is $144,000. The percentage of HUB participation is 13.5%.

Fiscal Information, FY04:$144,000
Account Code GEN-0-0-1S3-DW-ECTS

Strategic Plan Compatibility Statement

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

Statute, Board Policy or Rules Statement

4. This contract is presented to the Board pursuant to Board Policy 3.09(3). The Historically Underutilized Business (HUB) Coordinator has reviewed this contract.

HUB Certified Prime?	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION				
	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
NO	8	1	3	NA	NA	0	NA	NA

Fiscal Impact Statement

5. The total cost of the contract is $144,000, which will be funded through Title 1 Supplemental Services funds, Budget Code GEN-0-0-1S3-DW-ECTS

Implementation and Assessment Plan

6. Cayen Systems will expand Academics Plus (APLUS), a web-based data-tracking system, and develop an on-line help and a user manual on the MPS server. The system will track individual student participation in supplemental services tutoring programs, as required by the No Child Left Behind Act.

7. This system would also provide a linkage for administration and day-school teachers to supplemental service providers based on the student's Individual Achievement Plan (IAP) as determined by the supplemental services provider with the parent/guardian and approved by the District before tutoring services begin.

8. Indicators of successful implementation of the SST module on the Academics Plus System will be measured in the following areas:

a. SST Providers organizational information available on-line
b. SST Providers catalog of services available on-line
c. On-line enrollment process for students eligible for Supplemental Services
    - Allows only students from Schools Identified For Improvement (SIFI) to enroll
    - Allows an eligible student to select three choices from a list of service providers
d. Catalog of Supplemental Services available in PDF on-line format
e. Links provided to local school district and national NCLB web sites
f. Logins and passwords provided for SST providers
g. SST providers able to access records of students who choose their services, once contract between SST provider and District is signed
h. SST providers complete student's Individual Achievement Plan (IAP) on-line
    - IAP is based upon achievement data provided by District as well as assessments by SST providers
    - IAP is approved on-line by District's Supplemental Services Office
i. APlus provides areas for progress note to be recorded, as well as general notes, goals, and messages between provider and parents, day-school teachers, etc.
j. Attendance rosters generated by APlus will be linked to SST provider's invoice for tutoring services.

Committee Recommendation

Your Committee recommends that the Board authorize the Administration to enter into a contract with Cayen Systems to enhance and expand Academics Plus, a web-based data-tracking system, in order to track individual student participation in Supplemental Services Tutoring programs, as required by the No Child Left Behind Act, for a total cost of $144,000.

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

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(Item 18) Action on a Recommendation to Approve the Funding of New Contracts for 21st Century Community Learning Centers (CLCs)

Administration's Analysis

1. In 2002, the Milwaukee Public Schools received two federal grants from the Department of Education (DOE) and one grant from the Wisconsin Department of Public Instruction (DPI), totaling $6,995,192, to operate Community Learning Centers (CLCs) at 45 schools. MPS contracted with 23 community-based organizations (CBOs) to develop and operate these CLCs in participating schools. During the school year, MPS CLC sites remained open for an average of 18.9 hours per week before and after school, and 7.2 hours per week after 6:00 p.m., serving over 28,000 youth and adult participants.

2. CLC Project #4 (14 sites). In May 2003, the Board approved Community Learning Center contracts for the 14 sites in CLC Project #4 @ $120,000 per site. This is the final year of a three-year DOE grant running from June 1, 2003, to May 31, 2004.

3. CLC Project #1 & #2 (18 sites). In August 2002, the Board approved Community Learning Center contracts for CLC Projects #1 & #2 (the first year of a five-year DPI grant).

4. The Administration also had to allocate funds from a variety of other sources to supplement the DPI grant in order to continue funding Project 1 & 2 sites at $120,000 per site during the 2002-2003 school year.

5. MPS continued to subcontract with CBOs to serve as lead agencies for Project 1 & 2 sites to provide fiscal administration, homework help and academic mentoring, recreation, parent and family programming, and core academic activities in the extended-day programs.

6. The Administration is requesting authorization to enter into similar contracts with these Lead Agencies for FY04 to complete the second year of the five year DPI Grant.

7. The funding level for Projects #1 & #2, however, will be reduced from $120,000 to $100,000 per site in FY04, as the one year federal earmark the district had received from DOE in June 2002 is no longer available and the Childcare Block Grant funding the district received from the State in October 2002 has been reduced by 80%.

CLC Projects #1 & #2		
Agency	**Sites**	**Amount (If serving daily average of 100 participants)**
Agape Community Center	Edison Middle School	$100,000
Big Brothers Big Sisters	Westside Academy II 4-8 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	Pierce Elementary School	$100,000
Boys/Girls Club	Riley Elementary School	$100,000
Boys/Girls Club	Vieau K-8 School	$100,000
Boys/Girls Club	Walker Middle School	$100,000
Northcott Neighborhood House	Milw. Village MS/North Div. HS	$100,000
Northcott Neighborhood House	35th Street Elementary School	$100,000
Northcott Neighborhood House	South Division High School	$100,000
Opportunities Industrialization Center	Douglas Academy Middle School	$100,000
Opportunities Industrialization Center	Malcolm X Middle School	$100,000
Opportunities Industrialization Center	Robinson Middle School	$100,000
Rosalie Manor	Washington High School	$100,000
Silver Spring Neighborhood Center	Muir Middle School	$100,000
YMCA of Metro Milwaukee	Wheatley Elementary School	$100,000
	Total	**$1,800,000**

8. CLC Project #3 (13 sites). The grant funding from DOE for CLC Project #3 expired on May 31, 2003. 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 in FY04 for these five sites to receive $100,000 per site will come from a new one-year DOE federal earmark received by the District in June 2003. The other eight sites in Project #3 will also be funded at the $100,000 level in FY04 from a combination of funds from the new one-year federal earmark (June 2003) and the one-year extension from DOE (May 2003) to expend the balance of funds available from Project 3's DOE grant.

9. MPS will continue to subcontract with the CBOs to serve as lead agencies for the Project #3 sites.

10. The Administration is requesting authorization to enter into contracts for FY04 with the following 13 sites in Project #3:

CLC Project #3		
Agency	**Sites**	**Amount If serving 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	Siefert Elementary School	$100,000
CESA1	Humboldt Park Elementary School	$100,000
COA Youth & Family Center	Riverside High School	$100,000
Journey House	Longfellow Elementary School	$100,000
Latino Community Center	Kagel Elementary School	$100,000
Northcott Neighborhood House	Green Bay Ave. Elem. School	$100,000
Northcott Neighborhood House	Lincoln MS of the Arts	$100,000
TBD	Burroughs Middle School	$100,000
Trinity Presbyterian Church	Townsend Elementary School	$100,000
V.E. Carter Development	O.W. Holmes Elementary School	$100,000
YMCA of Metro Milwaukee	Milw. High School of the Arts	$100,000
	Total	**$1,300,000**

Strategic Plan Compatibility Statement

11. 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

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

Fiscal Impact Statement

13. The total cost in FY04 for CLC Projects #1 and #2 is $1,800,000. This funding will come from the second year of the five-year DPI grant. (2002-2007) and the following budget code: (DPI) GEN-0-0-214-RC-ECTS0000.

14. The total cost for FY04 for CLC Project #3 is $1,300,000. This funding will come from the following budget codes:

- DPI .....GEN-0-0-LC4-XX-ECTS0000 ..... $400,000
- DOE .....GEN-0-0-AS4-XX-ECTS0000 ..... $640,000
- FIE .....GEN-0-0-FT4-XX-ECTS0000..... $260,000

Implementation and Assessment Plan

15. The 21st Century CLC project director (or designee) will monitor the agency's compliance with the contract and manage the reimbursements of monthly expenditures. Monthly attendance-participation reports are required of the agencies along with their monthly cost reports.

16. An annual performance report required by DPI for projects 1, 2, and 3 must be submitted to the project director in March and September, respectively, of each grant year.

17. Indicators of successful CLC programs will be measured in the following areas in FY04. Scores in these areas will be used to evaluate the overall performance of each CLC site as well as future continuation and funding levels.

- **Academic Achievement.** Students regularly participating in the program will show continuous improvement in achievement through measures such as test scores, grades, and teacher reports.
- **Behavior Improvement.** Students participating in the program will show improvement on measures such as school attendance and decreases in disciplinary actions or other adverse behaviors.
- **Core Academics.** Centers will offer high-quality services in at least one core academic area (e.g., reading, math, science, language arts, social studies) per session. Centers will be required to offer either 3 ten-week sessions or 4 eight-week sessions per school year. Participants will be pre- and post-tested in each core academic activity offered.
- **Homework Help and Academic Mentoring.** Centers will offer instructional assistance to targeted students in one or more subject areas (e.g., reading, mathematics, science, language arts, social studies) identified by day-school teachers for each program session. Centers will be required to offer either 3 ten-week sessions or 4 eight-week sessions per school year.
- **Youth Enrichment and Recreation.** Centers will offer a minimum of three program areas (e.g., mathematics and science; arts and music; entrepreneurial education; tutoring and mentoring; limited-English-proficient (LEP) activities; recreation with physical activity; telecommunications and technology; expanded library services; parental involvement and family literacy; assistance to truant, suspended, or expelled students; drug and violence prevention and character education programs) for each program session. Centers will be required to offer either 3 ten-week sessions or 4 eight-week sessions per school year.
- **Family Enrichment Programming Supporting Student Learning.** Centers will offer high-quality programs designed to engage family members in support of student learning.
- **Collaboration.** CLC stakeholders will be engaged in the District's Self-Directed Improvement System (SDIS) framework, monitoring both student academic performance and participation in CLC activities. Collaborative meetings between CLC stakeholders (e.g., principals, lead agencies, site coordinators, parents, and community representatives), as well as meetings with the school's learning team and CLC academic/site coordinator, will be held twice in each 8 to 10-week period to discuss and act upon CLC performance data.
- **Overall Participation.** Centers 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.

Committee Recommendation

Your Committee recommends that the Board authorize the Administration to enter into the following contracts for FY04 (July 1, 2003-June 30, 2004) with the following lead agencies:

CLC Projects #1 & #2		
Agency	**Sites**	**Amount (Assuming daily average of 100 participants)**
Agape Community Center	Edison Middle School	$100,000
Big Brothers Big Sisters	Westside Academy II 4-8 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	Pierce Elementary School	$100,000
Boys/Girls Club	Riley Elementary School	$100,000
Boys/Girls Club	Vieau K-8 School	$100,000
Boys/Girls Club	Walker Middle School	$100,000
Northcott Neighborhood House	Milw. Village MS/North Div. HS	$100,000

CLC Projects #1 & #2		
Agency	**Sites**	**Amount (Assuming daily average of 100 participants)**
Northcott Neighborhood House	35th Street Elementary School	$100,000
Northcott Neighborhood House	South Division High School	$100,000
Opportunities Industrialization Center	Douglas Academy Middle School	$100,000
Opportunities Industrialization Center	Malcolm X Middle School	$100,000
Opportunities Industrialization Center	Robinson Middle School	$100,000
Rosalie Manor	Washington High School	$100,000
Silver Spring Neighborhood Center	Muir Middle School	$100,000
YMCA of Metro Milwaukee	Wheatley Elementary School	$100,000
	Total	**$1,800,000**

CLC Project #3		
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	Siefert Elementary School	$100,000
CESA1	Humboldt Park Elementary School	$100,000
COA Youth & Family Center	Riverside High School	$100,000
Journey House	Longfellow Elementary School	$100,000
Latino Community Center	Kagel Elementary School	$100,000
Northcott Neighborhood House	Green Bay Ave. Elem. School	$100,000
Northcott Neighborhood House	Lincoln MS of the Arts	$100,000
TBD	Burroughs Middle School	$100,000
Trinity Presbyterian Church	Townsend Elementary School	$100,000
V.E. Carter Development	O.W. Holmes Elementary School	$100,000
YMCA of Metro Milwaukee	Milw. High School of the Arts	$100,000
	Total	**$1,300,000**

Note: These CLC contract allocations reflect the dollar amount which an agency would receive in FY04 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 FY04 school year to reflect the true numbers being served.

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

* * * * *

(Item 19) Action on a Request for Authorization to Enter into a Lease Agreement for the Rockhill Missionary Baptist Church Program

Background

1. On August 24, 2000, the Board adopted the plan for the Neighborhood Schools Initiative (NSI), which calls for the creation of 11,000 neighborhood seats. One of the methods used to create the 11,000 neighborhood seats is partnership with community-based organizations (CBOs), including faith-based organizations, as identified in the Neighborhood Schools Plan.

2. The Neighborhood Schools Plan (NSP) highlights the importance of community partners in the development of 11,000 seats. Rockhill Missionary Baptist Church (RMBC) and LaFollette Elementary School exemplify the partnering of a community-based organization with a school for the benefit of the school community.

3. At its meeting of June 2003, the Board authorized the Administration to develop four classrooms and support space for the new RMBC facility located at 1200 West Burleigh Street, which is within two blocks of LaFollette School. The Board also authorized the Administration to commence lease negotiations with RMBC.

Administration's Analysis

4. The Administration has completed its negotiations with RMBC and now seeks authorization to enter into a lease agreement with RMBC. (Copies have been provided to the Board under separate cover.) The lease, which is for up to 20 years, includes the following provisions:

a. The initial term will be of 20 years at a basic rent rate of ten dollars annually, plus up to five consecutive renewal terms at ten years each at a fair market rate to be determined at the time of extension;

b. RMBC will be responsible for maintaining the facility, other than educational maintenance of leased spaces, with a prorated share of certain operating expenses to be reimbursed to RMBC on an annual basis;

c. The lease will delineate times of use by both parties for spaces within the building;

d. Payment of $723,650 for construction and build-out of the space will serve as prepaid rent for the initial lease term.

5. RMBC will be totally financially responsible for remediation of any environmental concerns or conditions associated with the proposed site, ensuring that the site is adequate for construction, including assurances the soil conditions are acceptable to MPS and that existing conditions will not require expenditures of any funds not shown in the present budget.

6. The lease, which was drafted by counsel from Quarles & Brady, has been reviewed by the Office of Neighborhood Schools, the Division of Facilities and Maintenance Services, the Division of Insurance and Risk Management, the City Attorney's Office, and LaFollette School.

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.

Statute, Board Policy or Rules Statement

8. Administrative Policy 4.08, Lease Agreements, requires that all lease agreements with annual costs in excess of $100,000 or terms longer than three years be approved by the Board.

Fiscal Impact Statement

9. The total cost of the project is projected to be $1,603,481. The contribution from RMBC will be $879,831. Milwaukee Public Schools' portion will be up to $723,650. The original cost was $700,000. The additional $23,650 is the result of the new, unforeseen storm-water-management requirements of the Department of Natural Resources. The budget code for this project is FAR-0-0-NSI-XX-ECNC and FAR-0-0-NSS-XX-EOTH.

Implementation and Assessment Plan

10. Upon approval by the Board, the appropriate signatures will be obtained and the lease executed. Funds for development costs will be disbursed in accordance with the disbursement agreement provisions contained in the lease agreement. Furthermore, Rockhill Missionary Baptist Church must meet the requirements for receipt of bond monies, including:

(1) satisfaction of all bond counsel requirements;

(2) determination by the Internal Revenue Service of Rockhill's 501(3)(c) status;

(3) closing of Rockhill's contemplated construction loan;

(4) receipt by Rockhill of contemplated grant funding from Milwaukee County;

(5) RMBC's assuming sole responsibility for remediation of any environmental concerns associated with the proposed site, ensuring that the site is adequate for construction, including the assurance the soil conditions are acceptable to MPS and that existing conditions will not require expenditures of any funds not shown in the present budget; and

(6) fulfillment of all other requirements specified in the lease.

Committee Recommendation

Your Committee recommends that the Board authorize the Administration to enter into a lease agreement with the Rockhill Missionary Baptist Church for four classrooms and support space at its new facility located at 1200 West Burleigh Street, contingent upon Rockhill Missionary Baptist Church's meeting all requirements necessary for receipt of Board funds.

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) Informational Report on Impact of 2003-2005 Wisconsin State Budget

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

Background

The Legislature took final action on the 2003-05 state budget on August 12, 2003. The final budget contains several provisions that will have significant impact on Milwaukee Public Schools.

Administration's Report

2003-2005 State Budget Impact on Milwaukee Public Schools' Legislative Agenda

Preliminary Analysis

1. Two–thirds funding commitment — The budget ends the State's commitment to fund two-thirds of elementary and secondary school spending in Wisconsin. The State Department of Public Instruction had estimated that maintaining the commitment would have required an increase in the FY03 base funding of $150 million general-purpose revenues in FY04 and $296.5 million in FY05. The decision to end the commitment, which had been in effect since the 1996-97 school year, likely will have significant impact in out years. Legislators will have to approve funding levels, putting education funding at risk during periods of fiscal difficulties.

2. Equalization aid — The budget includes an increase in equalization aids of $189 million over the biennium. The Legislature added a net $89 million to the Governor's proposed $100 million increase. In the previous biennium, the District received $1.1 billion in equalization aid. In FY03, the District received 13.7% of the equalization aid distributed statewide. Assuming that the District will remain eligible for the same share, MPS would capture $24.6 million of the increased funding, a total two-year increase of 2.2% over the previous biennium.

3. Property tax freeze — The Governor vetoed the Legislature's proposed property tax freeze. The veto was sustained.

4. Revenue Limits — The Governor vetoed the provision that would have cut the revenue limit's per-pupil inflationary increase from $236 to $120 in 2003-04 and from $241 to $100 in 2004-05.

5. Four-year-old kindergarten — The Governor vetoed a provision that would have counted each child enrolled in K4 as 0.25 pupil for purposes of general aid and revenue limit. Those children will continue to be counted as 0.5 or 0.6 pupil. While the Governor's veto did not restore $46 million in equalization aids related to the legislative action, the veto does provide more spending flexibility if the District chooses to exercise its taxing power. Equalization aids, as mentioned above, increase $189 million over the biennium, after the K4 cut is taken into consideration.

6. Chapter 220 Aid — The Governor vetoed a reduction in aid levels. Current law is maintained. The District budgeted $38.7 million in Chapter 220 aid for FY04.

7. SAGE — The Governor vetoed provisions to allow school districts to provide pupil-teacher ratios in SAGE schools of 15:1 in kindergarten and first grade only in SAGE schools. The veto maintains the existing requirements of 15:1 pupil-teacher ratio in kindergarten through third grade. The District has budgeted $31.2 million in SAGE funding for FY04.

8. Special Education — The Legislature increased special education aid by $6 million over the biennium. Total statewide special education expenditures in FY03 were $315 million. The MPS share of that was about $40.3 million, or about 12.8%. Assuming that the District will remain eligible for the same share, MPS would capture about $768,000 of the increased funding, a total two-year increase of 0.9% from the previous biennium ($81.5 million). The District had budgeted for a $400,000 decrease in FY04.

9. Driver Education — The Legislature eliminated driver's education aid, shifting the funding to increase the special education appropriation. The District budgeted $75,000 for FY04.

10. Qualified Economic Offer — The Legislature removed from the budget because of its non-fiscal nature the Governor's proposal to repeal the QEO.

11. Health Insurance —The Governor vetoed a provision that would allow school boards to unilaterally convert district health insurance plans to the state plan or similar plan.

12. Choice and Charter School Expansion — The Governor vetoed budget language that would have allowed the expansion of Choice and charter schools; however, legislation that would accomplish the expansion is pending in the Assembly and Senate.

13. TEACH — The budget eliminates the TEACH Board and the TEACH Block Grant program.

* * * * *

(Item 2) Report on Legislative Developments

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

Background

At its meeting on November 21, 2002, the Board of Directors for the Milwaukee Public School District unanimously approved the following 2003-04 MPS Legislative Agenda.

1. MPS seeks an increase in the amount of state funding to meet the growing costs of special education services by:

   a. Increasing funding for special education, realizing the promise of the 63% state reimbursement.

   b. Providing funding for early intervention to maintain and meet the needs of students in regular education in an effort to reduce the number of children in need of special education.

   c. Modifying legislation to streamline the application review and approval processes, so that properly completed applications for special education services can be approved in a shorter period of time.

   d. Opposing plans that establish a high-cost special education aid preference policy that will potentially drain funds from districts with high levels of poverty.

   e. Supporting legislation that assists professionals in obtaining the resources necessary for effective professional practice in special education.

2. MPS seeks to support the current equalization aid formula by:

   a. Maintaining the state's 2/3's funding commitment

   b. Increasing the secondary cost ceiling.

3. MPS seeks to continue to provide quality educational services for all children by:

   a. Supporting increased funding for Bilingual/Bicultural Education;

   b. Increasing "on-time" accessibility to TEACH funding.

4. MPS, through additional state funding, seeks to create more incentives to attract and retain new and current teachers by:

   a. Supporting DPI's efforts to increase the number of National Board Certified Teachers (NBCTs) in Wisconsin.

   b. Offering a one-time $2,000 bonus to teachers who achieve NBCT status and are under contract with a school in MPS or in districts with 50% low-income.

   c. Offering NBCTs an additional $2,000 every year that they teach after receiving the certification within MPS or in districts with 50% low-income.

   d. Establishing a loan-forgiveness program for those who teach mathematics, science, trade, technical and special education in MPS or in districts with 50% low-income.

   e. Creating state-subsidized teaching centers and/or other opportunities for site-based training programs.

   f. Establishing an individual income-tax deduction for an amount up to $500 that is spent by classroom teachers each year for educational materials or supplies for use in the school.

5. MPS seeks to establish a balanced and diversified funding base to sustain a maximum of 70 Community Learning Centers (CLCs) by creating a matching-funds provision by which the state would match a percentage of dollars from its general revenue fund (unrestricted cash) of 12.5% provided by the district for before and after-school programs.

6. MPS seeks to allow school districts to count children as a full FTE of funding for participating in all-day K4 programming by modifying the current legislation that counts K4 students as a maximum 0.6 FTE to a more sufficient estimate that counts students in K4 programming as a full 1.0 FTE.

7. MPS seeks to expand SAGE funding and increase flexibility by:

   a. Opposing plans to restrict SAGE schools from expanding the program to grades two and three for districts that have student populations that are less than 50% low-income;

b. Indexing the per-pupil allocation for the SAGE program to CPI-Urban (or another price index that more appropriately reflects changes in education costs.) This will ensure that schools have sufficient resources to reduce class size to 15:1;

c. Allowing schools that participate in SAGE to alter a contract or a renewal of a contract to reduce class size to 15:1 by notifying DPI annually by July 1. The notification would specify those grades from kindergarten through grade three in which the school district agrees to reduce class size, and the district would then be eligible to receive SAGE funding only for those grades.

8. MPS seeks to add an additional $3 million in P-5 funding for a variety of special programs that relate directly to student achievement and experiences by:

a. Limiting class size in all grades below the sixth grade to no more than 25 students;

b. Requiring individual schools to revise all submitted proposals each year to be reviewed by the state's P-5 Advisory Council and approved by the state superintendent;

c. Supporting the hiring of educational professionals to lead and support classroom instruction.

9. MPS seeks to establish and maintain partnerships with other advocacy groups and governmental agencies that address the needs of MPS students by:

a. Making collaborative efforts to find creative and cost effective solutions that will better serve the needs of the MPS students.

b. Pursuing joint legislative initiatives, when appropriate, with other community and governmental entities.

c. Lending strong support to the Milwaukee Partnership Academy.

10. MPS seeks to increase the scope of healthcare coverage for students by:

a. Expanding the volunteer healthcare provider program to cover the provision of services in public elementary and secondary schools so that providers can qualify for liability coverage without charge;

b. Increasing partnership activities with local healthcare organizations to meet MPS identified health needs (immunizations, vision screening, asthma absence reduction and communicable disease reduction).

11. MPS seeks to continue support of the Neighborhood Schools Initiative by:

a. Continuing to work closely with key NSI legislative architects and government officials to ensure the ongoing success of NSI;

b. Continuing to strengthen relationships with NSI community partners.

12. MPS seeks to continue to revitalize Milwaukee's neighborhoods by exploring creative ways to partner with other governmental organizations such as WHEDA, City of Milwaukee Health Department and the City of Milwaukee Office of Community Block Grant Initiatives to address the housing, health and economic needs of MPS families.

Update

I. MPS Legislative Agenda

Significant developments related to the MPS legislative agenda are discussed in the 2003-2005 state budget analysis included in this packet.

II. Update on legislation of significant interest to the district.

There are several education-related legislative proposals that pose significant interest to the MPS district as well as to school districts across the state. A summary of key legislation was presented to the committee at its meeting of May 27, 2003. An updated summary is presented below. New items and those with changed status are marked with an asterisk*.

1. Audit of MPCP — AB126 directs the Legislative Audit Bureau to administer a longitudinal study of the Milwaukee Parental Choice Program. The bill was adopted by the Assembly and referred to the Senate.

2. Unpardoned Felon* — Governor Doyle vetoed AB41, which would have given an educational agency authority to refuse to employ or to terminate from employment any unpardoned felon. Educational agencies may only terminate or refuse to hire felons if their crimes substantially relate to the circumstances of their jobs.

3. Youth Options* — AB183 and SB 153 would make the Youth Options program optional for school districts and allow districts to design their own programs. AB233 would eliminate the Youth Options program. SB 162 provides that no student be allowed to take more than two courses in a semester, and that if a student receives a D in a course, the student must reimburse the school board for one-half the amount paid on the student's behalf. The Youth Options Program allows students in grades 11 and 12 currently enrolled in public high schools to attend post-secondary institutions to take one or more courses for high-school and college credit. The school board of the district in which the student is enrolled is responsible for paying the cost of tuition, fees, and books under certain circumstances. The bills are pending.

4. DPI Waiver — SB161 would allow the Department of Public Instruction to grant any school board or school district a waiver from a requirement in the laws or administrative rules if a school board requests it and holds a public hearing on the matter. DPI would be prohibited from granting a waiver that would exempt districts from state revenue limits. The bill is pending in the Senate.

5. School Finance Overhaul — Assembly Bill 272, introduced in April, would make numerous changes to school operations effective 2004-2005. The most significant of these would be the elimination of the current school aid formula and implementation of a foundation plan in its stead.

6. Unfunded pension obligation* — The Governor signed legislation into law that allows the City, on behalf of Milwaukee Public Schools, to issue debt to refinance the required contributions for unfunded prior-service liability under the Wisconsin Retirement System. That amount is estimated at $167 million. The debt carries interest of 8%. It is anticipated that refinancing will provide significant savings and allow the District to retire the debt years earlier than previously anticipated.

7. Organized labor instruction — SB 175 would require the District to include instruction on the history of organized labor in America and the collective bargaining process in classes on state, national, and world history.

8. Residency rule — AB 189 would prohibit the District from requiring non-elected employees to live in the City of Milwaukee. The bill also would prohibit the District from negotiating for a residency requirement.

9. Choice* — AB 259 and SB 219 would allow a pupil who is enrolled at a Choice school and whose family's income rises about 175% of the federal poverty level to continue in the Choice program. The bill also would lift the enrollment cap that limits enrollment in Choice schools to 15% of the District's enrollment. AB 260 and SB 221 would allow any private school in Milwaukee County to participate in the Milwaukee Parental Choice Program.

10. Charter Schools* — SB 9 and AB 29 would allow counties to operate charter schools. Operators of county charter schools would receive state aid according to the same formula that applies to operators of other independent charter schools. AB 261 and SB 220 would allow a student who resided outside MPS to attend a non-instrumentality charter within MPS. The District would be authorized to provide transportation and would receive state transportation aid if it elected to do so.

11. School Days* — AB 395 drops the statutory requirement that the school term be at least 180 days, as long as school boards continue to schedule at least 437 hours of direct pupil instruction in kindergarten, at least 1,050 hours of direct pupil instruction in grades1 to 6, and at least 1,137 hours of direct pupil instruction in grades 7 to 12.

12. Speech Therapy Programs* — SB 210 authorizes a school district to contract for speech-therapy services and makes the costs of such a contract eligible for special education aid. Currently, school districts do not receive special education aid for contracted speech-therapy services.

13. Revenue limit* — AB 466 is very similar to language vetoed from the state budget by Governor Doyle. For school districts, the bill would set the revenue limit per-pupil adjustment at $120 for the 2003-'04 school year and $100 in following years. The adjustment now is set at $236 for 2003-04 and $241 in 2004-05. It is to be adjusted for inflation in following years.

    For cities and counties, property tax levy increases generally would be limited to the percentage increase in equalized valuation due to new construction, including TIF Districts.

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(Item 3) Action on Resolution 0304R-006 by Director Morales Regarding Travel-Ban Policy for MPS-Sponsored Student Trips

Background

At its meeting on May 29, 2003, the Board referred the following resolution by Director Morales to the Legislations and Rules Committee:

WHEREAS, The federal government has established a color code for identifying the current level of terrorist threat; and

WHEREAS, The MPS Administration has established a policy to link travel authorization for MPS staff and students to the federal terrorism threat color code; and

WHEREAS, recent MPS-sponsored trips have been modified, postponed, or cancelled in response to this policy; now, therefore be it

RESOLVED, That the Milwaukee Board of School Directors hold a meeting and public hearing on this travel ban policy by September 2003; and be it

FURTHER RESOLVED, That the Administration prepare a presentation, to be made at this meeting, on the rationale for the travel ban policy, possible alternatives to the policy, and a process for MPS staff, students, and the public to be involved in the refinement and implementation of the policy.

Administration's Analysis

1. Since 2001, due to terrorist activities in the U.S. and abroad and the war in Iraq, the District has issued specific restrictions on authorized school-related extended field trips and business travel. The rationale supporting these restrictions has consistently been based on the concern for the safety of the District's students and staff.

2. During the travel ban issued for the 2001-2002 school year following the terrorist activities of September 11, 2001, the District sought input from other large school districts, private organizations, district administrators, parents, and the community. This input was then used by a newly developed Travel Safety Committee consisting of members from the Office of the Superintendent, Office of Administrative Services, Office of School Safety, and the Division of Benefits and Insurance Services. The purpose of the Committee was to review and revise the procedures and forms for extended student field trips effective for the 2002-2003 school year, with the goal to safely support the travel experience as part of the school curriculum in a safe and effective manner.

3. The work of this Committee culminated in the following:

a. updated procedures and forms for extended field trip and excursions for the 2002-2003 school year;

b. mandatory purchase of insurance to cover staff, students, and chaperones which provides services and assistance overseas should an incident or accident happen during foreign travel (see attachment);

c. reinstitution of the requirement that all foreign travel by students must have the advance written approval of the superintendent (or his designee);

d. consolidation of all necessary travel forms and required documentation to be reviewed by the superintendent (or his designee);

e. instructions that the school administrator or employee monitor on the internet the travel warnings as issued by the U.S. Department of State because school-related travel by students or staff is not permitted to any country or area where there is a travel warning listed due to any reasons, including, but not limited to, terrorism, war, violence, public health issues, etc. (see attached examples);

f. emphasis that the District is not responsible for forfeited travel deposits, related fares, or charges from cancelled or postponed trips;

g. the Committee's being charged with the responsibility of being on-call, typically for a same-day response, to promptly address safety and travel concerns and make recommendations to the superintendent for action on travel bans and restrictions.

4. In early March 2003, the Committee convened to address safety issues in light of the impending war with Iraq at that time and to review the safety warnings and the five-color warning system developed by the U.S. Office of Homeland Security. It was unanimously agreed that the Committee's procedures for future travel restrictions and warnings for both school-related student and staff travel would be parallel to this five-color warning system. This was communicated by the Superintendent to all staff and posted on the District's website. This five-color warning system provides the District with one more piece of critical information regarding school-related student and staff travel out of the contiguous United States as well as any security advisories for all areas within the United States.

5. The Committee recently met to review Resolution 0304R-006 and to suggest possible alternatives and improvements to the process of determining on what to base travel restrictions. Recommendations are as follows:

a. The addition of principals to the committee;

b. The addition of a student representative from the Inter High Council;

c. The addition of a parent representative;

d. Update of the research on what other school districts are now doing;

e. The making of a determination whether travel cancellation insurance is viable and/or if a preferred arrangement with one or more travel agents could result in improved cancellation terms and conditions that would mitigate the loss of monies when trips may need to be cancelled

Strategic Plan Compatibility Statement

6. The recommendations support the MPS Strategic Goal to support student achievement.

Statute, Board Policy or Rules Statement

7. The recommendations are consistent with State Statutes, Board Policy or Rules Statement.

Fiscal Impact Statement

8. There is no fiscal impact at this time.

Implementation and Assessment Plan

9. Upon receipt of this report by the Milwaukee Board of School Directors, the Administration will start pursuing the alternatives and improvements as described in item 5 above and report back to the Board during the 2003-2004 school year.

Committee Recommendation

Your Committee recommends that:

1. The Board accept the Administration's report, with the stipulation that the Travel Safety Committee investigate the feasibility of:
    a. The District's obtaining cancellation insurance on all future travel in order to protect students and staff from forfeiture of funds due to emergency cancellation of trips; and
    b. Issuance of a request for bids (RFB) for travel contracts, with the bids to include cancellation insurance; and
2. The Board direct the legislative staff to investigate any current legislation regarding travel and the Color Code system; and
3. The Administration report the findings of its investigations back to your Committee during the November Board cycle.

Director Morales moved to adopt the report, with the addition of the following language:

The administration report back to the Committee on the implementation of the following items:

a. The addition of principals to the committee;
b. The addition of a student representative;
c. The addition of a parent representative;
d. Update of the research on what other school districts are now doing;
e. The making of a determination whether travel cancellation insurance is viable and/or if a preferred arrangement with one or more travel agents could result in improved cancellation terms and conditions that would mitigate the loss of monies when trips may need to be cancelled

The motion prevailed, the vote being as follows:

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

Noes—None.

* * * * *

(Item 4) Action on Resolution 0203R-048 by Director Blewett Regarding Affirmative Action

Background

At its meeting on February 27, 2003, the Board referred the following resolution by Director Blewett to the Legislation, Rules, and Policies Committee:

WHEREAS, Affirmative action programs were developed to remedy the current effects of past discrimination and to ensure equal opportunity to individuals and groups of individuals that have been systematically discriminated against because of their race or gender; and

WHEREAS, Because current statistics may indicate that, in some select situations, progress has been made toward this goal, there are some who feel that such programs are no longer needed and should be eliminated; and

WHEREAS, Elimination of affirmative action programs in education would serve only to eliminate or minimize opportunities for members of racial minority groups to attend our country's more prestigious colleges or universities; and

WHEREAS, The United States Court of Appeals for the Sixth Circuit has concluded that the opinion of Justice Powell in Regents of the Univ. of Cal. v. Bakke, 438 U.S. 265 (1978), constituted binding precedent establishing "diversity" as a compelling governmental interest that may justify race-based preferences in student admissions to applicants from certain racial or ethnic groups; and

WHEREAS, A writ of certiorari to review the judgment of the United States Court of Appeals for the Sixth Circuit in this case has been filed with the United States Supreme Court; and

WHEREAS, There still exist savage inequalities in the apportioning of school funding, as well as educational opportunities, and affirmative action is a powerful spur to address and remedy these inequalities and their effects; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors reaffirm its dedication to the principles and goals of its own affirmative action program; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors petition the U.S. Supreme Court to affirm the judgment of the Sixth Circuit Court of Appeals.

Administration's Analysis

1. The resolution calls on the Milwaukee Board of School Directors to petition the U.S. Supreme Court to affirm the judgment of the Sixth Circuit Court of Appeals which found that the opinion of Justice Powell in Regents of the University of California v. Bakke, 438 U.S. 265 (1978) constituted binding precedent establishing diversity as a compelling governmental interest that may justify race-based preferences in student admissions to applicants from certain racial or ethnic groups.

2. In June of 2003, the U.S. Supreme Court made decisions in two cases related to this issue. In the University of Michigan law school case Grutter v. Bollinger (02-241), the court ruled five to four that the law school admission policy did not violate the Constitution because the government has a "compelling interest" in advancing diversity in higher education; however, in a six to three decision in Gratz v. Bollinger, the court ruled the University of Michigan's undergraduate admissions policy, which automatically awarded points to minority applicants based on their race, unconstitutional.

Statute, Board Policy or Rules Statement

3. This item is consistent with Administrative Policy 6.02, Equal Opportunity Employment (Affirmative Action Program), and Administrative Procedure 6.02, Equal Opportunity Employment (Affirmative Action Program).

Committee Recommendation

Your Committee recommends that the Milwaukee Board of School Directors reaffirm its dedication to the principles and goals of its own affirmative action program.

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

* * * * *

(Item 5) Action on a Request for a One-Year Waiver of Administrative Policies 8.32(2), Student Expulsion: Other Criminal Offenses, and 8.23, Weapons in the Schools (and Criminal Offenses), to Allow Students Who Have Been Expelled without Services an Opportunity for Early Reinstatement under the District's Community Service Program, the Responsible Investigative Talent Zone Service Program (RITZ)

Background

1. The Gun Free Schools Act of 1994 (20 U.S.C. §8921, et seq.) requires every state to 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. In Wisconsin, the state law requiring the expulsion of students who possess weapons is found in §. 120.13(1)(c)2m., Wis. Stats.

2. 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. Options for early reinstatement often require a pupil to comply with several conditions related to the reasons for the expulsion. One of those conditions may be performance of community service.

3. Options for early reinstatement, as authorized by § 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 reinstatement is offered or not, once the pupil has completed the actual term of the expulsion, the school board is required to accept the pupil without conditions.

4. The Milwaukee Public Schools' Administrative Policy 8.32(2), Student Expulsion: Other Criminal Offenses, prescribes as follows:

> 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.

5. Administrative Policy 8.23(1)(a) prescribes:

> 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 the Administration.

6. Administrative Policy 8.23(3)(a)1 prescribes:

> 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 provide by a Milwaukee Public School partnership.

7. Currently, the Independent Hearing Panel makes the final determination of whether or not students are expelled with or without services.

Administration's Report

8. On June 26, 2001, the Board adopted a resolution which authorized an Independent Hearing Panel to order expulsions from the Milwaukee Public Schools for the 2001-2002 school year and contained provisions and guidelines for not offering educational services to expelled students. At its meeting on January 31, 2002, the Board amended this action and authorized revision of Administrative Policies 8.23, 8.32, and 8.33 in order to require that students expelled from the Milwaukee Public 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. For the 2003-04 school year, the Office of Pupil Services has acquired funding from the Department of Public Instruction that will enable 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 (see attachment). 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 to their communities, while at the same time offering them educational opportunities.

10. 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. If the pupil had 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.

11. 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.

Strategic Plan Compatibility Statement

12. 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, MPS Policy, or Board Rule Implication Statement

13. Implementation of the RITZ program is consistent with the provisions of § 120.13(1)(h)2, Wis. Stats., and MPS Administrative Policy 8.32, Student Expulsion.

Fiscal Impact Statement

14. No additional funding is required at this time, as the program will be funded via the Department of Public Instruction's Community Service for Expelled or Suspended Students grant. Expenditure of $340,000 will come from the FY04 account DE4-DPI COM SERV EXPELLED.

Implementation and Assessment Plan

15. The RITZ program, which will service its first group of students beginning on September 2, 2003, will be housed in North Division. Pulaski High School will serve as a satellite site for the program where RITZ personnel will be able to provide services for students that reside on the south side of Milwaukee or wish to receive services from the program at a south-side location.

16. During the 2003-04 school year, every student who is expelled from MPS without services by the Independent Hearing Panel assigned to the case will be offered the opportunity to volunteer to participate in the RITZ as a part of an early reinstatement condition. It is the parent of the student, however, who has the final authorization for the student's participation.

Committee Recommendation

Your Committee recommends that:

1. The Board approve a one-year waiver of Administrative Policy 8.32(2), Student Expulsion: Other Criminal Offenses, and allow the Independent Hearing Panel the authority to offer every student who is expelled without services the opportunity to participate in and successfully fulfill all of 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 for early reinstatement into the school system; and

2. This opportunity be extended retroactively to students expelled during the Spring semester of the 2002-03 school year.

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

* * * * *

RESOLUTIONS

Resolution 0304R-011

By Director Johnson:

WHEREAS, Election cycles and the length of terms of the members of the Milwaukee Board of School Directors are dictated by Section 119.08 of the Wisconsin Statutes; and

WHEREAS, Elections for the Milwaukee Board of School Directors currently are held in the Spring of odd-numbered years; and

WHEREAS, Changing the scheduling of Board elections to the Fall of even-numbered years would align them with elections which traditionally have higher turnouts, resulting in greater voter participation in Board elections; and

WHEREAS, A Fall election would allow Board members to be seated in time to actively participate in the annual strategic planning and budget process from its start; and

WHEREAS, By shifting the bulk of the election campaigning to the summer months, a Fall election schedule would allow Board members, candidates, and the public to focus their energies on educational matters during the majority of the school year; now, therefore, be it

RESOLVED, That the Board direct the Office of Board Governance to develop and report to the Board a plan to move the Board election schedule to the Fall of even-numbered years beginning in 2006; and be it

FURTHER RESOLVED, That the plan to move the Board election schedule include provisions to revise Wisconsin State Statute 119.08, including any necessary adjustments in the terms of Board members for the initial years of implementation.

Referred to the Legislation, Rules and Policies Committee.

Resolution 0304R-012

By Director Hardin:

WHEREAS, The mission of MPS's School to Work Transition (STW) is to "provide a consistent continuum of transition services to students in the Milwaukee Public Schools . . . ." in order to . . . . "help prepare students to enter the workplace, go on for further training, to become as independent as possible, and to contribute to society"; and

WHEREAS, One aspect of STW is the Community and Assessment Training Program (CATP), which provides intensive training in work skills in real-world settings to high-school students with disabilities; and

WHEREAS, One of the sites at which such training is provided is the cafeteria at the MPS Central Services Building, which introduces students to the basic skills and training needed in the food-service industry ; and

WHEREAS, The Central Services cafeteria not only offers convenient, tasty, and nutritious food service to both MPS employees and visitors to the Central Services Building, but also provides a convenient location at which MPS staff may socialize, network, and collaborate during their lunch periods; and

WHEREAS, The CATP food-service program at Central Services currently operates only during the traditional school year and is closed during the summer months, thereby both depriving students of an opportunity to continue to hone their workplace skills and forcing many MPS employees to leave the building during their lunch breaks; and

WHEREAS, The CATP program is currently missing out on a source of income during the summer months with which to augment its funding; and

WHEREAS, Many MPS employees, as well as visitors to the Central Services Building, have found that they miss the convenience of the cafeteria during the summer, as they must spend extra time and money to eat elsewhere during that time; and

WHEREAS, Many of the students who participate in the CATP do not follow traditional school schedules, but attend classes year round, including during the summer; now, therefore, be it

RESOLVED, That the Board direct the Administration to develop a plan to expand the CATP to include a summer program that will begin in the summer of 2004 and that will include a food-service component in the Central Services cafeteria; and be it

FURTHER RESOLVED, That the Administration report its plan back to the Board no later than the November 2003 Board cycle.

Referred to the Innovation/School Reform Committee.

The Board adjourned at 8:49 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
SEPTEMBER 11, 2003

Special meeting of the Board of School Directors called to order by President Spence at 7:24 PM.

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

Absent — None.

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

September 5, 2003

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Jeff Spence, a special meeting of the Milwaukee Board of School Directors will be held at 7:00 p.m. on Thursday, September 11, 2003, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of conferring with legal counsel regarding litigation brought against the Board and the Department of Public Instruction by the Wisconsin Coalition for Advocacy (the Litigation).

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.

Upon reasonable notice, efforts will be made to accommodate the needs of individuals with disabilities through sign language interpreters or other auxiliary aids. Please contact the Office of Board Governance, Room 273, Central Services Building, 5225 West Vliet Street, P. O. Box 2181, Milwaukee, WI 53201-2181 (Phone 475-8284; Fax 475-8071; TDD 475-8893).

LYNNE A. SOBCZAK
Board Clerk

Director Johnson moved that the Board retire to executive session, pursuant to Wisconsin Statutes, Section 19.85(1)(g), to confer with its legal counsel 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 Balistreri, Blewett, Dannecker, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence—9.

Noes—None.

The Board retired to executive session at 7:27 PM.

The Board adjourned from executive session at 7:51 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
SEPTEMBER 11, 2003

Special meeting of the Board of School Directors called to order by President Spence at 8:03 PM.

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

Absent — None.

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

September 5, 2003

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Jeff Spence, a special meeting of the Milwaukee Board of School Directors will be held at 7:30 p.m., Thursday, September 11, 2003, in the Auditorium 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 appeals of disciplinary actions under Part IV, Section N(1)(e)(2), of the contract between the Board of School Directors and the Milwaukee Teachers' Education Association-Teachers and Part IV, Section J(2), of the contract between the Board of School Directors and the Administrators and Supervisors Council.

The hearing will be held in public or in private at the request of the appellants, under the provisions of Section 19.85(1)(b), Wisconsin Statutes.

The Board may retire to executive session to deliberate the matter and reconvene in open session to take action on matters considered in executive session under the provisions of Section 19.85(1)(a), Wisconsin Statutes.

Upon reasonable notice, efforts will be made to accommodate the needs of individuals with disabilities through sign language interpreters or other auxiliary aids. Please contact the Office of Board Governance, Room 273, Central Services Building, 5225 West Vliet Street, P.O. Box 2181, Milwaukee, WI 53201-2181 (Phone 475-8284; Fax 475-8071; TDD 475-8893).

LYNNE A. SOBCZAK
Board Clerk

At the request of the appellants, Director Dannecker 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, Blewett, Dannecker, Hardin, Horton, Johnson, Morales, O'Neil and President Spence—9.

Noes—None.

The hearing was closed at 8:08 PM.

The Board recessed from 9:03 to 9:14 PM, and from 10:30 to 10:53 PM.

At 12:00 AM, the Board adjourned to 6:30 PM, September 16, 2003.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
SEPTEMBER 16, 2003

Adjourned special meeting of the Board of School Directors called to order by President Spence at 6:48 PM.

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

Absent — None.

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

September 12, 2003

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Jeff Spence, a special meeting of the Milwaukee Board of School Directors will be held at 6:30 p.m., on Tuesday, September 16, 2003, in Room 103 of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of continuing hearing, deliberating, and taking action in the matter of appeals of disciplinary actions under part IV, Section N(1)(e)(2), of the contract between the Board of School Directors and the Milwaukee Teachers' Education Association-Teachers and Part IV, Section J(2), of the contract between the Board of School Directors and the Administrators and Supervisors Council.

The hearing will be held in private at the request of the appellants, under the provisions of Section 19.85(1)(b), Wisconsin Statutes.

The Board may retire to executive session to deliberate the matter and reconvene in open session to take action on matters considered in executive session under the provisions of Section 19.85(1)(a), Wisconsin Statutes.

Upon reasonable notice, efforts will be made to accommodate the needs of individuals with disabilities through sign language interpreters or other auxiliary aids. Please contact the Office of Board Governance, Room 273, Central Services Building, 5225 West Vliet Street, P.O. Box 2181, Milwaukee, WI 53201-2181 (Phone 475-8284; Fax 475-8071; TDD 475-8893).

LYNNE A. SOBCZAK
Board Clerk

The Board resumed the hearing in closed session at 6:50 PM.

The Board recessed from 8:00 to 8:18 PM and from 9:26 to 9:40 PM.

The Board concluded the hearing at 10:30 PM.

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

Noes—None.

The Board retired to executive session at 10:31 PM.

The Board reconvened in open session at 11:07 PM.

Director Johnson moved that the Board sustain the Superintendent's decision to terminate Ms. Judith Zaks from her employment with the Milwaukee Public Schools and to terminate Mr. Joseph Zaks from his employment with the Milwaukee Public Schools, based on violations of the residency policy.

The motion prevailed, the vote being as follows:

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

Noes—None.

The Board adjourned at 11:09 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
SEPTEMBER 25, 2003

Regular meeting of the Board of School Directors called to order by Vice President Hardin at 6:50 PM.

Present—Directors Balistreri, Blewett, Dannecker (7:55 PM), Horton, Johnson, Morales and Vice President Hardin—7.

Absent and excused—Director O'Neil and President Spence—2.

AWARDS AND COMMENDATIONS

STUDENTS

Alfredo Castro, a student at Kosciuszko Middle School, has created the winning design in a poster contest conducted by the Marcus Corporation. His poster took first place in the reading category, and he will receive a year-long pass good for free admission to any Marcus Theater. Veronica Campos, a student at Kosciuszko Middle School, was named a finalist for her reading poster, and Hugo Moreno, a student at Sholes Middle School, was a finalist for his achievement poster.

Sable Kathleen Nelson, recent graduate of Rufus King International Baccalaureate High School, won the top prize from the National Convention for Top Teens of America's Speakers Tournament held in Arlington, Virginia. In addition to the customary certificate and gold medallion, she also received $1,000 for the top prize. Top Teens of America is a community-service organization under the direction of Top Ladies of Distinction. Sable was also active in several school organizations, including National Honor Society, French Honor Society, Swim Team, Soccer Team, Prom Committee, and the Debate and Mock Trial Teams.

Jeffrey Carter, graduate of Washington High School; Belinda Hull, graduate of Riverside University High School; and Jeannette Barillas, graduate of Pulaski High School, were named Title I Region V Scholarship Winners and each received a $1,000 scholarship. The Title I Scholarships are awarded each year to students wishing to further their education in honor of Bobbie Hilliard, a young Chicago mother who left behind twin daughters.

SCHOOLS

Hamilton High School was chosen as one of six high schools in the nation as an ACT Award Winner. Hamilton will use the award to continue its goal of motivating students to stay in school, get their diplomas, and go on to college. ACT, the non-profit company best known for its college-entrance exam, gives out four to six awards each year in the form of ACT programs, services, consultation, and resources.

North Division Virtual University High School was recently honored by the Wisconsin Cluster Links, Inc., for its distinguished community service. Students met Dr. Cornell West, a noted educator and social-justice advocate, and Octavia Butler, prolific science fiction author. The Links is a public-service organization that focuses on international teacher service to youth, the arts, and other areas of community

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APPROVAL OF MINUTES

The minutes of the regular Board meeting of August 28, 2003, 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 the following claim:

> Notice of Claim served on this office by Mr. Kent A. Tess-Mattner, attorney, on behalf of Philip Dizack, a minor, and his parents, Robert and Jill Dizack, relative to property damage involving their automobile while it was parked at the Milwaukee High School of the Arts on May 13, 2003.
>
> Claim is being made in the sum of $1,020.

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 denied, the vote being as follows:

Ayes—Directors Balistreri, Blewett, Horton, Johnson, Morales and Vice President Hardin—6.

Noes—None.

* * * * *

COMMUNICATIONS FROM THE BOARD CLERK

(Item A) Suspension of Board Rule 1.02(1) and Rescheduling of the Regular November and December 2003 Board Meetings

Office of
Board Governance

TO THE BOARD OF SCHOOL DIRECTORS:

Board Rule 1.02(1) provides that the regular meetings of the Board shall be held on the last Thursday of each month. Under the provisions of this Rule, the regular November 2003 Board meeting would take place on November 27, Thanksgiving Day, and the regular December 2003 Board meeting would take place during the Winter Break, on December 25, Christmas Day.

In light of this, it is recommended that the Board suspend Board Rule 1.02(1) and change the dates of these meeting to dates of the Board's choosing.

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

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

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

Ayes—Directors Balistreri, Blewett, Horton, Johnson, Morales and Vice President Hardin—6.

Noes—None.

Director Johnson moved to reschedule the regular November Board meeting to November 20, 2003, and the regular December Board meeting to December 16, 2003.

Director Balistreri moved to amend by also rescheduling the regular October Board meeting to October 28, 2003, to avoid conflict with the annual teachers' and school administrators' conventions.

The amendment was adopted by consensus.

The motion to reschedule the Board meetings as amended was adopted, the vote being as follows:

Ayes—Directors Balistreri, Blewett, Horton, Johnson, Morales and Vice President Hardin—6.

Noes—None.

* * * * *

REPORTS OF STANDING COMMITTEES

Separate consideration was requested of the following items:

Innovation/School Reform Committee, Item 1, amendment to Administrative Policy 7.37, Graduation and Promotion Requirements;

Finance/Personnel Committee, Item 1, monthly finance and facilities matters;

Finance/Personnel Committee, Item 4, a contract with Radio Milwaukee to manage WYMS;

Finance/Personnel Committee, Item 9, contracts with providers of supplemental services; and

Finance/Personnel Committee, Item 11, Neighborhood Schools Plan projected capital costs.

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

Ayes—Directors Balistreri, Blewett, Horton, Johnson, Morales and Vice President Hardin—6.

Noes—None.

COMMITTEE ON SPECIAL EDUCATION

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

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Special Education presents the following report:

(Item 1) Monthly Report on Special Education compliance

Administration's Report

1. Service Information

The expected special education enrollment for MPS sites, Chapter 220 sites, open-enrollment, and private/parochial students is 16,490. This number can be compared with the December 1, 2002, Child Find count of 16,089.

2. Data Management Services (SSIMS)

The following information is an update of the implementation plans for the SSIMS data-management system.

Special Services Information Management System (SSIMS)
Project Status Report as of August 29, 2003

SSIMS (Encore) Database

- Encore database version 5.0 loaded to MPS servers on June 12
- Encore database version 5.1.7 loaded to MPS servers on August 15

SSIMS Training

- SSIMS trainers and Staff Development jointly created a summer SSIMS training schedule
- SSIMS database (Encore) and forms training taking place in August through October 2003
- SSIMS lab and Riverside and Pulaski High Schools are being used for SSIMS training

Interfaces

- Initial load and inbound interface have been modified for Encore by 4GL Corp.
- Inbound daily interface processing (eSIS to Encore) will run three times a day
- Outbound daily interface (Encore-to-eSIS) is in the final stage of development

IEP Forms

- Coding for the initial IEP forms (75 pages) is complete, and forms are being tested by the SSIMS team
- IEP forms were incorporated into the Encore database application during August

Reports

- Encore standard reports are being tested by the SSIMS team
- Encore standard reports are being compared with MPS current special ed. reports
- A reports committee has been formed to review and advise on report requirements
- Crystal Report Writer Enterprise version has been selected as the SSIMS report writer software

Encounter Tracker (ET)

- ET Business Process Analysis document approved by MPS on March 14, 2003
- ET planning meetings with 4GL Corporate took place on May 1, June 10, and August 14
- The next ET committee meeting is planned for sometime in September

Forms-Updating Encore Database (FTI)

- Data mapping for first 56 IEP form pages complete
- FTI coding taking place during July, August, and September 2003
- Testing being conducted in August and September 2003

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

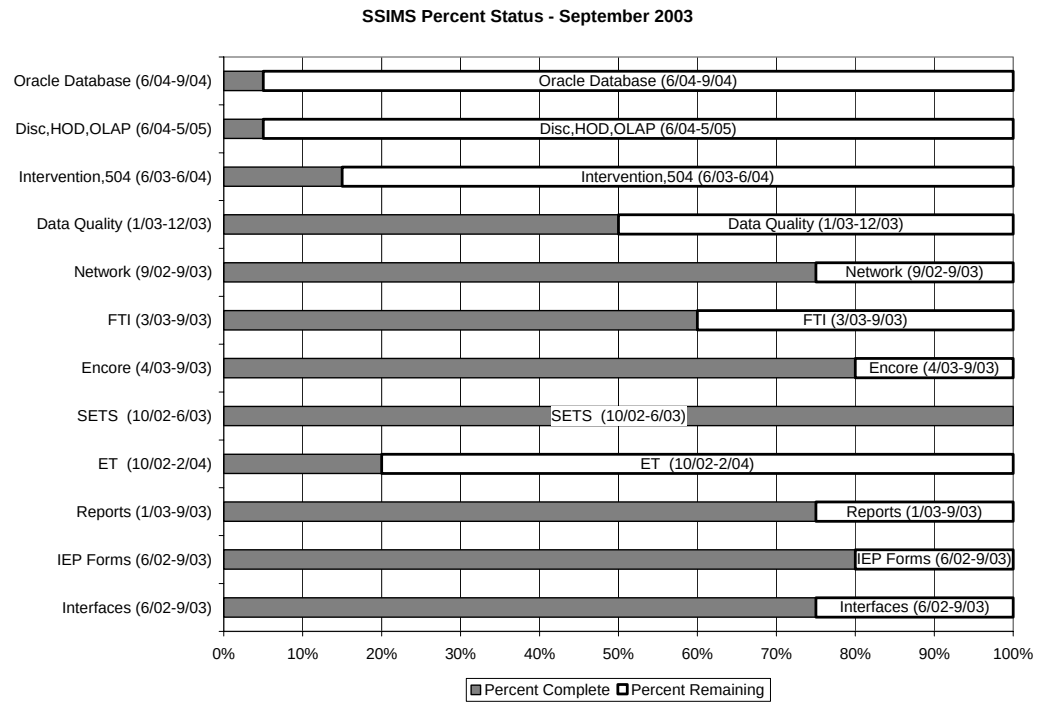
- SSIMS team meeting with Technology to discuss logistics of MPS school network access
- SSIMS Network Readiness Survey sent to MPS traditional and charter principals on May 16, 2003
- Survey results have been evaluated and given to Technology

SSIMS Data Quality

- A SSIMS data quality committee is being formed to evaluate and monitor SSIMS data

Rollout Schedule

- Encore database delivered to MPS on June 12; training began in July and continues through October 2003
- Forms testing and training at MPS began in July and continues through October 2003



- Encore and forms implementation scheduled for September 2003
- Encounter Tracker scheduled for implementation in February 2004
- Intervention, 504, Discipline, HOD, OLAP module implementation 2004/2005

3. Update Special Education Oversight Action Plan S.O.A.P/MPS Continuous Improvement Focused Monitoring Process

The foundation of all school-based planning and decision making in MPS is framed by the School Educational Plan (SEP). The plan is designed to incorporate the District's vision, mission, and strategic planning goals, as well as district-wide teaching and learning targets that are aligned with state standards, into a document that is a school-based planning tool and a road map for each school. Data-driven decision making and research-based strategies are built into the plan to provide a guide that will ensure academic achievement at high levels and a sense of health and well-being for each child.

The District has implemented the model of the SEP since the 2001-2002 school year. Each school developed a SEP during the fall of 2001. The basic framework of each school's plan was developed as a three-year document, with updates required at the beginning of each school year.

SOAP As Part of the School Educational Plan

During the month of October 2002, each school was required to submit a SEP that was developed or revised within district guidelines.

The required special education component of the SEP was enhanced and expanded during the fall of the 2002-03 school year. This was a result of the implementation of the Special Education Oversight Action Plan (SOAP) and a requirement imposed by the Department of Public Instruction (DPI) that the District develop a continuous improvement focused monitoring system to address special education procedural compliance areas that were identified as deficient based on recent audits. The goals of the process areas follows:

- To provide a data-driven decision making base for educational planning for special services;
- To provide teachers with professional development and to increase skill at developing appropriate IEPs that meet the individual needs of the students;
- To assist the special education supervisor and building administrator in identifying staff-development needs for the building staff, as well as for individual teachers;
- To identify district-wide areas for targeting staff development, development of policy and providers, and monitoring of compliance;
- To assist the District and the DPI with ongoing monitoring of compliance and with improvement action plans that lead to district-wide improvement.

Section 11 of the School Educational Plan, which directly addresses the delivery of special services in the school, was revised to include the 40 targeted items of compliance in the following areas:

- IEP procedures
- Assessments
- Suspension and expulsion
- Least restrictive environment
- Parental participation
- Promotion/graduation /transition

A detailed description of the compliance items can be found as an attachment to the minutes of your Committee's meeting..

Training was required during the fall of 2002, both to help building staff to understand the role of SOAP and to assist school administration in understanding the continuous improvement focused monitoring requirement that had been added to the requirements of the SEP.

During October 2002 the special education leadership liaisons (SELLs) presented training to all principals and school administrators relative to SOAP and its place in the context of the SEP. The District mandated that the school administrator(s) who were responsible for special education services in their respective buildings attend at least one of the training sessions for details.

The initial training and data collection was called Phase I of the SOAP continuous improvement focused monitoring activities. Phase I data collection was required as a part of the SEP planning process to determine each school's baseline data for each of the 38 targeted items. The training activities for Phase I were conducted during the months of October and November 2002.

Upon completion of the training, each school designated an individual or individuals to collect baseline continuous improvement monitoring data using the checklists included in the revised Section 11 of the SEP template. Each school was asked to complete an analysis of the 38 targeted items on a total of 30% of the total IEPs in the school. The data was collected during the months of November and December 2002. The results of the analysis will be used to establish the baseline data for the 2003-2004 school year.

The SELLs and representatives from DPI worked collaboratively through the months of January and February 2003 to revise the continuous monitoring checklist tools and corrective action procedures for staff to employ in buildings. The revisions included decisions on types and amounts of data to be collected as well as targets for staff development.

Phase II of the SOAP continuous improvement monitoring process began with the identification of 18 schools that were to receive training in the targeted procedural areas of the checklist items and the monitoring process. The Phase II training activities included large-group instructive sessions on 25 of the targeted compliance areas, as well as small-group supervised practice sessions.

During the implementation of Phase II, the SELLS were trained by DPI representatives as trainers in the areas of targeted compliance. SELLs, in turn, trained building administrators and special education supervisors in the same targeted compliance areas. These trained school administrators and supervisors then offered training activities for their staff and completed a continuous improvement checklist for each service-delivery staff member. The building reviewers then submitted to the SELLS a copy of their review logs and one IEP per provider in each school.

Phase II training and monitoring activities for the 18 schools took place during the months of February and March 2003. The remaining MPS schools received Phase II training and participated in the checklist review activities from March to May 2003.

Phase III of the SOAP (embedding special education into the SEP) continuous improvement monitoring activities involves merging the content of the procedural compliance and process of continuous improvement monitoring. It involves reviewing the collected data, analyzing the data, and imbedding it into each section of the educational plan to ensure that the needs of students with disabilities are considered and included in the planning for each section of the educational plan.

Phase III was initially piloted in February with a training activity for principal coaches. This was the first introduction to the process and content portion of SOAP. Staff development for school administrators in the PHASE III implementation began for all administrators in June 2003. Mandated training for the Phase III implementation will begin in September 2003.

Each school will participate in the continuous improvement focused monitoring activities throughout the 2003-04 school year. All staff will receive training in the focused monitoring compliance areas during the months of September and October 2003.

Beginning in October 2003, IEPs of individual teachers and service-providers will be reviewed by a building-based team, which includes the special education supervisor and the building-based administrator. The IEPs will be reviewed for accuracy with respect to the identified compliance items. Each teacher will have a minimum of three IEPs that are reviewed to determine if competency has been reached on each of the checklist items. In cases where additional support is required to meet the checklist standards, training and support will be provided to assist the teacher.

In some cases, the IEP committee may need to be reconvened to revise the IEP to address the needed corrections. Each individual teacher will continue to have IEPs reviewed until three IEPs that meet required stands are reviewed. Results of these activities will become a part of the accountability and evaluation system for the teacher.

Ongoing building-based reviews by MPS staff will continue through the month of March. During this time, the SELLs will also review the building-based reviewer's analysis to ensure accuracy and quality and to provided input, support, and staff development if required. The DPI will conduct a district-wide review activity to confirm completion of individual reviews and to monitor progress in the targeted areas of compliance, The results of the DPI review will be used to determine progress and baseline data information for the 2004-2005 school year and the education plan process.

A smaller number of the focused monitoring compliance items are not easily evidenced in an IEP document. Examples of these items include discipline procedures, parent progress report documentation etc. The implementation of these items require building planning and organization, as well as documentation at the school level.

As part of the October compliance review activities, each building will be asked to develop a plan to document the manner in which the building will comply with each of this smaller number of equally important compliance requirements. The plans will be submitted and reviewed by SELLs and the Director of Special Services. On-site monitoring by SELLs and other district administrators who will review activities to address these compliance areas will take place in spring of 2004. The DPI will also review the results of these compliance review activities. The information will be used to determine progress and baseline data information for the 2004-2005 school year and the SEP development process.

The SEP must contain evidence throughout the document of quality services delivery for students with disabilities. Teams will use data from a wide variety of sources, including the continuous improvement monitoring system, to guide them in making important decisions and in educational planning. Some of the same data will contribute 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.

Examples of such data include:

- evidence of timely IEPs' being in place and implemented
- documented service delivery and continuum of services
- licensed teachers and match assignments
- appropriate use of educational assistants and handicapped children's assistants
- procedural timelines — evaluation (90-day) and annual IEP review
- budget allocations and expenditures
- Child Find procedures
- procedures for informing parents
- implementation of staff development
- SSIMS training and application
- student promotion rates
- student graduation rates
- grades
- statewide assessments
- IEP goals improvement/completed
- attendance rates
- discipline (suspension/expulsion)
- movement of students
- parent disputes and concerns formal and informal
- caseload management and oversight
- Medicaid billing
- focused monitoring data

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COMMITTEE ON INNOVATION/SCHOOL REFORM

Director Johnson 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 Amend Administrative Policy 7.37, Graduation and Promotion Requirements

Background

Two changes are being brought forward relative to Administrative Policy 7.37, Graduation and Promotion Requirements. The first change applies to section 5(e), Diplomas for Veterans, and aligns this portion of the policy with current state statutes. The second change applies to Planning Provisions for Graduation, sections 3(c) and (f), and aligns the credits required for grade-level promotion at the end of the school year to the change approved by the Board on February 27, 2003, which decreased the total number of Carnegie units required for graduation from 23 to 22.

Administration's Analysis

1. On August 10, 2000, sec. 120.13(37), WI Stats., became effective, allowing high-school diplomas to be awarded to certain veterans. Specifically, that statute provided that a school board could award a high-school diploma to a veteran, even though the veteran did not meet statutory high-school graduation requirements, if that veteran

- is at least 65 years old;
- attended a Milwaukee public high school;
- left high school before graduation to join the U.S. Armed Forces during a war period, including, among others, World War I, the Korean Conflict, the Vietnam War, or the Persian Gulf War; and
- 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.

2. Under sec. 120.13(37), Stats., as originally enacted, a high-school diploma could also be awarded to a veteran who meets all of the criteria listed above, notwithstanding the receipt by the veteran of a high-school-equivalency diploma after serving on active duty. The Board adopted an amendment to Administrative Policy 7.37, Graduation and Promotion Requirements, to comply with sec. 120.13(37), Stats., on August 29, 2000.

3. On May 9, 2002, an amendment to sec. 120.13(37), Stats., became effective, expanding the circumstances under which high-school diplomas can be awarded to veterans. In addition to the circumstances listed above in paragraph 1., a veteran can be posthumously awarded a high-school diploma if, prior to death, the veteran satisfied the criteria listed in sec. 120.13(37)(a) 2 to 4. The amendment also allows a school board to award a high-school diploma to a veteran who meets the criteria listed in sec. 120.13(37), Stats., if the veteran attended high school in Wisconsin, so long as the veteran resides in that school board's district. Previously, the law allowed a school board to issue a diploma to a veteran only if he/she actually attended high school in that board's district.

4. On February 27, 2003, the Board approved the revision to Administrative Policy 7.37, Graduation and Promotion Requirements, decreasing requirements for graduation from 23 Carnegie units to 22 Carnegie units, which is consistent with state statutes and graduation requirements of suburban districts located in the metro-Milwaukee area. The requirements for promotion at the end of the school year, however, were not changed to reflect the new requirements.

The proposed correction will reflect the revised graduation requirements for grade-level promotion at the end of the school year. This is a correction of an oversight and not a new revision to the approved policy.

Statute, Board Policy or Rule Statement

5. The proposed policy revision complies with the 2002 amendment to sec. 120.13(37), Stats. Board approval of a revision to Administrative Policy 7.37(5)(e) and (3)(c)(f), Graduation and Promotion Requirements, is required.

Fiscal Impact Statement

6. No additional funds are required at this time. Should this change, the Board will be informed.

Implementation and Assessment Plan

7. The Administration will implement the process and make the necessary changes upon approval by the Board.

Committee Recommendation

Your Committee recommends that the Board amend Administrative Policy 7.37, sections (3)(c), (3)(f), and (5)(e) as indicated below:

Administrative Policy 7.37

3. **PLANNING PROVISIONS FOR GRADUATION**

(c) A "senior" is a student in at least his/her 7th semester, or its equivalent, of high school who has earned a minimum of ~~17~~ 16 units or the number required by the student's school for senior status.

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(f) The following minimum number of Carnegie units, or the equivalent, is required for high-school students to be promoted at the end of the school year:

9th-grade student (freshman)	fewer than 5 units
10th-grade student (sophomore)	5 units or more
11th-grade student (junior)	~~11~~ 10 units or more
12th-grade student (senior)	~~17~~ 16 units or more and enrollment in at least the 7th semester (or its equivalent) of high school.

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(5) DIPLOMAS

(e) Diplomas for Veterans

1. Diplomas shall be awarded to certain veterans. The superintendent or designee shall direct the appropriate MPS high-school principal to award a diploma to a veteran if the superintendent or designee determines that the veteran meets all of the following ~~four~~ criteria as set forth criteria in Sec. 120.13(37), Stats.

2. The veteran must:

a. be at least 65 years old; and

b. have attended ~~a Milwaukee public~~ high school~~; and~~ in the school district or attended high school in Wisconsin but reside in the school district; and

c. have left high school before ~~graduation~~ having received a high school diploma to join in the U.S. Armed Forces during a war period, including, but not limited to, World War II, Korean Conflict, Vietnam War, ~~and~~ Persian Gulf War, Afghanistan War, and the war in Iraq; and

d. 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.

3. A high-school diploma shall also be awarded to a veteran who meets all of the criteria listed above in 2. a.-d., notwithstanding the receipt by the veteran of a high-school-equivalency diploma after serving on active duty.

4. A high-school diploma shall also be awarded to a veteran, upon request, who has died, but who, before dying, satisfied the criteria listed above in 2.b.-d.

* * * * *

Director Johnson moved to adopt the amendments, with the following additional amendments to 2c, based on the City Attorney's opinion:

c. have left high school before ~~graduation~~ having received a high school diploma to join in the U.S. Armed Forces during a ~~war~~ period of war as defined under state law;, ~~including, but not limited to, World War II, Korean Conflict, Vietnam War, and Persian Gulf War, Afghanistan War, and the war in Iraq~~; and

The amendments were adopted, the vote being as follows:

Ayes—Directors Balistreri, Blewett, Horton, Johnson, Morales and Vice President Hardin—6.

Noes—None.

* * * * *

COMMITTEE ON FINANCE/PERSONNEL

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

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Finance/Personnel presents the following report:

(Item 1) Action on Monthly Finance and Facilities Matters: Award of Contracts; Authorization to Make Purchases; Acceptance of the Report of Revenues and Expenses; Monthly Expenditure Control Report; Report of the Independent Monitor on Participation Performance in the Neighborhood Schools Initiative; and Acceptance of Donations

Award of Contracts

Below is a contract award recommendation for the September 23, 2003, Finance and Personnel Meeting. Adequate funding is available in the accounts as noted below.

EXTERIOR DOOR REPLACEMENT

Lee School

Prime Contractor
J.F. Cook Co. Inc.
7830 South 10th Street
Oak Creek, WI 53154

Low Bidder, Base Bid of.....$71,312.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
Yes	10%	100% WBE	39	3	6	Corporation	0

Funds have been committed for this project from FY01 account codes FAR-0-0-MM2-LE-ECNC and MJ2-0-0-DFM-LE-EMTC (W.O. 2-383019).

NEIGHBORHOOD SCHOOLS INITIATIVE — NEW BUILDING

Thirty-seventh Street School

Prime Contractor
J.P. Cullen & Sons, Inc.
12805 West Burleigh Street
Brookfield, WI 53005

Low Bidder, Base Bid of.....$9,644,530.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	30% MBE 5% WBE	30% MBE 5% WBE	404	12	21	Corporation	28

Funds have been committed for this project from Neighborhood Schools Initiative account code FAR-0-0-NSI-37-ECNC (W.O. 2-545503).

The following contract is being recommended for award as part of the Urgent School Renovation Grant Program. These contracts are typically bid by MPS as a condition of the grant. In this case, the requirement for MPS to bid the project has been waived by the State since the school has bid this project as part of a larger renovation project that it is undertaking. MPS will be responsible for this portion of the overall project.

ADA RENOVATIONS AND ASBESTOS ABATEMENT

Prince of Peace School

Prime Contractor
The Bentley Company
8600 West Bradley Road
Milwaukee, WI 53224

For a cost of.....$75,000.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% MBE	100	10	20	Corporation	3

Funds have been committed for this project from the FY03 Urgent School Renovation Grant account code FAR-0-0-SR3-PC-ECNC (W.O. 2-579628 and 2-579626).

CONSTRUCTION CONTRACTS

Total construction contract dollars awarded.....$9,790,842.00
Total dollars HUB participation $3,454,397.50
% of MBE participation.....29.63
% of WBE participation 5.65
% Minority employees within company.....3.09
% Women employees within company 5.19

The following report details additional costs related to the Neighborhood Schools Initiative projects previously awarded by the Board in October 2002. These costs are included in the Neighborhood Schools Initiative Cost Balancing Report, which is also being submitted for approval this month.

Clarke Street School

Firm Name
J. P. Cullen & Sons, Inc.
12805 West Burleigh Street
Brookfield, WI 53005

Addition to current Neighborhood Schools Initiative contract to provide construction management and construction services due to additional modifications, for a cost of.....$1,034,806.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	30% MBE 5% WBE	31% MBE 14% WBE	51	7	3	Corporation	3

Funds have been committed for this project from account code FAR-0-0-NSI-CK-ECNC (W.O. 2-545400).

Sherman Multicultural Arts School

Firm Name
J. P. Cullen & Sons, Inc.
12805 West Burleigh Street
Brookfield, WI 53005

Addition to current Neighborhood Schools Initiative contract to provide construction management and construction services due to additional modifications, for a cost of.....$1,008,508.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	30% MBE 5% WBE	31% MBE 14% WBE	51	7	3	Corporation	3

Funds have been committed for this project from account code FAR-0-0-NSI-SE-ECNC (W.O. 2-545417).

The following purchases of energy management equipment are being reported as sole-source purchases in accordance with Board action of June 1996.

Hamilton High School

Prime Contractor
Siemens Building Technologies Inc.
135 West Wells Street
Milwaukee, WI 53203

For a cost of.....$207,310.00

Funds have been committed for this project from FY03 account code FAR-0-0-MM2-HA-ECNC (W.O. 2-552754).

Madison High School

Prime Contractor
Siemens Building Technologies Inc.
135 West Wells Street
Milwaukee, WI 53203

For a cost of.....$140,810.00

Funds have been committed for this project from FY03 account code FAR-0-0-MM2-MA-ECNC (W.O. 2-552755).

Authorization to Make Purchases

RFP-399 Purchasing Request for Single-Source Provider of Educational Supplies

RFP-399 stated MPS's intent to award a contract to a vendor that could provide the District with a single source of school educational supplies. This contract is to operate the same as the contract with Corporate Express, the District's single source for office supplies.

Responses were provided by three vendors: School Specialty Co., Kaplan Early Learning Co., and Lakeshore Learning Materials. The criteria used by the Evaluation Committee to rank the responses were as follows:

1. Thoroughness of response
2. Capability and expertise of the vendor to provide the required services
3. Capability and expertise of the vendor to provide additional desirable services
4. Capability of the vendor to provide services beyond those requested
5. References
6. Pricing

Weighting was set at 75% for technical and managerial criteria, and 25% for pricing. Committee scores for the three responses were:

1. School Specialty Co..... 96.5
2. Lakeshore Learning Materials 81.5
3. Kaplan Early Learning Co. 61.5

Based upon these scores, the Administration recommends that the Board award a contract to the winning bidder, School Specialty Co. This contract will allow the schools and departments to directly order educational supplies through School Specialty's catalog.

There are no encumbrances associated with this contract. All items purchased under this contract will be charged to the Board account code #1100000000ACSP and will be transferred on a monthly basis to the particular sites that use this service.

The contract is for three years, although the terms and conditions may be renegotiated on an annual basis or as need arises to provide for improved service to the District or greater efficiency in the operation of the program.

HUB Certified Prime?	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION				
	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
NO	3919	686	2187	25%	0*	0	NA	NA

*Vendor submitted a list of current MBE & WBE suppliers. They will provide the HUB office with a MBE/WBE participation history for the past two years. Once the contract has begun, vendor will be required to submit quarterly HUB vendor performance reports specific to MPS purchases.

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

A. Statement of Revenues as of June 30, 2003:

	Adopted Budget	Approved Transfers(1)	Revised Budget	Cur. Month. Revenues	Year-to-Date Revenue	Unrealized Revenue	Percent Realized
School Operations	$880,880,178	$50,021,099	$930,901,277	$249,244,568	$827,048,690	$103,852,587	89%
Categorically Aided	152,835,139	65,542,766	218,377,905	42,803,503	184,084,489	34,293,416	84%
School Nutrition	28,150,000	11,819	28,161,819	6,503,449	29,124,902	-963,083	103%
Construction	38,242,451	21,931,101	60,173,552	9,123,160	24,930,692	35,242,860	41%
Extension	11,804,455	246,615	12,051,070	181,706	9,784,119	2,266,951	81%
Total All Funds	1,111,912,223	137,753,400	1,249,665,623	307,856,386	1,074,972,892	174,692,731	86%

B. Statement of Expenditures as of June 30, 2003:

	Adopted Budget	Approved Transfers(1)	Revised Budget	Cur. Month. Expenditures	Year-to-Date Exp.&Encumb.	Unexpended Balance	Percent Expended
School Operations	$880,880,178	$50,021,099	$930,901,277	$125,980,028	$913,605,057	$17,296,220	98%
Categorically Aided	152,835,139	65,542,766	218,377,905	27,127,571	197,695,964	20,681,941	91%
School Nutrition	28,150,000	11,819	28,161,819	2,783,347	31,250,791	-3,088,972	111%
Construction	38,242,451	21,931,101	60,173,552	3,297,981	52,167,775	8,005,777	87%
Extension	11,804,455	246,615	12,051,070	1,118,035	11,199,028	852,042	93%
Total All Funds	1,111,912,223	137,753,400	1,249,665,623	160,306,962	1,205,918,615	43,747,008	96%

(1) Represents Board-approved transfers during fiscal year 2003 and appropriations for purchases encumbered in fiscal year 2002.

Monthly Report on Expenditures

The following report, which is submitted for the Board's information pursuant to the Milwaukee Board of School Directors' action of June 8, 1978, is presented on a budgetary basis of accounting and reflects revenues and expenditures for the period July 1, 2002, through June 30, 2003.

School Operations Fund

Expenditures and encumbrances through June totaled $913,605,057, or 98% of the revised budget.

District Contingent Fund —The balance at June 30, 2003, was $0. Fund transfers and the date(s) they were approved are as follows:

Balance — July 1, 2002	$ 1,000,000
Amendments:	
Contingent Fund Reduction (Oct. 31, 2002)	($ 250,000)
Amended Balance — October 31, 2002	$ 750,000
Approved Transfers:	
Unplanned FY03 Expenditures (May 29, 2003)	($ 750,000)
Balance — June 30, 2003	$ 0

Construction Fund

Expenditures and encumbrances through June totaled $52,167,775,, or 87% of the revised budget.

Extension Fund

Expenditures and encumbrances through June totaled $11,199,028, or 93% of the revised budget.

Revenues and Expenditures
Current-year Versus3-Year Average
As of June 30, 2003

	Revenues		Expenditures	
	Percent Realized		Percent Expended	
	Current Year	3-Year Avg	Current Year	3-Year Avg
School Operations	89	99	98	101
Categorically Aided	84	84	91	88
School Nutrition	103	99	111	102
Construction	41	58	87	86
Extension	81	89	93	91

Acceptance of Donations

School	Donor	Amount	Gift or Purpose
Burdick	Dr. Cass Terry	$200	Purchase of Word Wall
Fernwood	Pick-N-Save	$268	Monetary donation to school
Fernwood	General Mills	$200	Monetary donation to school
Humboldt Park	Voss Jorgensen Schuler	$20,000	Lockers for middle-school students
Professional Learning Institute	Christopher Gensler	$180	Fax machine, paper shredder for office use
WCLL	Sallie Brown	$250	Scholarship Fund

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

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

Committee Recommendation

Your Committee recommends that the Board authorize the contracts and purchase as listed above and accept the donations as listed above, with appropriate acknowledgment to be made on behalf of the Board.

Director Blewett moved to adopt the report.

The motion prevailed, the vote being as follows:

Ayes—Directors Balistreri, Blewett, Horton, Johnson, Morales and Vice President Hardin—6.

Noes—None.

* * * * *

(Item 2) Action on Monthly Personnel Matters: Approval of Classified Personnel Transactions; Approval of Certificated Personnel Transactions; Deletion of Names from the List of Appointed Teachers; 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	
Latrina Satterwhite Special Services	School Nurse Associate $22,680.00/yr.	08-28-03
Janaya Taylor Burtin Marshall	School Secretary I $26,169.11/yr.	08-21-03
Vernita Torosian Special Services	School Nurse Associate $22,453.29/yr.	08-28-03
	PROMOTIONS	
Alicia Barajas Wisconsin Conservatory	School Kitchen Manager II $19,855.09/yr.	08-27-03
Lee Vera Gentry Facilities & Maintenance Services	Account Clerk II $29,883.65/yr.	09-01-03
Tracy Harris School Technology Support Center	School Secretary II $31,570.71/yr.	08-18-03
Arlene Roberts Burbank	School Kitchen Manager II $24,043.72/yr.	08-27-03
Theofilos Tselentis Greenfield	School Kitchen Manager II $20,173.84/yr.	08-27-03
Debra Yerkes Engleburg	School Kitchen Manager II $24,043.72/yr.	08-27-03

CHANGES IN STATUS

Michele Brewster Kilbourn	School Secretary I $26,998.00/yr.	10-01-03
Frances Glazewski Curriculum & Instruction	School Secretary I $23,442.12/yr.	08-18-03
LeCrystal Griffin Westside Academy I	School Kitchen Manager I $24,043.72/yr.	08-27-03
Marie Helfenstein Townsend	School Kitchen Manager I $19,729.45/yr.	08-27-03
Diane Kessen Keefe	School Kitchen Manager I $23,898.42/yr.	08-27-03
Catherine Prud'Homme Elm	School Kitchen Manager I $24,043.69/yr.	08-27-03
Karen Roussy Washington	Central Kitchen Manager I $32,398.91/yr.	08-27-03
Lyn Smith Town of Lake Preparatory	School Secretary I $30,397.16/yr.	08-21-03
Rita Wade Carleton	School Kitchen Manager I $19,595.32/yr.	08-27-03

Approval of Certificated Personnel Transactions

Code	Teachers	Division	Salary	Yrs. Exp. Credit	Start Date
nr	Maria K. Assoa Adou English as a Second Language-Elementary	B	$29,224.00	0	08/28/03
nr	Tracie A. Balcerzak Cross-categorical Special Education	B	$29,224.00	0	08/28/03
a,nr	Amy M. Bastian Grade 1	B	$29,224.00	0	08/28/03
r	Ronald M. Bates Learning Disabilities	B	$38,214.00	7	08/28/03
r	Jake C. Beason Cognitive Disabilities	B	$29,224.00	0	08/28/03
r	Trent T. Beauchine Grades 1 – 8	B	$29,224.00	0	08/28/03
r	Jessica Beil Upper Elementary	B	$29,224.00	0	08/28/03
r	Sabrina A. Beinlich Grades 1 – 6	B	$29,224.00	0	08/28/03
r	David Benavides Cross-categorical Special Education	BB	$34,272.00	3	08/28/03
r	Shirron L. Biddle Bilingual Mathematics/Science/English	B	$29,224.00	0	07/30/03
nr	Thomas A. Billings Mathematics, Grades 6 – 12	B	$29,224.00	0	08/28/03

r	Tangelyn E. Black Science, Grade 7	B	$29,224.00	0	08/28/03
r	Diane M. Boland Emotional Disabilities	B	$29,224.00	0	08/28/03
r	Allison M. Bonk PK – Grade 6	B	$29,224.00	0	08/28/03
a,r	Marta Braga-Torres ESL-Elementary	B	$29,224.00	0	08/28/03
a,nr	Abigail V. Brenton Upper Elementary	B	$29,224.00	0	08/28/03
r	Kittredge Y. Bret Harte Cognitive Disabilities	B	$29,224.00	0	08/28/03
nr	John K. Briggs Physical Education	B	$29,224.00	0	08/28/03
r	Monica L. Busch Mathematics, Grade 7	B	$29,224.00	0	08/28/03
r	Jane A. Buswell Learning Disabilities	B	$29,224.00	0	08/28/03
r	Cassie R. Carbon Emotional Disabilities/Learning Disabilities, Grades 6-12	B	$29,224.00	0	08/28/03
nr	Kelly A. Carlson Grade 3	B	$29,224.00	0	08/28/03
r	Penelope Carson Mathematics/Reading/Social Studies, Grade 7	B	$34,066.00	4	08/28/03
nr	Catherine S. Chay K – Grade 5	B	$29,224.00	0	08/28/03
nr	Melanie A. Clevert Music	B	$29,224.00	0	08/28/03
r	Karen L. Cole Learning Disabilities	B	$29,224.00	0	08/28/03
r	Maria T. Colon Bilingual, K- Grade 5	B	$29,224.00	0	08/28/03
r	Billee R. Custer Grades 1 – 8	B	$29,224.00	0	08/28/03
r	Matthew E. Dahlstrom Learning Disabilities	B	$29,224.00	0	08/28/03
nr	Ritchie A. Davis Business Education	B	$29,224.00	0	08/28/03
r	Mamadou M, Diouf Health, Grades 6 – 8	B	$29,224.00	0	08/28/03
r	Jamie L. Dittman English as a Second Language, Elementary	B	$29,224.00	0	08/18/03
r	Jeffrey M. Dolski Guidance	B	$32,683.00	3	08/28/03
nr	Tiffany A. Duea Learning Disabilities	B	$29,224.00	0	08/28/03

r	Andrew A. Duncan Cross-categorical Special Education	B	$29,224.00	0	08/28/03
r	Joclyn A. Durr Grade 5	B	$29,224.00	0	08/28/03
r	Kelly K. Ekins Cross-categorical Special Education	B	$29,224.00	0	08/28/03
r	Marta L. Ewig Bilingual, Grade 1	B	$29,224.00	0	08/28/03
r	Dorothy A. Exum Emotional Disabilities	B	$29,224.00	0	08/28/03
r	Karry J. Fabela Grade 8	B	$29,224.00	0	08/28/03
r	Darwyn L. Fehrman Writing/Public Speaking	B	$29,224.00	0	08/28/03
r	Miguel A. Feliciano Bilingual Education	B	$29,224.00	0	08/28/03
r	Jeni L. Frazee Grade 3	B	$29,224.00	0	08/28/03
r	Heidi L. Fregien Science, Grade 8	B	$29,224.00	0	08/28/03
r	Judith A. Garvey Grades 1 – 8	B	$29,224.00	0	08/28/03
nr	Lisa M. Gerard PK – Grade 6	B	$29,224.00	0	08/28/03
r	Heather M. Giannonatti Physical Education	B	$29,224.00	0	07/30/03
r	Tracey A. Gilmore Grade 3	B	$29,224.00	0	08/28/03
r	Erin E. Goetsch Music	B	$32,683.00	3	08/28/03
r	Sharon M. Green Grade 7	B	$29,224.00	0	08/28/03
r	Maureen M. Grimm Grades 1 – 6	BB	$34,272.00	3	08/28/03
r	Leon R. Groce Emotional Disabilities	B	$32,683.00	3	08/28/03
a,r	Wendy M. Grzegorek Learning Disabilities	D	$49,832.00	10	08/28/03
r	Danita A. Hanna PK – Grade 3	B	$29,224.00	0	08/28/03
r	Sarah E. Hannes Spanish	B	$29,224.00	0	08/28/03
nr	Sarah E. Hansen PK-Grade 6	BB	$37,176.00	5	08/28/03
r	Julia D. Hanson Learning Disabilities	B	$29,224.00	0	08/28/03

a,r	Diane M. Hardy Spanish	D	$46,566.00	8	08/28/03
r	Paula K. Henn Grade 6	B	$29,224.00	0	08/28/03
r	Mark J. Hladilek Science/Biology	B	$29,917.00	1	08/28/03
nr	Paul B. Hoffman Grades 6 – 8	B	$29,917.00	1	08/28/03
r	Melissa A. Honiotes Speech Pathology	C	$32,910.00	0	08/28/03
r	Kathy Y. Horton Cross-categorical Special Education	B	$29,224.00	0	08/28/03
r	Rosalyn D. Hoskins Grade 3	B	$29,224.00	0	08/28/03
r	Jennifer L. Huckeby Deaf & Hearing Impaired, Grade 2	B	$32,683.00	3	08/28/03
r	Christopher D. Hunter Cross-categorical Special Education	B	$29,224.00	0	08/28/03
r	Jennifer M. Husz Speech Pathology	BB	$30,643.00	0	08/28/03
a,r	Peter J. Iselin Mathematics	B	$29,917.00	1	08/28/03
r	Erica Jackels Grade 7	B	$29,224.00	0	07/30/03
r	Cheryl Jackson Grade 4	B	$29,224.00	0	08/28/03
r	Garnetta J. Jacocks Moore Grade 7	B	$38,214.00	7	08/28/03
nr	Margaret A. Janke PK – Grade 6	B	$29,224.00	0	08/28/03
r	Lydia V. Jasti Grade 2	B	$29,917.00	1	08/28/03
r	Mary Johnson Grades 1 – 6	B	$29,224.00	0	08/28/03
r	LaQuanda Jones Language Arts, Grade 6	B	$29,224.00	0	08/28/03
r	Julie K. Judd Cross-categorical Special Education	B	$29,917.00	1	08/28/03
nr	Stephanie A. Karolewski PK – Grade 6	B	$29,224.00	0	08/28/03
r	Jacquelyn C. Kendall Upper Elementary	B	$29,224.00	0	08/28/03
a,r	Sonya L. Keyser EC:EEN	BB	$37,176.00	5	08/18/03
r	Ela H. Kiblawi Mathematics	B	$29,224.00	0	08/28/03

r	Frances Y. Kimbrough Language Arts	B	$29,224.00	0	08/28/03
r	Meredith L. Kinsey Learning Disabilities	B	$29,224.00	0	08/28/03
r	Kelly A. Kotecki Dance	B	$31,299.00	2	08/28/03
a,r	Daphne J. Kozlicki Science/Biology	B	$29,917.00	1	08/28/03
r	Susan L. Kridler Grade 6	B	$29,224.00	0	08/28/03
r	Jennifer L. Krutina Bilingual, Grade 3	B	$29,224.00	0	08/28/03
r	Kelly M. Kushner Science, Grade 7	B	$29,224.00	0	08/28/03
nr	Nicole D. Lackas Mathematics	B	$29,224.00	0	08/28/03
r	Stephanie S. Landreman Grades 1 – 8	B	$29,224.00	0	08/28/03
r	Helen A. Lane Grade 7	B	$29,224.00	0	08/28/03
nr	Randee B. Lefco Cross-categorical Special Education	B	$29,224.00	0	08/28/03
r	Marian C. Lezama Bilingual, K – Grade 4	B	$29,224.00	0	08/28/03
r	Bronwyn C. Lind PK – Grade 3	B	$29,224.00	0	08/28/03
r	Tara M. Lisnow Learning Disabilities/Emotional Disabilities	B	$29,224.00	0	08/28/03
nr	Bonnie S. Liss Speech Pathology	C	$32,910.00	0	07/30/03
r	Kathryn R. Little Grade 2	B	$29,224.00	0	07/30/03
r	Sarah H. Lizdas Bilingual, Grade 2	B	$29,917.00	1	08/28/03
r	Suzanne A. Loosen English	B	$29,224.00	0	08/28/03
r	Monica M. Lopez PK – Grade 3	B	$29,224.00	0	08/28/03
r	Eunice C. Lozada Reyes Bilingual Cognitive Disabilities	B	$29,224.00	0	08/28/03
r	Sandra A. Lozano PK – Grade 3	BB	$30,643.00	0	08/28/03
r	James B. Lynch Science, Grades 6-8	B	$29,224.00	0	08/28/03
r	Rebecca J. Mattice Cross-categorical Special Education	B	$29,917.00	1	08/28/03

r	Matthew G. Mattioli Mathematics	B	$29,224.00	0	08/28/03
r	Shellisa D.McMurray English	B	$31,299.00	2	08/28/03
r	Stephanie G. McWilliams Elementary Education	B	$29,224.00	0	08/28/03
r	Kelly L. Melnik Grades 1 – 6	B	$29,224.00	0	08/28/03
r	Terri J. Meyer Grades 1 – 6	B	$29,224.00	0	08/28/03
nr	Dennis W. Miles Cross-categorical Special Education	B	$29,224.00	0	08/28/03
r	Caroline A. Miller Speech Pathology	C	$32,910.00	0	08/28/03
r	Trisha J. Miller Grades 1 – 8	B	$29,224.00	0	08/28/03
r	Alicia M. Miranda Grades 1 – 6	B	$29,224.00	0	08/28/03
r	Martha L. Moreno Silva Bilingual, K – Grade 5	B	$29,917.00	1	08/28/03
r	Amy L. Ness Cross-categorical Special Education	B	$29,224.00	0	08/28/03
r	Andrea S. Neuman Grades 1 – 6	B	$29,224.00	0	08/28/03
r	Kay Nichols Physical Education	B	$29,224.00	0	08/28/03
r	Kareene M. Nunez Science/Social Studies	B	$29,224.00	0	08/28/03
r	David L. Nunley Music	B	$29,224.00	0	08/28/03
r	Nora K. O Connell Grades 1 – 6	B	$29,224.00	0	08/28/03
r	Sue M. O Keefe Grade 6	B	$29,224.00	0	08/28/03
r	Chad Ohlendorf Grade 6	B	$29,224.00	0	08/28/03
r	Laura L. Ollmann Speech Pathologist	B	$29,224.00	0	08/28/03
r	Kathryn A. Olsen Mathematics, Grade 8	B	$29,224.00	0	08/28/03
r	Michael D. Omo English/Spanish	B	$29,224.00	0	08/28/03
r	Michael J. Ours Grades 1 – 8	B	$29,224.00	0	08/28/03
nr	Megan H. Owens Grade 2 SAGE	B	$29,224.00	0	08/28/03

r	Kan Pai Grades 6-8	B	$29,224.00	0	08/28/03
r	Chad Perkins Mathematics/Social Studies/Language Arts	B	$29,224.00	0	08/28/03
a,nr	Julie A. Petrie Speech Pathologist	D	$44,936.00	7	08/28/03
nr	Cynthia E. Phaneuf Grade 6	B	$29,224.00	0	08/28/03
nr	David W. Pieper Mathematics	B	$40,979.00	9	08/28/03
r	Emily Plemons PK – Grade 3	B	$29,224.00	0	08/28/03
r	Crystal M. Purifoy Cross-categorical Special Education	B	$29,224.00	0	08/28/03
r	Catherine L. Pietrowski PK – Grade 8	B	$29,224.00	3	08/28/03
r	Amanda R. Raffaele PK – Grade 3	B	$31,299.00	2	08/28/03
r	Katharine M.Reilly Grades 1 – 6	B	$29,224.00	0	08/28/03
r	Sarah J. Richardson Elementary Education	B	$29,224.00	0	08/28/03
r	Marjorie A. Roberts Chemistry/Biology/Science	E	$46,803.00	7	08/28/03
r	Maricarmen Rodriguez English as a Second Language	B	$29,224.00	0	08/28/03
r	Robyn A. Rogge English as a Second Language	B	$29,224.00	0	08/28/03
r	Maxine T. Salpeter Grade 1	B	$31,299.00	2	08/28/03
r	Sandra A. SanchezDeSegura Bilingual Education	B	$29,224.00	0	08/28/03
a,r	Andrea M. Sanfelippo Grades 4-6	B	$29,224.00	0	08/28/03
r	Charmaine K. Schaefer Grade 5	B	$29,224.00	0	08/28/03
nr	Robert B. Schallock Mathematics/Reading, Grade 8	B	$29,917.00	1	08/28/03
r	Lisa Schermerhorn Orthopedic Disabilities	B	$31,299.00	2	08/28/03
r	Ann M. Schieble EC:EEN	B	$31,299.00	2	08/28/03
nr	Stacy Schmidt Occupational Therapist	B	$29,224.00	0	08/28/03
nr	Jeff J. Seaman English/Social Studies/Mathematics/Science	B	$29,224.00	0	08/28/03

r	Barry W. Shuck Language Arts/Science/English/Mathematics	B	$29,224.00	0	08/28/03
nr	Ryan D. Smith Grade 5	B	$29,224.00	0	08/28/03
r	Tonya M. Smith Grade 3	B	$29,224.00	0	08/28/03
nr	Patricia L. Soumoff K – Grade 6	B	$29,224.00	0	08/28/03
nr	Anna M. Steinke EC:EEN	B	$29,917.00	1	08/28/03
nr	Karin F. Steinke Grade 7	B	$29,224.00	0	08/28/03
r	Gregory D. Stewart Cross-categorical Special Education	B	$29,224.00	0	08/28/03
r	Elaina M. Sullivan Upper Elementary	B	$29,224.00	0	08/28/03
r	Amy L. Taylor Grade 2	B	$29,224.00	0	08/28/03
r	Keri J. Torgerson Elementary Education	B	$29,224.00	0	08/28/03
r	Meralis Torres Grade 2	B	$29,224.00	0	08/28/03
r	Adrienne A. Trice Speech Pathologist	BB	$30,643.00	0	08/28/03
nr	James G. Trost Cognitive Disabilities	B	$29,224.00	0	08/28/03
nr	Katherine A. Valentyn Grade 1 – 8	B	$31,299.00	2	08/28/03
r	Melissa K. VanDeYacht Grades 1 – 8	B	$29,224.00	0	08/28/03
a,nr	Yer Vang Mathematics	B	$29,224.00	0	08/28/03
r	Monica Watkins Grade 6	B	$29,224.00	2	07/30/03
r	Dorothy A. Watters EC:EEN	C	$32,910.00	0	08/28/03
r	Tonja L. Whittley Grade 4	B	$29,224.00	0	08/28/03

School Psychologists

Code	Psychologists — Schedule FLT	Division	Yrs. Exp. Salary	Credit	Start Date
r	Katherine R. Lieske School Psychologist	51C	$41,124.57	0	08/21/03

CODES

(a) Reappointment without tenure
(nr) Non-Resident who must become a resident
(r) Resident who must remain a resident

Approval of Leaves of Absence

	Present Assignment	Effective From
Illness Leave, to January 30, 2004:		
Terry Carter	Social Work Services	September 25, 2003
Ellen Weber	Manitoba	August 28, 2003
Susan Wulff	Carleton	August 28, 2003
Legislative Leave, to June 17, 2004:		
Toni Clark	Dr. King	August 28, 2003
Maternity Leave, to June 17, 2004:		
Julie Legawiec	Dover	August 28, 2003
Alicia Lenoach	Pierce	August 28, 2003
Jane Lonning	Carson Academy	November 21, 2003
Lydia Sutton	Milwaukee Spanish Immersion	November 21, 2003
Melissa Tempel	Fratney	October 20, 2003
Kathy Warner Bedessem	Burbank	August 28, 2003
Jill Westveer	Kilbourn	August 28, 2003
Personal Leave, to June 17, 2004:		
Marla Aspenson	Psychological Services	August 28, 2003
Amy Brantley	Thurston Woods	August 28, 2003
Anna Hammernik	Story	August 28, 2003
Cristy Jefson	Teaching & Learning	August 28, 2003
Keona Jones	Congress	August 20, 2003
Audrey Knaebe	Browning	August 28, 2003
Richard Kostuck Jr.	Robinson	August 28, 2003
Angela LaDuca	Lincoln MS	August 28, 2003
Glenda Luebke	Hi-Mount	August 28, 2003
Karen Meyer	21st Street	August 28, 2003
Diane Michalak	Forest Home	August 28, 2003
Personal Leave to June 23, 2004:		
Solymar Santiago Norat	Social Work Services	September 15, 2003
Sabbatical Leave, to June 17, 2004:		
Precious Lefer	South	August 28, 2003
Extension of Illness Leave, to January 30, 2004:		
Daron Smith	Leave	August 28, 2003
Extension of Maternity Leave, to June 17, 2004:		
Tracey Edmond	Leave	August 28, 2003
Ann Marie Flynn	Leave	August 28, 2003
Maddalena Kass	Leave	August 28, 2003
Kimberly Rummel	Leave	August 28, 2003
Extension of Personal Leave, to June 17, 2004:		
Tongenell Campbell	Leave	August 28, 2003
Jane Haessly	Leave	August 28, 2003
Rickie Koinig (Graettinger)	Leave	August 28, 2003
Susan Scaffidi	Leave	August 28, 2003
Nancy Wong Woessner	Leave	August 28, 2003

Report on Resignations

Name	Position	Effective Date
Richard Aaron	Teacher	08/01/03
James P. Anderson	Teacher	08/04/03
Amie C. Armstrong	Teacher	07/28/03
Anne E. Arnold	Teacher	08/05/03
Deidra Basel	Teacher	08/13/03
Stacey Bast	Teacher	08/18/03
Melanie Brimmer	Teacher	08/19/03
Jean M. Broadwater	Teacher	08/25/03
Ronald W. Brown	Asst. Principal	08/03/03
Beth Kaye Burrows	Teacher	08/08/03
Linnie L. Butts	Teacher	06/20/03
Robert A. Champagne	Teacher	08/01/03
Marcia Chapple	Psychologist	08/01/03
Abelardo Cordova	Asst. Principal	08/15/03
Jacalyn J. Cordova	Teacher	08/15/03
Kara V. Davis	Teacher	06/20/03
Betty Jo DeKeyser	Teacher	08/01/03
Renee L. Dent	Teacher	07/30/03
Clariza Dominicci	Teacher	08/22/03
Veronica Erdmann-Ehlinger	Teacher	08/01/03
Debbie L. Erdmann	Teacher	08/04/03
Jennifer M. Erdmann	Teacher	06/20/03
Jefferey S. Farren	Teacher	08/01/03
Mary A. Fisher-Morris	Teacher	08/12/03
Trina V. Gandy	Teacher	08/11/03
Angela S. Gatzow	Teacher	06/20/03
Lisa Gorski	Speech Path	08/04/03
Jennifer Griepentrog	Teacher	07/29/03
Lynn M. Guch	Teacher	08/20/03
Adeline W. Hallen	Teacher	08/27/03
Kamillah L. Hallmon	Soc Worker	08/02/03
Barbara A. Hanson	Teacher	08/04/03
Tamara Hines	Teacher	08/27/03
Billy W. Jackson	Teacher	08/25/03
Douglas J. Jacoby	Teacher	08/01/03
Jennifer Jagmin	Teacher	08/22/03
Cynthia K. Jones	Asst. Principal	08/18/03
Gloria J. Jones	Teacher	07/14/03
Seelpa H. Keshvala	Teacher	06/20/03
Isaiah Ketterhagen	Teacher	07/15/03
Melinda M. Kettner	Teacher	08/19/03
Nzinga Khalid	Teacher	08/14/03
Holly H. Kloiber	Speech Path	08/07/03
Neil S. Klosterman	Teacher	08/04/03
Kurt A. Kranich	Teacher	08/28/03

Carol L. Krause	Teacher	08/14/03
Cynthia J. Krueger Prost	Teacher	08/15/03
Todd A. Lamb	Psychologist	08/20/03
Jose A. Larrea-Garcia	Teacher	07/30/03
Lea A. Lockheart	Teacher	08/28/03
Andrea M. Loss	Teacher	08/07/03
Amy L. Luby	Teacher	08/26/03
Dana E. Marks	Teacher	08/13/03
Laura Martin	Teacher	08/11/03
Rose M. Martin	Teacher	08/27/03
Heidi Masarik	Supervisor	08/22/03
Terrence P. McGuire	Psychologist	09/12/03
Rachelle M. Miller	Teacher	08/17/03
Susan E. Moeller	Teacher	07/31/03
Aimee A. Moschea	Teacher	07/31/03
Linda J. Nichols	Teacher	08/27/03
John T. O'Donahue	Coordinator	09/26/03
Beth A. Olson	Teacher	08/04/03
Christine M. Olson	Teacher	09/30/03
Angela T. Patti	Teacher	06/20/03
Glynis Payne-Walker	Teacher	08/25/03
Nicole Perdue	Teacher	07/31/03
Nancy A. Perinovic	Teacher	08/02/03
Constance S. Petersen	Teacher	08/05/03
Lynne A. Peterson	Teacher	12/23/03
Kahri L. Phelps	Teacher	08/18/03
Kate L. Reavey	Teacher	08/07/03
Janet L. Reinhoffer	Teacher	08/04/03
Peter D. Rintelman	Teacher	08/22/03
MaryAnne Scherer	Teacher	08/27/03
Lisa L. Schnelle	Teacher	08/19/03
Terri L. Seitz	Teacher	07/30/03
Larry Shainock	Teacher	09/05/03
Darcy L. Smith	Teacher	06/19/03
Estell Sprewer	Principal	07/02/03
Lynn Sterns	Psychologist	08/21/03
Claudia Steward	Teacher	08/25/03
Patrick L. Toohill	Teacher	08/23/03
Brett Vraney	Teacher	08/08/03
Andrew Wallus	Teacher	08/27/03
James S. Waugh	Teacher	08/11/03
Sarah Weber	Teacher	08/20/03
Suzanna M. Wells	Teacher	08/08/03
Christopher J. Wilson	Teacher	08/21/03
Jill T. Wisniewski	Teacher	07/01/03
Donis J. Wodajo	Teacher	06/20/03
Brian Wroble	Teacher	08/19/03

Rescinded Resignation

Luz Encarnacion	Teacher	07/31/03

Affirmative Action Report

The Affirmative Action Report for August 2003 is attached to the minutes of your Committee's meeting. This is an informational report, and no action is required.

Committee Recommendations

Your Committee recommends that the Board approve the classified personnel transactions, certificated appointments, and leaves of absence as listed above.

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

* * * * *

(Item 3) Action on Recommended Administrative Appointments and Promotions

Committee 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)	Mark Tenorio	Principal Elm Creative Arts School	Schedule III, Range 13Z $78,669.80
2(r)	Ellease Mayo	Assistant Principal Garfield Avenue School	Schedule III, Range 10Z $71,518.00
5(r)	Cynthia Walton	Assistant Principal Lloyd Street School	Schedule III, Range 10Z $61,599.34
2(r)	Cleophis Rucker	Labor Relations Specialist Division of Labor Relations	Schedule III, Range 10A $57,765.00
2(r)	Russell Thomas	Recreation Supervisor, Sports and Athletics Dept of Recreation & Community Services	Schedule III, Range 7A $62,285.30
5(r)	Paul Geib	Performance Audit Manager Audit Services	Schedule III, Range 10A $76,659.52
5(r)	James Cigan	Performance Audit Supervisor Audit Services	Schedule III, Range 8A $69,120.00
2(r)	Nita Farrow	Performance Auditor Audit Services	Schedule III, Range 6A $54,712.71
5(nr)	Scott Hellrung	Performance Auditor Audit Services	Schedule III, Range 6A $51,000.00

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

*Position created by Board action after budget approved.

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

Codes:

2	African American
4	Hispanic
5	White
6	Other
r	Resident who must remain resident
nr	Non-resident who must become resident

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

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(Item 4) Action on a Request To Enter into an Initial Seven-Year Contract with Radio for Milwaukee To Manage the District's Radio Station, WYMS

Background

1. WYMS, a public (noncommercial) radio station licensed by the FCC to the Milwaukee Board of School Directors, began operating at 88.9 on the FM dial in 1973, with a signal that covers about a 45-mile radius.

2. The genesis of the station was in 1969, when the Milwaukee Board of School Directors gave approval for construction of the radio station. Application to construct an FM station was submitted to the FCC, and a construction permit was granted on August 12, 1969. The call letters WYMS (Your Milwaukee Schools) were established in October. On March 6, 1973, the operation of WYMS began under Program Test Authority with 6.5 hours of instructional programming daily. The FCC first granted WYMS a license on December 27, 1973. Less than a year later, WYMS was granted a power increase to 1,000 watts.

3. The station qualified as a Corporation for Public Broadcasting (CPB) station that year and joined American Public Radio. During the 1980s and 1990s, programming consistently included jazz, ethnic music, and meetings of the School Board. Fundraising continued to increase during the 1990s, and, according to a report from MPS Audit Services (2002), about $300,000 was being raised annually by the end of the decade. Financial independence was never achieved however, and in early 2002, with only 50% of this goal realized, the remaining funding came from MPS.

4. Until April 29, 2002, WYMS employed individuals in four full-time staff positions and approximately eight part-time positions. The full-time positions included a radio station manager, an underwriter, a media specialist, and a radio engineer. Part-time positions included on-air talent and fundraising personnel.

5. On April 29, 2002, pending budget concerns resulted in a reduction of staff. Consequently, the operating model of WYMS was altered due to budget constraints "….to better focus limited resources on programs which have direct impact on MPS students." This was the first phase of a plan to enter into a long-term management contract for UWM to operate the radio station under a decreasing-fee arrangement. Contract negotiations with UWM ceased, as the Board did not authorize district Administration to finalize the contract.

6. Given WYMS' situation, the Board set up a series of public hearings, and the president of the School Board commissioned a Community Advisory Board in June 2002. Twelve members from MPS and the community accepted the invitation to the appointment. The committee recommended the creation of a request for proposal (RFP) for a vendor to provide operation and management of WYMS. The RFP is for daily management and operations of the radio station, with MPS maintaining the license. The initial request was posted in October. A second request for proposal (RFP) was offered by MPS after the initial RFP evoked only one response.

7. There was only one response to the second RFP.

Administrations Analysis

8. As an educational institution, MPS must get back to its core competencies; therefore, the Administration recommends entering into a contract with Radio For Milwaukee (RFM), at no cost to taxpayers. The group's goal is to use WYMS-FM (88.9) as a platform for showcasing Milwaukee's arts and music scene while maintaining the station's focus on the education and development of MPS students. Suggested terms of the proposed contract include MPS's retaining ownership of the license while the vendor operates the station over a course of seven years. The median score was 83 out of 100.

9. The review committee — comprising two MPS staff members, a community member, a TV engineer, and a UW-Oshkosh professor emeritus of radio & television — recommends that the proposal move forward through the Milwaukee Board of School Directors' process.

10. Because school district staff are the educational experts, MPS will work with Radio for Milwaukee in providing educational components to WYMS. Milwaukee public schools that have a media or technical focus should be considered within the mix. To illustrate, students within the Audubon Communications School have already demonstrated their skills with editing audio media, and students at MHSA bring oral and written communication skills, while Bradley Tech students have acquired much needed technical skills. These students gain experience for careers in multimedia, radio, and television. Not only does this opportunity bring real-world and valuable career experience to K-12 students, but extends MPS's community outreach and public relations.

Strategic Plan Compatibility Statement

11. 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, Board Policy or Rule Statement

12. This recommendation complies 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

13. Approval of this recommendation will save the District over $100,000 annually, free up staff for educational-support tasks, and provide for the more effective management of the radio station to meet the needs of MPS and the community.

14. MPS will be responsible for the radio tower, providing minimal office space within the Central Services building and assigning a person to act as a liaison between MPS and Radio For Milwaukee (station manager). The radio-related duties of the liaison will be less than 20% of an FTE.

15. The return on investment (ROI) in regard to salaries and benefits will be achieved in less than one fiscal year. The greatest ROI will be derived from the availability of the medium of radio to continually support student outcomes, to enable the MPS radio station to reach the community at large by providing quality programs, and to give MPS the ability to concentrate on its core mission responsibility — the successful education of every student.

Implementation and Assessment

16. Upon approval by the Board, the Administration will enter into a no-cost operational contract (except as previously noted) with Radio For Milwaukee for seven years, with the identification of time slots for sole use by the District for educational and operational purposes.

Committee Recommendations

Your Committee recommends that the Board authorize the Administration to enter into contract negotiations with Radio For Milwaukee (RFM) for a contract with an initial term of five (5) years, with the ability to extend the contract for additional terms for a total period of up to seven (7) years, and that the Administration be directed to bring the contract back to the Board for approval with the following provisions:

- **Operations**
  - MPS operating subsidies for WYMS will be eliminated;
  - Students will help operate the station and work in programming, marketing, engineering, business, and journalism;
  - Community volunteers will help in fundraising, publicity, member relations, and community involvement;
  - RFM will maintain staff to qualify for funds from the Corporation for Public Broadcasting.
- **Educational Initiatives**
  - Staff from various stations will be invited to visit schools to give presentations about careers in broadcasting.
  - Curriculum-based training in basics of radio broadcast and production, including student-produced shows, will be offered.
  - Student-run Internet station will be established, with all positions to be filled by students.
- **Programming**
  - **Target Audience.** Audiences that have overlapping age demographic (25-44), with wide range of ethnic and socioeconomic characteristics:
    - MPS parents not served by current radio options;
    - Young professionals;
    - Creative/artistic community.
  - **Music Programming.** Music that appeals to the 24-44 age group and is under-represented in existing market.
  - **Community Programming.** What the community wants the WYMS target audience to hear concerning projects and efforts, as determined by community-needs research. Programming will:
    - Focus on the arts, including theater, dance, symphony, visual arts, etc;
    - Include community news not covered by the news media;
    - Offer public-affairs programming directly related to MPS.
- **Fundraising.** Development Exchange Inc., public radio's leading fundraising organization, will assist in a three-prong program:
  - Individual giving;
  - Underwriting, which may include non-traditional public-radio methods such as sales commissions; pursuit of marketing dollars rather than philanthropic money; announcement packaging to maximize revenue; and contracting with experienced consultants;

- Other forms of income, such as benefit concerts, CD production and sales, merchandise sales, auctions, contests, etc.

- **Sustainability**
  - The Milwaukee Public Schools' request for proposal calls on WYMS "to become self-sufficient within three years through grants, fundraising and underwriting." The District's November 2002 audit of the station found that, while the Friends of WYMS had operated WYMS, Milwaukee Public Schools provided a direct taxpayer subsidy of $277,000 a year, on average, from FY 1999 through FY 2001.
  - If awarded a contract to operate WYMS, Radio For Milwaukee will run the station *with no direct subsidy for operations from the Milwaukee Public Schools.* RFM believes that the design of its proposal for the station and RFM's ability to raise funds will enable WYMS to fully cover its operating costs from the start, alleviating district taxpayers from paying for any operational costs. Projected savings would total about $300,000 a year, based on prior operation of the station and additional avoided costs related to the new station elements in RFM's proposal.

Director Blewett moved to approve the report with the five year contract term replaced with a seven year contract term.

Director Horton moved to substitute the following: that the Board authorize the administration to enter into contract negotiations with Radio For Milwaukee for a contract term of up to seven years and that the administration be directed to bring the contract back through the Finance/Personnel Committee for public hearing according to the Board Rules for Board approval with the provisions as listed in the Committee's recommendation.

Director Morales moved to add the following provisions:

1. Students will be meaningfully involved in the governance of the station;

2. Radio For Milwaukee will strive for diversity in all aspects of the station's operation; and

3. The contract will provide methods for securing the station against potential conflicts of interest and commercialization.

After extended discussion and without objection, both the original motion and the substitute motion were withdrawn.

Director Blewett moved that the Board authorize the administration to enter into contract negotiations with Radio For Milwaukee for a contract term of seven years and that the administration bring the contract back to the Finance/Personnel Committee for public hearing and for approval, with the provisions as contained in the Committee's recommendation and the following additional three provisions:

1. Students will be meaningfully involved in the governance of the station;

2. Radio For Milwaukee will strive for diversity in all aspects of the station's operation; and

3. The contract will provide methods for securing the station against potential conflicts of interest and commercialization.

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

Ayes—Directors Blewett and Morales—2.

Noes—Directors Balistreri, Dannecker, Horton, Johnson and Vice President Hardin—5.

Director Johnson moved to approve the administration's recommendation for a contract of up to seven years, and that the item be brought back to the Finance/Personnel Committee as an informational item; and that the contract include the provisions in the Committee's recommendation and the following three provisions:

1. Students will be meaningfully involved in the governance of the station;

2. Radio For Milwaukee will strive for diversity in all aspects of the station's operation; and

3. The contract will provide methods for securing the station against potential conflicts of interest and commercialization.

The motion was adopted, the vote being as follows:

Ayes—Directors Balistreri, Blewett, Dannecker, Horton, Johnson, Morales and Vice President Hardin—7.

Noes—None.

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(Item 5) Action on a Request to Enter into a Sole-Source Contract with Oracle to Convert Time-and-Attendance Systems

Background

1. The District's time-and-attendance (T&A) system is a separate system from the PeopleSoft payroll system. It is still executed on the IBM mainframe from which the District has removed all other mission-critical systems (Student Services, Finance, Special Services, Payroll, Food Services, etc.).

2. In order to reduce the license and fees associated with the mainframe and to provide for adequate technical support, it is necessary to convert the T&A system to a computer-language-and-database structure (Oracle) that can be maintained by current staff.

Administrations Analysis

3. In order to reduce the number of major servers (IBM mainframe) in the District's Data Center, the last several major systems on it must be converted to other hardware.

4. The current T&A system is written in a mainframe language that is no longer supported.

5. Oracle Corporation has presented a proposal to convert the T&A system from the mainframe Natural ADABAS structure to an Oracle database. The Oracle database is the district standard.

Strategic Plan Compatibility Statement

6. This recommendation supports the MPS Strategic Plan, Goal 1, Student Achievement.

Statute, Board Policy or Rule Statement

7. This recommendation is consistent with Administrative Policy 3.09, Purchasing and Bidding Requirements.

Implementation and Assessment

8. Upon approval, the Administration will enter into a contract with Oracle Corporation to convert the T&A system from ADABAS to Oracle.

Fiscal Impact Statement

9. This item authorizes the expenditure of funds not to exceed $400,000. Funds will come from the FY04 account TSV-0-0-CST-DW-E-OTH. This one-time expenditure will be offset by an annual savings of $103,000 for the Software AG ADABAS license and a reduction in the size of the IBM mainframe from a H7060 to an H7080, reducing the annual fee by $100,000. Therefore, the return on investment (ROI) is less than two fiscal years.

10. There are other benefits associated with the more efficient use of technical staff and time management of end-users reporting payroll time transactions.

Committee Recommendation

Your Committee recommends that the Board authorize the Administration enter into a contract with Oracle Corporation to convert the T&A system to an Oracle database. The cost of the engagement will not exceed $400,000.00. Funds will come from FY04 account TSV-0-0-CST-DW-E-OTH.

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 a Five-Year Operating Lease with Xerox Corporation for Enterprise Printing Equipment

Background

1. The District's Technology Data Center has two Xerox DP65MX printers for printing all district-wide reports. These printers were obtained from Xerox Corporation under a five-year operating lease. In addition, the District maintains three Troy printers for printing all checks (payroll and accounts payable).

Administrations Analysis

2. The total monthly cost to maintain the five enterprise printers in the District's Data Center is $9,506. This includes supplies, with the exception of paper.

3. The Administration is recommending the cancellation of the current operating lease and the approval of a new five-year operating lease for the DP75MX printers to replace the current two DP65MX and three Troy 8100 printers. The two DP75MX printers will have greater printing capacity (pages per minute) than do the current five printers combined. The cost of the two DP75MX printers will be $8,973 per month, including supplies, except paper.

Strategic Plan Compatibility Statement

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

Statute, Board Policy or Rule Statement

5. This recommendation is consistent with Administrative Policy 3.09, Purchasing and Bidding Requirements.

Implementation and Assessment

6. Upon approval, the Administration will enter into an operating lease with Xerox Corporation for two DP75MX printers for a five-year period.

Fiscal Impact Statement

7. This item authorizes the expenditure of $8,973 per month for two DP75MX printers for a period of five years. Funds will come from Account #TSV-0-0-TEC-TC-EEQR.

8. The return on investment (ROI), while not computed, is the ability to print more pages per minute using less electrical power, a reduction of $533 in monthly operating lease payment, the reduction of BTU output, thereby requiring less air conditioner capacity and reducing overall electrical power requirements and maintenance requirements for the AC units.

Recommendation

The Administration recommends that the Board authorize the Administration to enter into a five-year operating lease with Xerox Corporation for two (2) DP75MX printers. The monthly expenditure will not exceed $9,000.00. Funds will come from the FY04 account TSV-0-0-TEC-TC-E-EQR.

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

* * * * *

(Item 7) Action on a Recommended Annual Plan of Audits

Background

1. Annually, the Board of School Directors adopts an Annual Plan of Audits. The audit plan identifies audit activities that the Office of Board Governance's 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 FY04 Annual Plan of Audits has been completed and is being submitted for review and approval. The plan includes continuing and required audits and proposed audits. Included with the recommendation is a summary of available resources which identifies estimated resource requirements for each audit and shows how available resources will be used to support the audit plan.

Committee Recommendation

Your Committee recommends that the Board approve the following FY04 Annual Plan of Audits.

PROPOSED FY04 ANNUAL AUDIT PLAN
SUMMARY OF RESOURCE ALLOCATION

		Est. Days	Totals
Total Resource Days Available		1829	
AUDIT PROJECTS FOR FY04			
Continuing and Required Audits			
A)	General Purpose Financial Statements	297	
B)	Alternative/Early Childhood Partnership Schools	130	
C)	Special Audits and Projects	120	
D)	Charter School Audits	315	
E)	School Food and Beverage Sales	30	
Total Continuing and Required Audits			**892**
Resources Available for FY04 Proposed Audits			**937**
Proposed Projects to be Completed with Available Resources			
F)	Hospital and Surgical Insurance	92	
G)	Review of Division of Safety and Security	80	
H)	International Baccalaureate Program	50	
I)	School Performance/Financial Reviews (25 Schools)	625	
	Plus Carryovers from FY03 (5 Schools)	90	
Total FY04 Proposed Audit Requirement			**937**
Resource Days Available			**0**

AUDIT PROJECTS TO BE COMPLETED,
SHOULD ADDITIONAL RESOURCES BECOME AVAILABLE
(RANKED IN ORDER OF PRIORITY)

J)	Review of Parent Information Center	50

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

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(Item 8) Report and Possible Action on Resolution 0203R-042 By Director Morales To Research the Costs Associated with Complying with the No Child Left Behind Act

Background

At its meeting on January 30, 2003, the Board referred the following resolution 0203R-042 by Director Morales to the Committee on Finance/Personnel, and at its meeting on May 29, 2003, the Board directed the Administration to prepare a report in response to the resolution:

WHEREAS, The district has been diligently working to carry out the first stage of the ESEA No Child Left Behind (NCLB) Act of 2001.

WHEREAS, Processes were put in place by the Office of Communication and Public Affairs to align efforts between the schools and the district regarding all communication of NCLB information; and

WHEREAS, The regulations of the NCLB Act stipulate that the district is required to provide transportation for students enrolled in any of the schools listed as in need of improvement who wish to transfer to a more highly performing public school; and

WHEREAS, The NCLB Act also requires the district to reserve funds for supplemental educational services; and

WHEREAS, In accordance with the NCLB Act, the district must develop an improvement plan to meet annual achievement objectives; now, therefore, be it

RESOLVED, That the Administration conduct an analysis of the cost of complying with the No Child Left Behind Act and that the analysis include, but not be limited to, staffing needs, facilities, transportation, equipment, materials, and related instructional costs; and be it

FURTHER RESOLVED, That the Administration research how other districts measure the cost of the NCLB Act Compliance.

Administration's Analysis

1. The Elementary and Secondary Education Act (ESEA), as reauthorized by the *No Child Left Behind Act of 2001* (NCLB), set new requirements for the administration and use of federal ESEA funds. NCLB demands more value from the federal investment, holds schools accountable for academic achievement, encourages parental confidence and community involvement in education, and requires concentrating resources on proven educational methods.

2. MPS is required to ensure that our district meets the new requirements and achieves the ultimate goal of raising achievement of all students. For the first time, our success in deploying these ESEA funds will be based on whether or not children are learning.

3. The new NCLB legislation presents many challenges and opportunities for improving student achievement in our district. The Administration is required to make certain the District is in compliance with over 5000 pages of regulations. We are still interpreting and working to understand its local implications for the District; however, while, in some cases, we are still awaiting additional clarification and regulatory processes, in others we are moving swiftly to ensure effective and timely implementation.

4. There are many provisions that have an immediate financial impact on schools and our district; others that will come into effect when additional schools are identified for improvement; and still more that will have a significant long-term impact.

5. NCLB requires that the District invest only in scientifically based strategies that have proven effect in increasing student achievement. In addition, the law requires that we use an annual high-stakes assessment from the state to monitor closely the schools using these strategies.

6. The District is required to reserve a large portion of its allocation to support federal initiatives, including transportation costs associated with parental school-transfer options, supplemental educational services, and services provided to eligible schools, students, teachers, and other educational personnel in private schools. These increased set-asides mean that fewer resources are available to directly support the classroom.

7. To ensure that every child is proficient in reading and mathematics, the Milwaukee Public Schools will be awarded over $75 million dollars in federal funds in FY04 through various entitlement and competitive grant programs under the ten titles contained in NCLB. Each title comes with a different set of rules and regulations, all designed to support student achievement. At the district level, these rules and regulations are limiting our ability to use the funds in ways that directly support the classroom.

8. It is imperative that the District find cost-effective ways of monitoring expenditures against requirements, of ensuring continuous improvement, and of further expanding our ability to demonstrate positive impacts of these expenditures on student achievement.

9. A preliminary review of expenditures under ESEA over the last five years shows opportunities for improvement. A comparison is challenging, as the regulations and organization of the title programs under the 1994 reauthorization of ESEA, Improving America's Schools Act, and the current NCLB reauthorization are not the same. The Administration believes, however, that it is imperative to ensure that the strategies we employ and the flexibility each school has in determining how to increase student achievement be maintained, even in light of increasing federal requirements.

Strategic Plan Compatibility statement

10. The analysis 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

11. Originally authorized in 1965, ESEA is a federal program primarily designed to provide funding to supplement educational opportunities for students in situations of high poverty. Passed at the federal level with bi-partisan support, the *ESEA: No Child Left Behind Act of 2001* has been redesigned with a number of provisions that are intended to improve teaching and student achievement. The legislation also puts in place accountability standards and sanctions that apply to "schools and districts identified for improvement."

Fiscal Impact Statement

12. There are a number of cost items associated with implementation of NCLB, which are intended to come from the allocation which the District receives under the federal programs funded. The District receives approximately 5% off the top for indirect costs and then sets aside funds in each program area for administrative costs, based on the requirements of the title program.

13. The Administration is concerned that administering these requirements will have an impact on the traditional allocations going to improve teaching and learning in the classroom and on realizing transportation savings for the District as planned under the Neighborhood Schools Initiative.

14. Costs of NCLB compliance have increased in primarily six areas: (1) required set-asides; (2) parental notification and public reporting; (3) implementation of sanctions; (4) ensuring highly qualified teachers and paraprofessionals, (5) technical assistance; and (6) administration. This has resulted in fewer funds to support the classroom.

15. Although flexibility is one of the five pillars of the legislation, the District is unable to realize any benefit from this provision, as the mandates associated with each title make it impossible to shift funds to other titles and still meet the federal requirements within each title.

16. The Administration believes that more resources are needed under the NCLB legislation and that current local revenue sources are not sufficient to support the intent and requirements mandated under this aggressive new law.

Implementation and Assessment

17. It should be noted that, while it is bearing significant additional costs as a result of the drastic shift in federal policy on accountability tied directly to student achievement, the District does remain committed to ensuring that that maximum educational opportunities are provided for all students to reach their highest potential so that students can achieve their educational and employment goals and parents will choose the Milwaukee Public Schools to educate their children. It is imperative that the District ensure that the strategic decisions it makes with the use of federal funds awarded under NCLB are measured to ensure increased student achievement results from these efforts.

Committee Recommendation

Your Committee recommends that the Board include a comprehensive audit of Title I expenditures on the 2004-05 audit schedule.

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

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(Item 9) Action on a Request To Approve Contracts with Providers of Supplemental Services

Background

1. Under Title I of the ESEA, No Child Left Behind Act, the parents of students who are enrolled in a school that has been designated as a School Identified for Improvement (SIFI) and has not made adequate yearly progress (AYP) for three or more years have the option of accessing supplemental services for their children. The 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.

2. By law, parents then have the ability to direct resources, up to $1,490 per student, to any one of the selected entities to access services for their children. The local school district does not have the option either of approving supplemental service providers or of directing students to use any of the approved providers. The district must allocate funding at the behest of parents of students who are eligible for the service.

3. The Wisconsin Department of Public Instruction has approved 46 supplemental-service providers, including MPS, to serve eligible students from Milwaukee Public Schools. By law, the District must enter into a contract 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.

4. Administrative policy states that, for contracts from $25,000 to $50,000, competitive procurement procedures are required. For contracts in excess of $50,000, the Milwaukee Board of School Directors must approve the contracts after the bid process has been conducted. Depending upon the number of parents who choose a particular provider, the value of the contract with that provider may exceed $25,000 and may exceed $50,000.

5. 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 — which supercedes MPS administrative policy with regard to the use of ESEA funding — requires the District to approve the contracts with the eligible providers; therefore it is requested that the Milwaukee Board of School Directors approve contracts with designated supplemental providers.

Administration's Analysis

6. There are currently 36 MPS schools that have been designated as Level 2, Level 2 Improved, or Level 3 Schools Identified for Improvement. MPS must provide the option of supplemental services to eligible students in these schools.

7. According to Title I, Section 1116(e), of the Elementary and Secondary Act, the local educational agency serving an SIFI shall, subject to this subsection, arrange for the provision of supplemental educational services to eligible children in the school from a provider with a history of demonstrated effectiveness, as selected by the parents and approved for that purpose by the state educational agency in accordance with reasonable criteria, consistent with paragraph (5), that the state educational agency shall adopt.

8. According to Title I, Section 1116(e)(3), of the Elementary and Secondary Education Act, in the case of the selection of an approved provider by a parent, the local educational agency shall enter into an agreement with such provider. Such agreement shall (D) contain provisions with respect to the making of payments to the provider by the local educational agency.

9. The 46 state-approved supplemental service providers are:

Acadamia, LLP**	Milwaukee Public Schools
Academic Solutions for Learning**	New Concept Self Development Center
Alverno College's One on One Learning**	New Hope Missionary Baptist Church
Bay View Community Center**	Newton Learning
Beloit School District**	Opportunities Industrialization Center (OIC-GM)
Bowman Performance Consulting	Ready Set Read, LLC
Brainfuse	School of P.A.Y.
Cardinal Stritch	School of Universal Learning
CESA #1	Silver Spring Neighborhood Center
Club Z! In-Home Tutoring Services	SMARTHINKING, Inc.
CompassLearning**	Strategic Studies E-Tutor Virtual Learning
CTK Development Corporation	Sylvan Learning Systems, Inc.
Dr. Howard L. Fuller Education Foundation, Inc.	The Learning Together Company
Fox Point Jt. #2	The M.A.K.E.S. Foundation
Good Hope Economic Development	The Princeton Review**
Grace Christian Academy	The Reading Corner
HOSTS Learning	Tools of Empowerment Educational Services
I CAN Learn Education Systems**	UMOS, Inc.
Janesville School District**	Voyager Expanded Learning**
Journey House, Inc.	Wheatland School District**
Kaplan K12 Learning Systems	WI Lutheran Learning Centers — Jesus Cares Ministries
Kenosha School District**	
LaCrosse School District**	
Learning Exchange	
Lightspan, Inc.**	

** These providers, although approved by the Department of Public Instruction, have indicated they will not provide supplemental services to Milwaukee Public Schools at this time.

Strategic Plan Compatibility Statement

10. Approval of contracts with designated supplemental-service providers supports Administrative Policy 1.03(1), under Parent Empowerment, which states that the Milwaukee Board of School Directors "…commits to provide the resources and support needed to increase parental knowledge, access, accountability and decision making."

Statute, Board Policy, or Rules Statement

11. According to Administrative Policy 3.09, Purchasing and Bidding Requirements, section (3)(d)1, 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, all formal bids and 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

12. 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 FY04 allocation is $8.6 million (Budget Code GEN-0-0-1S4- CI-E0TH).

Implementation and Assessment Plan

13. 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 $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 Recommendation

Your Committee recommends that the Board approve contracts with the state-approved supplemental-service providers, in order to comply with federal law governing the ESEA: No Child Left Behind Act, in an amount not to exceed $8.6 million for the 2003-2004 school year.

Director Blewett moved to adopt the report.

The motion prevailed, the vote being as follows:

Ayes—Directors Balistreri, Blewett, Dannecker, Horton, Johnson, Morales and Vice President Hardin—7.

Noes—None.

* * * * *

(Item 10) Action on a Request To Enter into Contracts for the Purchase of Reading and Mathematics Materials for the Supplemental Services Program during the 2003-04 School Year

Administration's Analysis

1. The Elementary and Secondary Education Act (ESEA), as reauthorized by the No Child Left Behind Act of 2001, requires schools indicated for improvement for the third and fourth years to provide free tutoring to eligible students. In MPS, students in grades kindergarten through 12 at the 36 schools identified for improvement (SIFI) are eligible for tutoring during the 2003-04 school year. If more than 5400 students register for tutoring services, priority will be given to students who are low-income and low-achieving.

2. A registration process will take place in September and October. Parents will choose from over 30 service providers approved by the Wisconsin Department of Public Instruction. As an approved provider, Milwaukee Public Schools (MPS) will be offering its own after-school tutoring program that parents may choose. Registration will end on October 17, 2003, and services are scheduled to begin in November 2003. To run an MPS site, approximately 100 students must be enrolled. A final determination of the total cost of curriculum for the MPS tutoring program will be made after the close of registration.

3. A Request For Proposal (RFP 409) was developed to seek an after-school K-12 reading and math tutorial program in compliance with ESEA. The vendor chosen must be able to provide a scientifically research-based product that can service K-12 students, including special education students and English-language learners.

4. A committee of parents, teachers, curriculum specialists, school administration, Central Services staff, and bilingual and special education staff met to evaluate the six proposals that were submitted. The evaluators ranked the proposals in the areas of documented prior student achievement, references, instructional materials, features, and training and support. Two vendors were eliminated during the first phase.

5. Phase two was to meet with the top four vendors for detailed discussion regarding direct and indirect costs of implementing the programs. From this group, three vendors were selected who best met the needs of the District. They are PLATO Learning, Inc.; Lightspan, Inc.; and H.O.S.T.S. Learning.

6 The second phase in the analysis awarded points according to the cost of the program. The cost is per site. Seventy-five points went to the program with the lowest cost. The results of the scoring are listed below:

Company	Total Points
PLATO Learning, Inc.	97.75
Lightspan, Inc.	43
H.O.S.T.S. Learning	32.44

7. Schools will be given the choice of the three vendors to provide the curriculum for the tutoring program.

Strategic Plan Compatibility Statement

8. Implementation of the reading program supports the Milwaukee Public Schools' Strategic Plan, Goal 1, Student Achievement, which prescribes continuously improving student achievement to meet high standards.

9. Implementation of the program complies with statutes, and Board policies and rules.

Fiscal Impact Statement

10. The total compensation for the purchase of reading and mathematics curriculum for the after-school tutoring program for students in kindergarten through grade 12 will come from budget # GEN-0-0-1S4-CI-E0TH and will not exceed $1,300,000. The cost includes the purchase of curriculum, staff development training, and technical support for computer applications. Additional costs for the supplemental services tutoring program will be incurred for staffing and bussing.

Implementation and Assessment

11. The after-school tutoring program for students in kindergarten through grade 12 at the 36 schools identified for improvement will be implemented and coordinated within the overall 2003-04 supplemental services or tutoring program. Pre- and post-testing will be used to evaluate student achievement as identified in the Individual Achievement Plans (IAP).

Committee Recommendation

Your Committee recommends that the Board give authorization to the Administration to enter into contracts with PLATO Learning, Lightspan, Inc., and H.O.S.T.S. Learning to provide an after-school K-12 reading and math tutorial program in compliance with the Elementary and Secondary Education Act: No Child Left Behind in an amount not to exceed $1,300,000 for the 2003-2004 school year.

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

* * * * *

(Item 11) Report and Action on the Neighborhood Schools Plan Projected Capital Costs

Background

Between June 2002 and the present, the Administration requested approval from the Board on several capital projects, term sheets, lease agreements and architectural contracts for the Neighborhood Schools Initiative (NSI). Several of the Board-approved projects contained budgets that exceeded the original proposed budget. This report discusses the NSI's current projected capital cost and the available funding resources.

1. In August 2000, the Board adopted the Neighborhood Schools Plan (NSP). The Plan identified projects with estimated costs of $98.4 million. The State Legislature's Joint Finance Committee subsequently adopted this plan on September 26, 2000, authorizing borrowing for project purposes of up to $100 million, plus costs of issuance and capitalized interest, if any. The plan authorized the Milwaukee Public Schools to borrow for capital implementation of 11,000 new or reprogrammed seats.

2. In November 2000, the Board authorized the Administration to continue to plan for the implementation of the NSI capital projects.

3. In October 2001, the Board authorized the creation of the Office of Neighborhood Schools to coordinate the implementation of the NSP.

4. In November 2001, the Board authorized issuance of bonds up to $100 million for projects, plus additional bonds as required for bond interest and issuance costs.

5. In June 2002, the Board received an update of the NSI construction report, "Neighborhood Schools Cluster Construction Data," containing NSI capital improvements of $98.4 million. The amount coincides with the amount estimate, by project, in the companion document of the Neighborhood Schools Plan. The report also contained information regarding project changes. An updated project-changes report is attached.

6. This report informs the Board of the current projected capital cost of the NSP and the available funding resources. Comparisons of the current estimated project costs versus the original plan are in the attachment.

Administration's Analysis

7. As of September 15, 2003, the NSI program had spent approximately $29 million on projects. As the projects have been bid, the amounts for the projects have generally been higher than the Plan had estimated. The major reasons for the difference between the NSI budget cost ($98.4 million) and the projected cost per this report can largely be attributed to two factors: (1) variations from the NSP's assumptions about construction costs and (2) necessary costs for the program that were not budgeted. Elements of each factor are described below.

- Set-up of the Office of Neighborhood Schools
- Independent Monitor
- Program Manager
- Joint Agencies for Milwaukee Neighborhoods (JAMN)
- Some of the costs for fixtures, furniture, equipment, technology
- Asbestos Removal
- Implementation of the International Building Code, which was mandated after the development and adoption of the Plan
- New heating, ventilation, air-conditioning
- In some school sites, configurations which left less usable sq. ft. than the NSP had assumed
- Inflation

8. The estimated impact is $24 million.

9. A detailed analysis of the original versus current estimated costs by project and completion date is included in the attachments to the minutes of your Committee's meeting. For completed projects, the estimated cost represents the actual cost. A summary report of the detailed attachment is illustrated below:

Capital Cost	NSI Plan	Estimated	Difference over/under NSI Plan	% Difference
MPS Projects	$78,361,348	$91,589,077	$13,227,729	16.9%
Partnership Projects	$20,125,571	$27,097,543	$6,971,972	34.6%
Unbudgeted Cost	$0	$3,981,479	$3,981,479	100%
Total	$98,486,919	$122,668,099	$24,181,180	24.5%

10. The Administration, with Board approval, has identified approximately $115.5 million in revenue sources that can be applied to the Neighborhood Schools' capital project plan.

11. The Administration is recommending that the difference between the projected capital cost of approximately $122.6 million and the revenue of approximately $115.5 million be balanced by canceling the New Sherman School project, for a savings of approximately $12.2 million (current project estimate). This decision results in a new program budget of approximately $110.4 million. The difference between funding sources and revised program costs of approximately $5.1 million is anticipated to be used as a contingency fund to meet the actual cost of the 2004 and 2005 projects.

12. The New Sherman School project is being recommended for cancellation due to three factors:

a. Attendance-area and community elementary and middle schools will accommodate the 560 attendance-area seats targeted for the New Sherman School. This can be accomplished by increasing their attendance-area student enrollments by an average of five students per school over the NSP projections. Community outreach by school staff will need to be a priority for the school staff.

b. The student population for the area has been lower than project.

c. There is not an available school site within the target area.

13. The projected revenue sources have been identified as:

a. Bond issuance for NSP project revenue of approximately $98.4 million;

b. Board-approved MPS operating funds from the FY02 through FY04 operating budgets totaling approximately $14 million. This funding source was referred to in the NSP as "pay-as-you-go" funding. The Administration anticipates that no additional MPS operating funds will be requested for NSI projects;

c. QZAB funding of approximately $1.9 million; and

d. Construction Fund transfers of $400,000 per year over three years, for a total of approximately $1.2 million.

14. Listed below are some of the NSI's accomplishments.

a. By September 2003, nine new additions will be completed at the following schools: Grant, McNair, Thurston Woods, Clarke Street, Sherman, 53rd Street, Greenfield, Lincoln Avenue and Mitchell Elementary. The replacement for 37th Street School is in the design phase. The replacement-housing component of 37th Street School project is being implemented by community and government entities. Browning School (Westlawn) has been completed. With the completion of these projects, 2,887 seats of the goal of 11,000 seats will have been added by NSI.

b. Boys and Girls Club's Seher Branch and the New Locust Street School are in the planning phase.

c. Partnership projects created between Auer Avenue School/the Police Athletic League (PAL) and Browning School/Silver Spring Neighborhood Center have been completed.

d. Seats have been contracted from Garden Homes Lutheran Church, La Causa, and United Community Center. These seats will help accommodate MPS students who live in the area and who will not require transportation.

e. The HUB participation requirement is being implemented. The Residence Preference Program (RPP) is being implemented with steady increases in resident participation towards the 25% requirement. The Office of Neighborhood Schools will pilot the District's Community in Need (COIN) Initiative and has successfully implemented the student participation component of the NSI.

f. The NSI is meeting its goal of creating 11,000 new seats in our most overcrowded elementary and middle-school attendance areas. This is illustrated by the following data:

- FY01 = 1424 seats
- FY02 = 3181 seats
- FY03 = 3068 seats
- FY04 = 1545 seats
- FY05 (projected) = 1692 seats

The reduction or elimination of construction projects has resulted in a reduced number of new seats.

15. The Administration will take action to cancel the New Sherman School project. In addition, the Administration will proceed with the next bond issue, per Board authority granted on November 27, 2001, either as one single bond issue or two separate issues, the form of which is yet to be determined. The amount of the bonds to be issued will be approximately $82 million, which will provide approximately $70.5 million for project purposes and approximately $11.5 million for capitalized interest and cost of issuance. This will bring the total amount of bonds issued for the NSI program to approximately $115.3 million, providing approximately $98.486 million for NSI projects.

16. Finally, the Administration will continue to closely monitor the cost of the 2003, 2004, and 2005 projects to maintain the project cost and revenue balance. The Administration will inform the Board if project differences occur between the projected cost and available revenues.

Committee Recommendation

Your Committee recommends that the Board direct the Administration to take action to cancel the New Sherman School project.

Director Blewett moved to adopt the report.

The motion prevailed, the vote being as follows:

Ayes—Directors Balistreri, Blewett, Horton, Johnson, Morales and Vice President Hardin—6.

Noes—None.

Temporarily absent—Director Dannecker—1.

* * * * *

(Item 12) Annual Report on Student Attendance

Administration's Analysis

1. At its regular meeting on August 27, 1997, the Board requested that the Administration make available for review on an annual basis a summary of pupil attendance.

2. The annual attendance summary report below represents the percentage of attendance for the 2002-2003 school year, compared with the attendance percentage for the 2001-2002 school year for grades K-12. The Administration compiles the monthly attendance report from pupil-attendance information recorded from schools.

Percent Attendance Summary
2002-2003 School Year

	2002-2003	2001-2002	Difference
Grades 9-12	79.89	78.04	+1.85
Grades 8 at high schools	57.94	59.43	-1.49
Grades 6-8	88.06	87.29	+0.77
Grades 1-5	93.29	93.28	+0.01
Kindergarten	91.25	91.94	-0.70
Other Schools	88.11	87.23	+0.88
TOTAL	88.23	87.88	+3.5

3. "Grade eight at the high schools" refers to those students that did not meet promotional criteria for grades 8, but who moved on to high school as an 8T (Transitional).

4. The 2002-03 high-school attendance for grades 9-12 combined with transition students (8Ts) is 78.22%, compared with 77.7% for the 2001-02 school years (% change = +0.52).

* * * * *

REPORTS OF SPECIAL COMMITTEES

The Director, Office of Board Governance/Board Clerk, presented 10 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 August 28, September 8, September 9, September 15, September 16, September 18, and September 19, 2003.

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

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

Noes—Vice President Hardin—1.

Temporarily absent—Director Dannecker—1.

* * * * *

RESOLUTIONS

Resolution 0304R-013

by Director Johnson

WHEREAS, Pursuant to Wisconsin State Statutes, Chapters 119.16 and 119.18, the Milwaukee Board of School Directors is legally obligated to operate as a policymaking body as part of its function as a school board in a city of the first class, and

WHEREAS, The Board establishes the Board rules and governance policies for the District, and

WHEREAS, Board Rule 1.10 reads, "Unless otherwise provided in these rules, all communications (except communications from city and county departments and communications from the Board's administrative officers), petitions, resolutions, and new business shall be referred without action to a committee for consideration and report to the Board. All reports and resolutions shall be in writing.", and

WHEREAS, Board Rule 1.17 (3) reads, "The President shall have the right, as other Board members have , to offer resolutions, to discuss questions, and to vote."; and

WHEREAS, These Board rules speak directly to the procedure currently in place for Board members to communicate new initiatives for efficient operation to the administrative staff; and

WHEREAS, The Board of Directors sets goals for the District and develops policies for the Administration to follow as guidelines towards achieving these goals through the resolution process; and

WHEREAS, The Administration is charged with following the policies set by the Board for the purpose of establishing accountability in its efforts of strategic planning towards achievement of district goals, and

WHEREAS, Every action taken by the Board should also follow the policies that act as directives to the Administration; and

WHEREAS, Many of these directives from the Board to the Administration are rendered through the resolution process; and

WHEREAS, Every resolution to which the Administration responds represents a substantial use of district resources in the form of time and money; now, therefore, be it

RESOLVED, That the Board add the following language to Board Rule 1.10 (1):

(a) All communications, petitions, resolutions, and new business shall contain, within the first three "whereas" statements, justification of appropriateness by answering the following:

1. How it applies to Board policy

2. How it adheres to the Board's Strategic Plan

3. How it adheres to the Board's goals; and be it

FURTHER RESOLVED, That Board add the following language to Board Rule 1.17 (3):

(a) Review all communications, petitions, resolutions, and new business before assigning to the appropriate committee.

(b) Reserves the authority to hold any communication, petition, resolution, and item of new business from assignment to committee, for review with the author if the item does not follow the prescribed justification of appropriateness:

1. Applicable Board Policy

2. How it adheres to the Board's Strategic Plan

3. How it adheres to the Board's Goals

(c) Any communication, petition, resolution, and item of new business held for review shall be stated "held for review" by the president at the time of committee assignments of communication, petition, resolution, and new business items.

(d) After review with the author and a satisfactory attainment of the prescribed justification of appropriateness within the document of a communication, petition, resolution, and new business, previously not assigned to a committee at the most previous board meeting where such action is routinely taken, may be sent to committee by the president within 5 business days after that same board meeting, notification is sent to all board members and a notice "as a meeting notice" is sent to all usual publications; and be it

FURTHER RESOLVED, That the Board adopt revisions to Board Rules 1.10 and 1.17 and all other applicable sections of the Board rules and governance policies related to the resolution process for the efficient use of resources and direction to the Administration from the Board.

Referred to the Committee on Legislation, Rules and Policies.

Resolution 0304R-014

by Director Balistreri

WHEREAS, Recognizing and rewarding quality educators has long been a trademark of the Milwaukee Public Schools through Apple Awards and other incentives; and

WHEREAS, Milwaukee Public Schools recognizes that the lack of advancement opportunities and financial incentives drives classroom teachers out of the profession and leads fewer young people to pursue a career in education; and

WHEREAS, Studies show that only one in ten college-bound high-school students are strongly interested in teaching as a career, due in part to competition from the private sector, and this is having a particularly damaging effect on the supply of science and math teachers (www.mff.org); and

WHEREAS, School districts throughout the country recognize that qualified, innovative teachers who want to remain in the classrooms are in high demand; and

WHEREAS, To remain competitive in the area of recruiting and retaining teachers who want to live and work in the city, Milwaukee Public schools must promote loyalty in employees; and

WHEREAS, In a 1999 study by the Hay Group of 500,000 people in 300 companies to find out what promoted employee loyalty, the top three factors, mentioned by ninety percent of respondents, were career growth, learning, and development; exciting, challenging, and meaningful work, and making a difference and a contribution. (while fair pay and benefits were tenth on the list); and

WHEREAS, School districts in which these factors cannot be met due to budget constraints have established employee-recognition programs; and

WHEREAS, School districts throughout the country have commonly used the following criteria for their teacher-recognition programs:

- Exceptional educational talent, as evidenced by outstanding instructional practices in the classroom, school, and profession;
- Outstanding accomplishment and strong long-range potential for professional and policy leadership;
- Engaging and inspiring presence that motivates and influences students, colleagues, and the community; now, therefore, be it

RESOLVED, That the Board direct the Administration to investigate and develop an employee-recognition program for classroom teachers; and be it

FURTHER RESOLVED, That this plan be presented to the Board prior to the 2004-2005 school year.

Referred to the Committee on Finance/Personnel

Resolution 0304R-015

by Director Balistreri

WHEREAS, The Milwaukee Public Schools District has always been very receptive to new and innovative ideas that promote efficiency in operations, thus saving the District money; and

WHEREAS, The District continually seeks avenues to save money on operational costs to allow more money for use at the school level; and

WHEREAS, Many businesses, as well as school districts, use employee-suggestion programs (ESPs) to encourage employees to suggest money-saving ideas; and

WHEREAS, These employee-suggestion programs reward employees for innovative and creative ideas used to improve processes and operations; and

WHEREAS, Some businesses use cash rewards, based on the cost-savings of the proposed improvement, or paid days of leave as incentives for successful employee suggestions; and

WHEREAS, An ESP program within Milwaukee Public School would encourage employees to continually seek improvements beyond that required by their normal job duties; now, therefore, be it

RESOLVED, That the Board direct the Administration to adopt and implement a centralized program to provide awards to employees who propose procedures or ideas that are adopted and that result in eliminating or reducing district expenditures or in improving operations, provided such proposals are implemented; and be it

FURTHER RESOLVED, That this plan be presented to the Board for implementation in the 2004-2005 school year.

Referred to the Committee on Finance/Personnel

Resolution 0304R-016

by Director Morales

WHEREAS, The public has an interest in knowing the purposes for which its money is being spent; and

WHEREAS, The Milwaukee Board of School Directors should attempt to address this reasonable interest, even when the District is not the direct provider of a service on which the public's money is being spent; now, therefore, be it

RESOLVED, That the Administration require all future quotations and bids for private provision of services to include a specific accounting for each price component of the bid, to include the formulas for calculating costs for each, and a list of all cost items the contractor is including in determining his/her quotation or bid.

Referred to the Committee on Finance/Personnel

* * * * *

Resolution 0304R-017

by Director Hardin

WHEREAS, The federal child nutrition programs, including the school lunch and breakfast programs, are important to the health and education of the children of Milwaukee; and

WHEREAS, The child nutrition programs must be reauthorized by the Congress of the United Sates during the current fiscal year; and

WHEREAS, Reduced-price school meals are offered, in participating schools, to children with family incomes between 130 percent of the poverty line and 185 percent of the poverty line; and

WHEREAS, Many families in the reduced-price income category are finding it difficult to pay the reduced fee, and, for some families, the fee is an insurmountable barrier to participation; and

WHEREAS, The Special Supplemental Food Program for Women, Infants and Children (WIC) provides free benefits to all participants with family incomes below 185 percent of poverty; and

.WHEREAS, Senators Dole (R-NC) and Roberts (R-KS) have introduced legislation to phase out the reduced-price meal program, harmonizing school meals with WIC; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors support reauthorization of all federal child nutrition programs; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors urge the Congress of the United States to eliminate the reduced-price school meals programs and to provide free meals for all children with family incomes below 185 percent of poverty; and be it

FURTHER RESOLVED, That this resolution be sent to the State's Congressional delegation in Washington, D.C.

Referred to the Committee on Legislation, Rules and Policies.

The Board adjourned at 9:04 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
SEPTEMBER 25, 2003

Special meeting of the Board of School Directors called to order by Vice President Hardin at 9:04 PM.

Present—Directors Balistreri, Blewett, Dannecker, Horton, Johnson, Morales, President Spence (9:16 PM) and Vice President Hardin—8.

Absent and excused—Director O'Neil—1.

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

September 19, 2003

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Jeff Spence, a special meeting of the Board of School Directors will be held immediately upon adjournment of the regular September Board meeting, which is scheduled to begin at 6:30 p.m. on Thursday, September 25, 2003, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of conducting performance evaluations of the Director, Office of Board Governance/Board Clerk, and the Superintendent of Schools.

Pursuant to Wisconsin Statutes 19.85(1)(c), which provides that a governmental body may convene in executive session for the purpose of "considering employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility," the Board may convene in executive session for the purpose stated above. The Board may reconvene in open session to take any action on matters discussed in executive session.

Upon reasonable notice, efforts will be made to accommodate the needs of individuals with disabilities through sign language interpreters or other auxiliary aids. Please contact the Office of Board Governance, Room 273, Central Services Building, 5225 West Vliet Street, P. O. Box 2181, Milwaukee, WI 53201-2181 (Phone 475-8284; Fax 475-8071; TDD 475-8893).

LYNNE A. SOBCZAK
Board Clerk

The Board recessed from 9:07 to 9:16 PM.

Director Morales moved that the Board retire to executive session, pursuant to Wisconsin Statutes 19.85(1)(c), to consider employment, promotion, compensation, or performance evaluation data of the Director, Office of Board Governance/Board Clerk, and the Superintendent of Schools.

The motion prevailed, the vote being as follows:

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

Noes—None.

Voting "present"—Director Blewett—1.

The Board retired to executive session at 9:20 PM.

The Board adjourned from executive session at 10:55 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
OCTOBER 1, 2003

Special meeting of the Board of School Directors called to order by President Spence at 6:37 PM.

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

Absent—None.

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

September 29, 2003

To the Members of the Board of School Directors:

At the request of President Jeff Spence, a special meeting of the Milwaukee Board of School Directors will be held at 6:30 pm, on Wednesday, October 1, 2003, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of conducting performance evaluations of the Director, Office of Board Governance/Board Clerk, and the Superintendent of Schools.

Pursuant to Wisconsin Statutes 19.85(1)(c), which provides that a governmental body may convene in executive session for the purpose of "considering employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility," the Board may convene in executive session for the purpose stated above. The Board may reconvene in open session to take any action on matters discussed in executive session.

Upon reasonable notice, efforts will be made to accommodate the needs of individuals with disabilities through sign language interpreters or other auxiliary aids. Please contact the Office of Board Governance, Room 273, Central Services Building, 5225 West Vliet Street, P. O. Box 2181, Milwaukee, WI 53201-2181 (Phone 475-8284; Fax 475-8071; TDD 475-8893).

LYNNE A. SOBCZAK
Board Clerk

Director Johnson moved that the Board retire to executive session, pursuant to Wisconsin Statutes 19.85(1)(c), for the purpose of considering employment, promotion, compensation or performance evaluation data of the Director, Office of Board Governance/Board Clerk, and the Superintendent of Schools.

The motion prevailed, the vote being as follows:

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

Noes—None.

The Board retired to executive session at 6:37 PM.

The Board reconvened in open session at 7:55 PM.

Director Balistreri moved that the Board award the Director, Office of Board Governance/Board clerk a salary increase to $115,000, effective on the anniversary date of the contract.

The motion prevailed, the vote being as follows:

Ayes—Directors Balistreri, Blewett, Dannecker, Hardin, Horton, and Morales, President Spence—7.

Noes—Directors Johnson and O'Neil—2.

Director Hardin moved that the Board increase the Superintendent's salary to $160,000, with suitable language to be added to the employment agreement, effective as of the anniversary date of the contract.

The motion prevailed, the vote being as follows:

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

Noes—Director O'Neil—1.

The Board adjourned at 8:07 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
OCTOBER 28, 2003

Regular meeting of the Board of School Directors called to order by President Spence at 6:43 PM.

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

Absent—None.

President Spence requested that a moment of silence be observed in memory of Jalisa Hope, a freshman at Bay View High School, who died after collapsing at her homecoming dance on October 4, 2003, and Anna M. Weddle, an assistant principal at Starms Early Childhood School, who died tragically on October 24, 2003.

AWARDS AND COMMENDATIONS

Special Performance

Through the composing efforts of Ms. Sheila Kerley and Ms. Anne Desotelle, the Neeskara school community is proud to present *Neeskara's Learning Target Tune* to the Milwaukee Board of School Directors and to those attending or listening to the Board meeting. The objective of writing and performing the song is twofold: It places emphasis on the importance of an aligned curriculum, and it allows the Learning Targets to "come alive" for the students. The song, which made its formal debut at Neeskara's open house held on Thursday, September 25, 2003, as well received by all in attendance. The words to the song follow:

Neeskara's Learning Target Tune
by
Sheila Kerley and Anne Desotelle

Refrain:
"I said, They teach me in school,
oh o o aah,
That Learning Targets rule!
Yeah, yeah, yeah!"

In kindergarten we just love to explore,
All about science, please teach us some more!
We learn about the moon and how living things grow,
We even learn what makes a light bulb glow! (Refrain)

The Learning Targets we have in grade one,
Teach us that mathematics can be fun!
We add and subtract all the way to ten,
Then we solve some problems and do it again! (Refrain)

The social studies Learning Targets in grade two,
Teach us how community is me and you!
Geography and history and civics can,
Help us understand our fellow man! (Refrain)

Reading Learning Targets help us to grow,
Strategies and skills connecting what we know!
Fantasy, biography, poetry and prose,
By the end of grade three we know all of those! (Refrain)

You know that fourth graders have a lot to say,
We learn how to say it in more than one way!
Declarative, exclamatory, narrative too,
The Learning Targets help us communicate with you! (Refrain)

And now that we have reached grade five,
The Learning Targets start to come alive!
We've got art, phy. ed., health and music you see,
So when I'm ready to move on, I'll be a well rounded me! (Refrain)

Special Recognition

On September 16, 2003, the entire Clara Barton Elementary School community gathered on the front lawn of the school to receive the Blue Ribbon school award from the U.S. Education Department. The leadership of Norm Mishelow, Barton principal, and the cohesive and persistent efforts of the Barton staff had allowed for educational innovation at Barton that resulted in significant increases in student achievement. State test results for 2002 include 88% of Barton fourth-graders scoring proficient or above in reading; 79% scoring proficient or above in mathematics; and 95% scoring proficient or above in social studies.

This ceremony was very special, as Barton Elementary School was the only school from Wisconsin to win this prestigious honor for 2003. In addition to the Barton school community, many guests attended, including volunteer tutors, district personnel, Board members, political officials, and others from the community.

A video that presents chronological highlights of the ceremony will be shared during the awards portion of the Board meeting.

Excellence in Education Award

Each month, the Milwaukee Board of School Directors recognizes an outstanding school, student, staff member, parent, or community member for a display of excellence, achievement, and innovation that may serve as an example to our school district and to the entire Milwaukee community. This month, the Milwaukee Board of School Directors is pleased to present the Excellence in Education Award to:

Shirley P. McCarty
Retired Principal

Ms. Shirley P. McCarty dedicated 31 years to Milwaukee Public Schools, assuming many roles, including teacher, assistant principal, and principal. The hallmarks of her successful and productive career include always putting children first, creating effective systems to ensure parental involvement at all levels, and serving as the principal of Milwaukee French Immersion School for 17 years.

Ms. McCarty started her career in Milwaukee Public Schools through the graduate program associated with the National Teacher Corps. Because of her exceptional performance and many accomplishments as a teacher, she was encouraged to take the examination to become an assistant principal. The results of this process led to the first of many leadership roles for Ms. McCarty during her tenure in the Milwaukee Public Schools.

Though she has been the recipient of many awards during her extensive career, the recognition that is nearest to her heart is hearing a former student address her by the title fondly bestowed upon her by the Milwaukee French Immersion school community — "Madame." During her 17 years as principal of Milwaukee French Immersion School, Ms. McCarty's leadership skills had a strong positive impact onthe school community. Some of the highlights include the growth of the music program, an active and meaningful parental involvement component, and her tireless efforts to enhance and maintain the student-exchange program between students from France and those from Milwaukee French Immersion. Always a believer in providing children with cultural opportunities beyond the classroom, Ms. McCarty was successful in achieving this goal by working diligently with her school community.

The Milwaukee Board of School Directors and the entire school community recognize Shirley P. McCarty for her dedication, outstanding leadership, and commitment to excellence on behalf of the students of the Milwaukee Public Schools.

* * * * *

APPROVAL OF MINUTES

The minutes of the regular and special Board meetings of September 11, 16, and 25, 2003, 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 the following claim:

> Notice of Injury and Notice of Claim served on the Milwaukee Public Schools by the Law Offices of Emile Banks & Associates, LLC, on behalf of Maurice Harshaw, a minor, and his mother, Rebecca Harshaw, for injuries allegedly sustained by Maurice Harshaw at the Harry and Lynde Bradley Technical High School on April 29, 2003.
>
> Claim is being demanded in the amount of $5,000.

Wausau Insurance Companies, the third-party administrator which currently investigates 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,

Wlliam G. Andrekopoulos
Superintendent of Schools

On the motion of Director Johnson, the claim was disallowed, the vote being as follows:

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

Noes—None.

* * * * *

(Item B) Approval of a Negotiated Labor Agreement with Local 150 (Building Service Helpers)

Office of
Superintendent of Schools

TO THE BOARD OF SCHOOL DIRECTORS:

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

Local 150 (Building Service Helpers) —
Two-year contract (July 1, 2002, through June 30, 2004)

It is the recommendation of the Superintendent that the Board approve and adopt the above contract with the amendments as indicated on the summary document below.

Sincerely,

Wlliam G. Andrekopoulos
Superintendent of Schools

Settlement Highlights
Contract between the Milwaukee Board of School Directors
and
Service Employees' International Union, Local 150-Bsh
July 1, 2002, through June 30, 2004

1. Two- (2-) year contract (July 1, 2002, through June 30, 2004)
2. Increase in auto vandalism deductible from $25 to $35
3. Incorporation of Global Pension settlement
4. Increase in per-individual tuition reimbursement limit (no increase in overall allocation)
5. "Me too" provision on changes in the design of the health plan
6. Modification of contract language to reflect PeopleSoft requirements
7. Restriction on transfers during probation
8. Salaries: Effective 7/01/02 — 3.0%
   Effective 7/01/03 — 3.0%

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

Director Johnson moved to approve and adopt the contract.

The motion prevailed, the vote being as follows:

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

Noes—None.

* * * * *

(Item C) 2002-03 School Incident Report

Office of
Superintendent of Schools

TO THE BOARD OF SCHOOL DIRECTORS:

At its meeting on June 27, 2000, the Board adopted a resolution by then Director Werra which directed the Administration to improve the District's method of collecting and reporting data regarding school incidents and to provide a report on incidents to the Board on a quarterly basis.

Below is a report on the number of incidents that occurred in all of our elementary and secondary schools in each of these two categories for the 2002-2003 school year. The Incident Report includes incident data in two categories: incidents involving weapons, and incidents related to personal or physical safety. In addition, expulsion data for the last three years is provided.

INCIDENT REPORT 2002-2003

	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	2002-2003 TOTAL
Weapons Possession	0	0	12	32	43	41	42	30	42	39	56	24	361
Threat	0	0	15	28	33	31	27	37	39	30	35	20	295
Gun — Firearm	0	0	0	3	5	2	4	0	3	2	1	5	25
Gun — Facsimile	0	0	0	5	10	3	5	1	10	7	3	9	53
Personal/Physical Safety													
Assault	0	0	116	274	282	187	206	196	286	205	261	159	2172
Sexual-Assault	0	0	10	49	33	35	20	24	31	29	26	10	267
Battery	0	0	9	44	37	45	38	41	60	40	42	28	384
Robbery	0	0	2	1	1	1	0	2	8	0	1	0	16
Personal Threat	1	9	254	522	552	434	343	517	566	346	447	213	4204
Fighting	1	32	467	858	859	783	665	859	975	668	931	455	7553
Gang Activity	0	0	17	28	18	21	9	6	33	11	3	6	152
Arson	0	0	0	7	1	2	1	5	8	3	1	5	33
Bomb Threat	0	0	0	1	1	0	0	1	0	2	0	1	6
Larceny	0	0	40	106	73	89	77	95	127	98	97	49	851
Vandalism	0	1	34	59	106	77	89	79	72	79	88	54	738

Drug & Alcohol	0	0	38	38	53	52	61	78	57	22	74	33	506
Disorderly Conduct	0	2	97	189	212	216	271	360	433	304	395	144	2623

EXPULSION DATA

2000-2001	2001-2002	2002-2003
243	215	202

The Division of School Safety is continuing its efforts to enhance safety and to reduce the number of incidents in our schools. If you have any questions, please feel free to contact Ms. Ada Rivera, Chief of Pupil Services, at 475-8492, or me.

Sincerely,

Wlliam G. Andrekopoulos
Superintendent of Schools

Received and ordered placed on file.

* * * * *

REPORTS OF STANDING COMMITTEES

Separate consideration was requested of the following items:

Innovation/School Reform Committee, Item 7, a report on MPS' school-based health initiative;

Finance/Personnel Committee, Item 1, monthly finance and facilities matters;

Finance/Personnel Committee, Item 4, annual report on salary schedules;

Finance/Personnel Committee, Item 5, report on the district's year-end financial position;

Finance/Personnel Committee, Item 6, approval of carryover requests;

Finance/Personnel Committee, Item 7, recommendations to amend the adopted fiscal year 2004 budget for the School Operations, Construction, and Extensions Funds; and

Finance/Personnel Committee, Item 9, follow up and possible action on a request by Director Blewett to address a higher income level for COIN applicants

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

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

Noes—None.

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 0304R-017 by Director Hardin Regarding an Amendment to the National School Lunch Act

Background

At its meeting on September 25, 2003, the Board referred the following resolution by Director Hardin to the Legislation, Rules, and Policies Committee:

WHEREAS, The federal child nutrition programs, including the school lunch and breakfast programs, are important to the health and education of the children of Milwaukee; and

WHEREAS, The child nutrition programs must be reauthorized by the Congress of the United Sates during the current fiscal year; and

WHEREAS, Reduced-price school meals are offered, in participating schools, to children with family incomes between 130 percent of the poverty line and 185 percent of the poverty line; and

WHEREAS, Many families in the reduced-price income category are finding it difficult to pay the reduced fee, and, for some families, the fee is an insurmountable barrier to participation; and

WHEREAS, The Special Supplemental Food Program for Women, Infants and Children (WIC) provides free benefits to all participants with family incomes below 185 percent of poverty; and

WHEREAS, Senators Dole (R-NC) and Roberts (R-KS) have introduced legislation to phase out the reduced-price meal program, harmonizing school meals with WIC; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors support reauthorization of all federal child nutrition programs; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors urge the Congress of the United States to eliminate the reduced-price school meals programs and to provide free meals for all children with family incomes below 185 percent of poverty; and be it

FURTHER RESOLVED, That this resolution be sent to the State's Congressional delegation in Washington, D.C.

1. Reduced-price school meals are currently available to children with family incomes between 130 percent and 185 percent of the federal poverty line. Students with family incomes below 130 percent of the poverty line are eligible to receive free lunch. A bill before Congress (S 1549), introduced by Senator Dole (R-NC) and Senator Roberts (R-KA), would increase eligibility for free lunch and phase out reduced-price lunches over the course of five years.

2. Under the guidelines of the proposed legislation, eligibility for free lunch would remain at 130 percent of the federal poverty level for the 2003-2004 school year, but would be increased to include families with incomes at 185 percent of the federal poverty level by the 2008-2009 school year. During this phase-in period, reduced-price lunches would be offered to those who are not eligible for free lunch, but have family incomes below 185 percent of the poverty line.

Administration's Analysis

3 At the end of the 2002-2003 school year, 69,475 MPS students were eligible for free or reduced-price lunch under the guidelines set forth by the Richard B. Russell National School Lunch Act (eligibility data for 2003-2004 is not yet available). Of that number, 59,999 were eligible for free lunch, and 9,476 were eligible for reduced-price lunch.

Statute, Board Policy or Rules Statement

4. Administrative Policy 4.05(2) states, "The programs shall be operated in all schools with suitable facilities on a nonprofit basis. The Board shall be responsible for providing meals without cost or at reduced cost to all school children who are unable to pay the full cost of the meals."

Fiscal Impact Statement

5. Under the guidelines of S 1549, students with family incomes at or below 185 percent of the poverty level would be eligible for free lunch, and the District would be reimbursed for providing those meals. Based on 2002-2003 eligibility data, 9,476 students were eligible to receive reduced-price lunch. Assuming full participation by eligible students over 176 days with a current reduced-price cost of forty cents per lunch, a total of $667,110 would have been saved last year by Milwaukee families whose incomes are between 130 percent and 185 percent of the federal poverty level had the guidelines of the bill been in full effect.

Implementation and Assessment Plan

6. MPS will follow the phase-in guidelines outlined in the legislation.

Committee Recommendations

Your Committee recommends that the Board:

1. Adopt this resolution and endorse the approval of Senate Bill 1549; and
2. Authorize the Administration and the Board President to send a letter, along with a transcript of your Committee's discussion of this item, to the Wisconsin delegation, asking that they work on this issue on behalf of the children of Wisconsin and across the nation.

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

* * * * *

(Item 2) Informational Report on Legislative Developments

Background

At its meeting on November 21, 2002, the Milwaukee Board of School Directors unanimously approved the following 2003-04 MPS Legislative Agenda:

1. MPS seeks an increase in the amount of state funding to meet the growing costs of special education services by:
   - Increasing funding for special education, realizing the promise of the 63% state reimbursement;
   - Providing funding for early intervention to maintain and meet the needs of students in regular education in an effort to reduce the number of children in need of special education;
   - Modifying legislation to streamline the application review and approval processes, so that properly completed applications for special education services can be approved in a shorter period of time;

- Opposing plans that establish a high-cost special education aid preference policy that will potentially drain funds from districts with high levels of poverty;
- Supporting legislation that assists professionals in obtaining the resources necessary for effective professional practice in special education.

2. MPS seeks to support the current equalization aid formula by:
   - Maintaining the state's 2/3's funding commitment
   - Increasing the secondary cost ceiling.
3. MPS seeks to continue to provide quality educational services for all children by:
   - Supporting increased funding for Bilingual/Bicultural Education;
   - Increasing "on-time" accessibility to TEACH funding.
4. MPS, through additional state funding, seeks to create more incentives to attract and retain new and current teachers by:
   - Supporting DPI's efforts to increase the number of National Board Certified Teachers (NBCT's) in Wisconsin;
   - Offering a one-time $2,000 bonus to teachers who achieve NBCT status and are under contract with a school in the MPS District or in districts with 50% low-income;
   - Offering NBCTs an additional $2,000 every year that they teach after receiving the certification within the MPS district or in districts with 50% low-income;
   - Establishing a loan-forgiveness program for those who teach math, science, trade, technical and special education in the MPS district or in districts with 50% low-income;
   - Creating state-subsidized teaching centers and/or other opportunities for site-based training programs;
   - Establishing an individual income-tax deduction for an amount up to $500 that is spent by classroom teachers each year for educational materials or supplies for use in the school.
5. MPS seeks to establish a balanced and diversified funding base to sustain a maximum of 70 Community Learning Centers (CLCs) by creating a matching-funds provision by which the state would match a percentage of dollars from its general revenue fund (unrestricted cash) of 12.5% provided by the District for before- and after-school programs.
6. MPS seeks to allow school districts to count children as a full FTE of funding for participating in all-day K4 programming by modifying the current legislation that counts K4 students as a maximum 0.6 FTE to a more sufficient estimate that counts students in K4 programming as a full 1.0 FTE.
7. MPS seeks to expand SAGE funding and increase flexibility by:
   - Opposing plans to restrict SAGE schools from expanding the program to grades two and three for districts that have student populations that are less than 50% low-income;
   - Indexing the per-pupil allocation for the SAGE program to CPI-Urban (or another price index that more appropriately reflects changes in education costs.) This will ensure that schools have sufficient resources to reduce class size to 15:1;
   - Allowing schools that participate in SAGE to alter a contract or a renewal of a contract to reduce class size to 15:1 by notifying DPI annually by July 1. The notification would specify those grades from kindergarten through grade three in which the school district agrees to reduce class size, and the district would then be eligible to receive SAGE funding only for those grades.

8. MPS seeks to add an additional $3 million in P-5 funding for a variety of special programs that relate directly to student achievement and experiences by:
    - Limiting class size in all grades below the sixth grade to no more than 25 students;
    - Requiring individual schools to revise all submitted proposals each year to be reviewed by the State P-5 Advisory Council and to be approved by the state superintendent;
    - Supporting the hiring of educational professionals to lead and support classroom instruction.
9. MPS seeks to establish and maintain partnerships with other advocacy groups and governmental agencies that address the needs of MPS students by:
    - Making collaborative efforts to find creative and cost effective solutions that will better serve the needs of the MPS students;
    - Pursuing joint legislative initiatives, when appropriate, with other community and governmental entities;
    - Lending strong support to the Milwaukee Partnership Academy.
10. MPS seeks to increase to the scope of healthcare coverage for students by:
    - Expanding the volunteer healthcare provider program to cover the provision of services in public elementary and secondary schools so that providers can qualify for liability coverage without charge;
    - Increasing partnership activities with local healthcare organizations to meet MPS-identified health needs (immunizations, vision screening, reduction in absences due to asthma, and reduction in communicable diseases).
11. MPS seeks to continue support of the Neighborhood Schools Initiative by:
    - Continuing to work closely with key NSI legislative architects and government officials to ensure the ongoing success of NSI;
    - Continuing to strengthen relationships with NSI community partners.
12. MPS seeks to continue to revitalize Milwaukee's neighborhoods by exploring creative ways to partner with other governmental organizations such as WHEDA, the City of Milwaukee Health Department, and the City of Milwaukee Office of Community Block Grant Initiatives to address the housing, health, and economic needs of MPS families.

Update

I. MPS Legislative Agenda

Significant developments related to the MPS legislative agenda were discussed in the 2003-2005 state budget analysis provided to the Committee in August.

II. Update on Legislation of Significant Interest to the District

There are several education-related legislative proposals that pose significant interest to the MPS district as well as to school districts across the state. A summary of key legislation was presented to the Committee at its meeting of August 21. An updated summary is presented below. New items and those with changed status are marked with an asterisk (*).

1) Audit of MPCP* - AB 126 directs the Legislative Audit Bureau to administer a longitudinal study of the Milwaukee Parental Choice Program. The bill was adopted in the Assembly, 70-28, and in the Senate, 20-3. It is now pending before Gov. Doyle.

2) Unpardoned Felon - Gov. Doyle vetoed AB 41, which would have given an educational agency authority to refuse to employ, or to terminate from employment, any unpardoned felon. Educational agencies may terminate or refuse to hire felons only if their crimes substantially relate to the circumstances of their jobs.

3) Youth Options - The Youth Options Program allows students in grades 11 and 12 currently enrolled in public high schools to attend postsecondary institutions to take one or more courses for high-school and college credit. The school board of the district in which the student is enrolled is responsible for paying the cost of tuition, fees and books under certain circumstances. The following bills are pending:

   a) AB183 and SB 153 would make the Youth Options program optional for school districts and allow districts to design their own programs. An amendment to AB183 that was endorsed by the Assembly Education Committee in August would limit the number of credits for which a school board would pay to 18 high-school credits per pupil.

   b) AB 233 would eliminate the Youth Options program.

   c) SB 162 provides that no student be allowed to take more than two courses in a semester and that, if a student receives a D in a course, the student must reimburse the school board for one-half the amount paid on the student's behalf.

4) DPI Waiver - SB161 would allow the Department of Public Instruction to waive any school board or school district requirement in the laws or administrative rules if a school board requests it and holds a public hearing on the matter. DPI would be prohibited from granting a waiver that would exempt districts from state-revenue limits. The bill is pending in the Senate.

5) School Finance Overhaul - AB 272, introduced in April, would make numerous changes to school operations, effective 2004-2005. The most significant of these would be the elimination of the current school-aid formula and implementation of a foundation plan in its stead.

6) Unfunded Pension Obligation - The Governor signed legislation into law that allows the City, on behalf of Milwaukee Public Schools, to issue debt to refinance the required contributions for unfunded prior-service liability under the Wisconsin Retirement System. That amount is estimated at $167 million. The debt carries interest of 8%. It is anticipated that refinancing will provide significant savings and allow the District to retire the debt years earlier than previously anticipated.

7) Organized Labor Instruction - SB 175 would require the District to include instruction on the history of organized labor in America and the collective bargaining process in classes on state, national, and world history.

8) Residency rule - AB 189 would prohibit the school district from requiring non-elected employees to live in the City of Milwaukee. The bill also would prohibit the District from negotiating for a residency requirement.

9) Choice* -

   a) AB 259 and SB 219 would allow a pupil who is enrolled at a Choice school and whose family's income rises about 175% of the federal poverty level to continue in the Choice program. The bill also would lift the enrollment cap that limits enrollment in Choice schools to 15% of the district's enrollment. AB 259 was adopted in the Assembly 56-41. SB 219 was referred to the Joint Finance Committee.

   b) AB 260 and SB 221 would allow any private school in Milwaukee County to participate in the Milwaukee Parental Choice Program. AB 260 was adopted in the Assembly, 56-42.

c) AB 472 would raise the income limit for participation to 220% of the federal poverty level. AB 472 was adopted in the Assembly, 66-32.

10) Charter Schools* -

a) SB 9 and AB 29 would allow counties to operate charter schools. Operators of county charter schools would receive state aid according to the same formula that applies to operators of other independent charter schools.

b) AB 261 and SB 220 would allow a student who resided outside MPS to attend a non-instrumentality charter within MPS. The District would be authorized to provide transportation and would receive state transportation aid if it elected to do so. AB 261 was adopted by the Assembly, 61-35. SB220 was referred to the Joint Finance Committee.

11) School Days - AB 395 drops the statutory requirement that the school term be at least 180 days, as long as school boards continue to schedule at least 437 hours of direct pupil instruction in kindergarten, at least 1,050 hours of direct pupil instruction in grades 1 to 6, and at least 1,137 hours of direct pupil instruction in grades 7 to 12.

12) Speech Therapy Programs - SB 210 authorizes a school district to contract for speech therapy services and makes the costs of such a contract eligible for special education aid. Currently, school districts do not receive special education aid for contracted speech therapy services.

13) Revenue limits* - AB 466 is very similar to language vetoed from the state budget by Gov. Doyle. For school districts, the bill would set the revenue limit's per-pupil adjustment at $120 for the 2003-04 school year and $100 in following years. The adjustment now is set at $236 for 2003-04 and $241 in 2004-05. It is to be adjusted for inflation in following years. For cities and counties, increases in property tax levies generally would be limited to the percentage increase in equalized valuation due to new construction, including TIF Districts. AB466 was adopted by the Assembly, 62-31.

14) HIV* -SB 230 would permit school-district employees who are significantly exposed to an individual to request that the individual's blood be tested for HIV. "Significant exposure" is a contact that carries the potential for transfer of HIV. The Senate adopted SB 230, 30-3.

15) Calculators* - AB502 would prohibit the use of calculators by students while taking the 4th-grade and 8th-grade Wisconsin Knowledge and Concepts Examinations.

16) Business-operated Charters* – AB504 would allow a school district to contract with a business to operate a charter school in a building owned or leased by the business in the district. The contract may give preference in enrollments in the charter to children or guardians of employees of the business, regardless of their home school district.

17) Revenue limit authority* – AB542 would allow a school district to carry forward 100% of any unused revenue limit authority into the next fiscal year. Current law allows 75% of the authority to be carried forward.

18) UW-operated charters* – SB 253 would allow any 4- or 2-year University of Wisconsin System institution to operate or contract for the operation of a charter school, with the approval of the UW Board of Regents.

Fiscal Impact Statement

This item does not authorize expenditures. There is no direct fiscal impact associated with receiving this report.

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COMMITTEE ON SPECIAL EDUCATION

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

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Special Education presents the following report:

(Item 1) Monthly Report on Special Education Compliance

Administration's Report

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

      Population Served 16,445

   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.

      Initial Evaluations (Completed since July 1, 2003) 92

      Active Initial Referrals 330

      Re-evaluations (Completed since July 2003) 0

      Active Re-evaluations 85

2. Data Management Services (SSIMS)

Special Services Information-Management System (SSIMS)
Project Status Report as of September 30, 2003

SSIMS (Encore) Database

- Encore database version 5.0 loaded to MPS servers on June 12th
- Encore database version 5.1.7 loaded to MPS servers on August 15th
- Encore database version 5.1.13 loaded to MPS servers on September 29th

SSIMS Training

- Encore and forms training took place in August and September 2003
- Encore data-entry training took place in September

Interfaces

- Initial load completed in August 2003
- Inbound daily interface processing (eSIS to Encore) running nightly
- Outbound daily interface (Encore to eSIS) is in the final stage of testing

IEP Forms

- Coding for the initial IEP forms (80 pages) is complete
- SSIMS team is performing final phase of User Acceptance Testing
- IEP forms have been incorporated into the Encore database application

Reports

- Encore standard reports are being tested by the SSIMS team

- Encore standard reports are being compared with MPS's current special education reports
- A reports committee has been formed to review and advise on report requirements
- Crystal Report Writer, enterprise version, has been selected as the SSIMS report-writer software

Encounter Tracker (ET)

- ET Business Process Analysis document approved by MPS on March 14, 2003
- ET planning meetings with 4GL Corporate taking place monthly
- ET application scheduled to be delivered to MPS in December 2003

Forms Updating Encore Database (FTI)

- Data mapping for the initial IEP form pages is complete
- FTI coding scheduled to be completed in October 2003

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

- SSIMS team meeting with Technology to discussing logistics of MPS school network access
- SSIMS Network Readiness Survey sent to principals of MPS traditional and charter schools
- Survey results have been evaluated and the results given to Technology

SSIMS Data Quality

- A SSIMS data-quality committee has been formed to evaluate and monitor SSIMS data
- SSIMS data is being compared with eSIS data to verify accuracy
- Basic IEP data is being entered into the Encore database

Rollout Schedule

- Encore database delivery to MPS in June 2003
- Forms testing and training at MPS began in July and continues through October 2003
- Encore and Forms implementation scheduled for Fall 2003
- Encounter Tracker scheduled for implementation in February 2004
    - Intervention, 504, Discipline, HOD, OLAP module implementation 2004/2005

3. Information Update: Speech and Language Disabilities Program

    a. The Speech and Language Disabilities Program continues to serve approximately 6,000 students enrolled across the District. In addition, the Speech and Language Disabilities Program provides service to approximately 150 parentally placed students in private and parochial schools within the corporate boundaries of the District. The Program believes that spoken communication is the foundation for reading, writing, and all human interaction. To that end, the Program emphasizes the delivery of collaborative, curriculum-aligned services to all students to help them develop competency in listening, speaking, reading, and writing.

    b. Two goals of the Program for the 2002-2003 school year were to support the literacy efforts of the District and to expand the role of the speech-language pathologist in promoting the balanced literacy framework. At every departmental meeting, staff received informational handouts or practical tools to support literacy in their schools. Speech pathologists shared materials, methods, and strategies to support literacy across all grade levels and content areas. In addition, a committee developed a Literacy Checklist to assist speech pathologists with monitoring the progress of students in developing the foundational language skills to support literacy. The work of that committee will be shared with staff in November 2003, and from November 2003 through April 2004, staff will pilot the checklist.

c. The Speech and Language Disabilities Program celebrates the diversity of students within the District, but also recognizes that there continues to be a need for added rigor in providing services to students with limited English proficiency (LEP). In an effort to improve services for LEP students, a committee was formed to address broad areas of assessment, intervention, and recruitment.

(1) In the area of assessment, the program handbook was revised to offer staff specific procedures for assessing a bilingual or LEP student using interpreters or via the city-wide bilingual assessment team.

(2) In the area of intervention, the program handbook was revised to offer suggested materials and strategies for supporting LEP students, and a professional library was created to allow speech pathologists access to therapy materials for use with LEP students.

(3) In the area of recruitment, flyers regarding MPS were mailed to all the accredited bilingual speech and language certification programs in the United States. In addition, the Administration is seeking to hire bilingual paraprofessionals to support speech pathologists at schools with large populations of LEP students.

d. In an effort to increase visibility and access to the services which the Speech and Language Disabilities Program can offer, the Program opened a web page on the MPS server which offers links to staff for support of professional development, to prospective employees for hiring information, and to parents who may have concerns about their children's communication.

e. MPS Speech Pathologists participate in an ongoing national study of the efficacy of service-delivery models. A few of the results for MPS thus far indicate that:

(1) MPS students come into therapy with more areas of need and at more severe levels;

(2) MPS pathologists write appropriate goals and provide appropriate therapy, as suggested by a 86% dismissal rate for students reaching their IEP goals (compared with 60% nationwide); and

(3) 16% of MPS students receive therapy in their native languages, compared with only 1% nationally.

f. A goal for the current year is to refine and align assessment practices within the Program to best practices and changing mandates of NCLB and the reauthorization of IDEA.

* * * * *

COMMITTEE ON INNOVATION/SCHOOL REFORM

Director Johnson 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 Change in Grade Levels, from Grades Three through Five to Grades Three through Eight, at Golda Meir School

Administration's Analysis

1. Golda Meir School is a part of the District's efforts to comply with the Wisconsin state standard (t) for Gifted and Talented Education that requires every school board to "provide access to an appropriate program for pupils identified as gifted and talented." MPS has efficiently fulfilled this school district standard with system-wide Gifted and Talented elementary and middle-school programs.

2. When the grades 3-5 Gifted and Talented Program at Golda Meir School was developed in 1975, elementary schools were generally K-5 programs, and students transferred to middle schools at sixth grade. Now, as more schools adopt K-8 programs, parents are forced to choose between keeping their children in a K-8 program or opting for a Gifted and Talented 3-5 program and then transferring to a middle-school program.

3. Parents have been requesting this grade 3-8 program for many years. More than seven years ago, Golda Meir parents, staff, and community members met to discuss a mutual interest in developing a middle-school-age program, an "upper school," that would provide more continuity in programming for the completing fifth-grade students. The current expansion proposal, which is the basis for this recommendation by the Administration, was developed by the Golda Meir Governance Council. This proposal would allow parents to make a choice for a program similar to a K-8 model.

4. Golda Meir is a citywide school. Its incoming third-grade class of 90 typically includes 25-30 students who previously did not attend MPS. Currently, Golda Meir is an elementary feeder school for Morse Middle School. The school estimates that 10-20 of the students who previously attended non-public schools return to private schools after completing fifth grade at Golda Meir rather than follow the feeder pattern by enrolling at Morse

5. Historically, approximately two-thirds of the graduating Golda Meir fifth-graders have attended Morse; the rest of those who stay in MPS generally attend Roosevelt School for the Arts. Both of these schools have waiting lists. Creating 60 sixth-grade seats in Golda Meir School's Upper School will help reduce Morse's and Roosevelt's respective waitlists. In addition, those MPS students who currently leave the system to return to suburban and private schools would have the option of remaining in MPS at Golda Meir.

6. The Golda Meir School community continues to strongly support the initiative to add middle-school grades. The school governance council voted unanimously to support the proposed expansion in the spring of 2002. This fall, the faculty also voted unanimously for expansion. Some 90% of Golda Meir parents surveyed in the spring preferred expansion to other alternatives. In a student survey, 80% of students indicated a preference for continuing at Golda Meir.

7. Golda Meir School has a strong school governance council. A majority of its members are parents. The council will be crucial in the implementation of the proposed expansion

8. Under the proposal, Golda Meir would extend its Gifted and Talented educational program and its integrated, project-based curriculum to the eighth grade. The school would continue to offer a wide array of programs and services designed to develop the abilities and competencies of pupils, based on U.S. Department of Education guidelines. Per the guidelines, Golda Meir would focus on general intellectual ability, specific aptitude, creative or productive thinking, leadership ability, and visual and performing arts skills. The proposal calls for the school to recruit and welcome a student body diverse in education needs as well as race, language, and economics.

9. The school also would expand its exemplary arts program — for which it won a "Model Schools Arts Program Award" from the Wisconsin Alliance for Arts Education — to the 8th grade.

10. Golda Meir School has an inclusive admissions policy that relies on the recommendations of parents and second-grade teachers. Student selection is determined through the MPS lottery system, with preference given to siblings of current students. They have a low attrition rate, so the majority of the students remain for the full three-year period.

11. The proposal demonstrates a sound understanding of the likely effect on student safety and identifies steps to address safety concerns that may arise. Any safety expenditures would be funded from the school's operating budget.

12. In the past, expansion of the Golda Meir program has been hindered by a lack a space. The school and Administration are now aggressively exploring three options for expansion, including a limited expansion within the existing site; expansion within another MPS facility; or expansion into leased space. The Administration will bring a recommended expansion location to the Board in December 2003.

Strategic Plan Compatability Statement

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

Statute, Board Policy, or Rule Statement

14. The recommendation is consistent with Wisconsin Statutes 121.02(1)t and P18-P18.01(t), which requires that every school board "…provide access to an appropriate program for pupils identified as gifted and talented," as well as with MPS policies and procedures.

Fiscal Impact Statement

15. Golda Meir's per-pupil allocations would be adjusted according to formulas that apply to schools becoming K-8 under the Neighborhood Schools Plan. The allocations would change from the elementary weight of 1.00 to the K-8 weight of 1.045 over five years, moving one-fifth of the way each year. The full change to the school allocation formula would not take effect until the 2008-2009 school year.

16. Without any expansion or operational changes and with the FY03-budgeted level of 251 students, Golda Meir school is projected to have a structural deficit beginning in FY05 of $77,115; by FY07 that deficit will reach $118,260 (cumulative deficit of $248,807). For FY04, the school expanded capacity to 271 (30 children per classroom) in an effort to increase operating resources. At that enrollment level, the school's structural deficit would be deferred until FY06; rising to approximately $46,500 by FY07.

17. With a two-track expansion as proposed, the school would have an operating surplus, even after additional staff, start-up costs, and per-pupil operating costs are calculated. The surplus in FY05 would be $22,618 and would grow to $108,406 by FY07, when economies of scale associated with 180 additional students are realized.

18. As a city-wide specialty school, Golda Meir currently buses nearly all of its 271 students throughout the city and suburbs participating in Chapter 22. Its per-pupil bus costs are among the highest in the District. Because most of the students who leave Golda Meir continue to attend MPS city-wide specialty schools during middle school, district-wide transportation may be minimally affected. Because the school gives preference to siblings meeting school entrance requirements, there may be more efficient bus use as a result of the expansion. In addition, Golda Meir has made, and will continue to make, a concerted effort to have parents sign transportation waivers for students who qualify for transportation services. The school will work with the Pupil Transportation Services to identify any savings that may occur as a result of these waivers.

19. The Administration is not able to quantify costs to other district schools that may lose pupils as a result of this proposal. This is a global issue associated with all school expansions that is brought to the Board's attention for informational purposes.

Implementation and Assessment Plan

20. The Third -Friday enrollment for Golda Meir was 259 in September 2002 and 271 in September 2003. Golda Meir presently has three classrooms at each of its three grades, 3rd, 4th, and 5th. A change to 3-8 will add a maximum of two classes (60 students) on a phase-in basis. Thirty students each year will have to select other educational options. The school will develop an application process to identify students who will continue under the program expansion. While the application process will not be implemented until after final Board approval in December, this action will allow the school to announce the impending expansion in the District's *Directions* publication.

21. The proposed expansion schedule is below.

Grade 6 .....60 students..... 2004-2005
Grade 7 .....60 students..... 2005-2006
Grade 8 .....60 students..... 2006-2007

22. Assessments will follow the District's assessment program.

23. In order to meet student registration deadlines, an expansion site will need to be identified (and approved by December).

Committee Recommendation

Your Committee recommends that the Board approve the grade change for Golda Meir School from grades 3 to 5 to grades 3 to 8 and that the Board direct the Administration to develop options regarding expansion for Golda Meir School and to present those options to the Board for consideration in December 2003.

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

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(Item 2) Action on a Request from the Carter School of Excellence for a Waiver from the Instruction/Non-Instructional Percentage Expenditure Requirements in Its Contract

Background

1. Carter School of Excellence has submitted a letter requesting a waiver from the current charter school contract percentages for instructional and non-instructional costs, citing the need to finance the $285,000 in building improvements necessary to meet the requirements of the City of Milwaukee's Aging School Code as provided for in the 1998 Act.

Administration's Analysis

2. The Carter School of Excellence's charter school contract states that "charter school shall submit balanced budgets which reflect a minimum of 61% of funds provided under this contract on instructional and instructional support items and a maximum of 39% of program funds on non-instructional and non-instructional support item costs." Partnership contracts have similar percentage requirements for expenditure of instructional and non-instructional costs. Non-contracted schools do not need to meet this requirement.

3. Currently the partnership schools receive a building allocation of $120 per student in the per-pupil allocation. Non-instrumentality charter schools do not receive an allocation for buildings.

4. Carter School of Excellence has submitted a budget for the 2003-2004 school year that reflects expenditures of MPS Board funds of 50% non-instructional costs and 50% instructional costs. When combined with equipment and supplies that have been acquired over the years, enhancement dollars for Head Start from SDC, and funds from the State Excellence program and DPI Charter School Implementation Grant, the total budget expenditures for the 2003-2004 school year reflect 39% non-instructional and 61% instructional costs.

Strategic Plan Compatibility Statement

5. The request is compatible with 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

6. In the past, the Board has granted a waiver of this nature to another non-instrumentality charter school based on the merits of that request. There is no written policy on a request for this type of waiver.

Fiscal Impact Statement

7. No expenditure of additional funds is required. The Department of Finance has informed the Division of Diversified Community Schools that it is not aware of any legal requirement, outside of the contract requirement, of a 39% non-instruction and 61% instructional split for fund expenditures of schools. The percentages were included in the contract language as part of the Financial Analysis Model for Education (FAM).

Implementation and Assessment Plan

8. The Division of Diversified Community Schools will continue to monitor compliance with this contract.

9. The fiscal year-end report and the annual financial audit for Carter School of Excellence will verify expenditures and percentages of instructional and non-instructional costs for the 2003-2004 school year.

Committee Recommendation

Your Committee recommends that the Board grant Carter School of Excellence a one-year waiver from the current charter school contract percentages of 61% instructional and 39% non-instructional costs to 50% instructional and 50% non-instructional costs in order to finance the $285,000 in building improvements necessary to meet the City of Milwaukee's Aging School Code requirements as provided for in the 1998 Act.

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

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(Item 3) Action on Resolution 0304R-004 by Director Blewett Regarding the Development of MPS as a Writing-Intensive District

Background

At its meeting on May 29, 2003, the Board referred Resolution 0304R-004 by Director Blewett to the Committee on Innovation/School Reform:

WHEREAS, The Milwaukee Public Schools is currently working to ensure that every student is performing at or above grade level in reading, writing, and mathematics; and

WHEREAS, This initiative is based on the concepts of a balanced literacy paradigm; and

WHEREAS, One goal of the balanced literacy initiative is to develop educational programs that will focus on improving achievement in literacy, and

WHEREAS, Components of a balanced literacy framework, including elements of shared writing, interactive writing, and guided writing/writer's workshops, were discussed in March of 2002 at a Milwaukee Partnership Academy's work session; and

WHEREAS, An intensive writing curriculum would promote the District's goal of achieving high standards at all levels; and

WHEREAS, An intensive writing program includes a curriculum rich with interactive-writing, guided-writing, and shared-writing experiences; now, therefore, be it

RESOLVED, That the Milwaukee Public Schools initiate a district-wide program to become a writing-intensive school district; and be it

FURTHER RESOLVED, That the Administration be directed to research, develop, collaborate with the writing departments of local institutions of higher education, and present a plan to the Board for a program and curriculum, to be implemented in the Milwaukee Public Schools beginning in the 2003-2004 school year.

Administration's Analysis

1. An understanding of what the District has already addressed relative to writing is the first step in addressing the specific information contained in this resolution. In collaboration with the Milwaukee Partnership Academy (MPA) Milwaukee Public Schools adopted the Comprehensive Literacy Framework in 2002. This effort, which was originally titled the Balanced Literacy Framework, was renamed during the 2002-2003 school year to more accurately reflect the origin and scope of the District's approach toward literacy. This framework, which reflects the MPA's mission that every student be on grade level in reading, writing, and mathematics, summarizes the components of writing:

- reading
- speaking
- thinking
- listening
- researching

2. The Comprehensive Literacy Framework paradigm is supported by research that proves that student achievement in content areas such as mathematics, social studies, and science increases when writing is integrated into them (Reeves, 1998). A report from the National Commission on Writing in America's Schools and Colleges (2003) cites four important points about the current state of writing in our country:

- Most fourth-grade students spend less than three hours a week writing, while they spend more than 30 hours a week watching television;
- Nearly 66% of high-school seniors enrolled in English classes will not write a three-page paper in any given month;
- 75% of seniors never receive a writing assignment in history or social studies; and
- the senior research project has become an educational curiosity, rarely assigned because teachers do not have time to correct such projects.

3. Designing quality curriculum and instruction that is grounded in the MPS learning targets is vital to increasing student achievement. The curriculum-alignment process supports an increase in writing proficiency by setting and communicating clear expectations about the learning targets. The Wisconsin Center for Educational Research has been instrumental in the development of LEARNING TARGETS. Cardinal Stritch's feedback on the development of learning targets and the College Board's involvement with our curriculum-alignment process have also been helpful. Alverno College has provided valuable support for assessment. The District's involvement with the Southeastern Wisconsin Assessment Collaborative has facilitated excellent opportunities for professional growth in the development of a standards-based approach to instruction and assessment.

4. With the advent of the MPS learning targets, teachers, parents, students, administrators, and community members now have common grade-level goals in writing. These expectations will provide students with equitable learning opportunities across the District. Communication is an expectation of all content areas. For example, students in grade three are expected to "communicate use of place value to add and subtract whole numbers with strategies that are fluent and flexible" (MPS Learning Target in Mathematics, Grade 3). Despite the specific subject area, evidence of what students know and can do is best demonstrated by using writing as the vehicle for communication.

5. Students should write in all content-area classes, and schools should incorporate writing into all subject areas. Strategies to enhance writing across the curriculum (learning logs, reflection journals, note taking, summarizing, and reporting research) will be incorporated into the monthly training of literacy coaches. Literacy coaches will share these strategies with school staffs

6. Researchers have found that well crafted assignments and the use of formative assessment are the keys to good writing. In addition to research-based instructional strategies, literacy coaches will receive training in formative assessment as it relates to writing. Understanding the criteria for good writing, using strategies for classroom use, planning and implementing school-level scoring sessions to provide analytic, and holistic and effective narrative feedback will be included in this training.

7. Currently, the District's writing-assessment process is teacher-driven through the classroom assessments based on standards (CABS), which are aligned to the Milwaukee Public Schools' learning targets. These assessments are developed, administered, and scored by teachers with the purpose of providing specific, meaningful, and timely feedback designed to improve student performance.

8. Schools will be encouraged to include research-based writing strategies in their education plans for the 2003-2004 school year. These strategies will cross the content areas, applying not only to language arts. After analyzing school data, literacy coaches will work with learning teams to conduct site-based professional development grounded in common goals (learning targets), common student expectations of performance (through exemplars), and common vocabulary (criteria of the MPS writing rubric).

9. The English Language Arts Curriculum Specialist and Assessment Specialist in Teaching and Learning will continue to update the MPS Professional Support Portal, currently serving over four hundred district teachers, with curricular materials and examples of student work. In addition, teachers will be provided with links to research-based practices for teaching writing.

10. In 2002, Milwaukee Public Schools forged a partnership with The Milwaukee Shakespeare Company which immerses Middle- and high-school students in the themes of the plays: they read, write about, and attend performances and interact with actors in school visits. The partnership will continue to grow to include classroom activities based on MPS learning targets for students in grades K-12.

11. Throughout the 2003-2004 school year, over one hundred district educators will participate in the course called Six Traits in Six Weeks. Participants will share research-based strategies relative to the writing process with their school communities as they earn two graduate credits through Alverno College.

12. The following are suggestions that the MPA may want to consider in addressing this resolution and providing a final recommendation to the Board:

a. To understand first-hand our students' strengths and weaknesses in writing, as well as their growth as participants in a professional learning community, literacy coaches will receive additional training, and in turn train their colleagues, in scoring writing, both holistically and analytically. Through district scoring sessions, the literacy coaches will acquire the expertise and depth of understanding needed to lead embedded professional development within their school settings related to writing instruction and assessment through the CABS.

b. Validity of scoring will rely on this intensive professional development focused on formative assessment. Coaches will lead school-level scoring sessions designed to provide teachers with a clear and consistent understanding of what constitutes effective writing. Once trained in assessment, teachers will apply their understanding to assignment design and writing activities associated with the CABS in their classrooms.

c. In collaboration with the University of Wisconsin Milwaukee and surrounding school districts, MPS's K-12 teachers will participate in workshops provided by the Milwaukee Area Academic Alliance in English to share strategies and experiences that enhance student achievement. MPS teachers will present and participate at the three workshops offered during the academic year. The Alliance focus for 2003-2004 is "The Forgotten R—Writing." Business writing, writing research papers, creative writing, and how to assign and assess different styles of writing are topics on the alliance's agenda.

d. The Principal's Institute will include training for principals in the area of writing. To that end, the District's Professional Development Plan will include a focus on writing.

Implementation Plan

13. The MPA's Implementation Team, as well as MPA work groups (i.e., Comprehensive Literacy and Comprehensive Mathematics and Improving Teacher and Principal Quality) will continue to play a key role in the articulation and development of the role of writing across the District. The teachers in residence at UWM will also support this effort. To continue and maintain the alignment and deployment plan of the Comprehensive Literacy Framework developed by the MPA, the Administration will bring this resolution to the MPA for a recommended plan relative to the specifications put forth by this resolution.

Strategic Plan Compatibility Statement

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

Fiscal Impact Statement

15. This item does not authorize expenditures. The Administration will complete a fiscal analysis once the MPA presents its recommended plan relative to the specifications put forth by this resolution.

Committee Recommendation

Your Committee recommends that the Board adopt this resolution and direct the Administration to take this resolution to the MPA to develop a plan for a program and for curriculum that support Milwaukee Public Schools as a writing-intensive district and to report back no later than April 2004.

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

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(Item 4) Informational Report on the MPS Grade-Eight Transition Program and Response to Audit #2003-47, Review of MPS Grade Eight Transition Program

Background

1. On June 18, 1997, the Board approved the middle-grades proficiencies and mandated that students who are in the eighth-grade class of 2000 and thereafter must meet middle-grade proficiency requirements in order to be promoted to ninth grade. The Board decided on December 21, 1999, that students who did not meet eighth-grade requirements would be retained or become transitional students.

2. Milwaukee Public Schools is the recipient of a grant from the State of Wisconsin Department of Public Instruction that supports the transitional program. The grant application anticipated the use of a common curriculum and assessment tool such as the Plato Learning System Courseware.

Administration's Report

3. At its February 1996 meeting, the Board directed the Administration to develop learning proficiencies in mathematics, science, research, and communication for the eighth-grade class of 2000. The Board approved the middle-grades proficiencies in June 1997 and mandated that students in the eighth-grade class of 2000, and those who come after, must meet the middle-grades proficiency requirements in order to be promoted to ninth grade.

4. In December 1999, the Board adopted two educational options for eighth-grade students who do not meet proficiency requirements:

a. Remain at current location — Students who are retained would be in eighth grade for another year and receive focused support to help them achieve proficiency

b. Enter a transitional program — MPS high schools will be the provider of specific services for transitional students, with the high-school per-pupil allocation adjusted based on services provided and funding allocated through the annual adopted budget.

5. In March 2003, a preliminary report provided to the Board illustrated the numbers and percents of students in the transition program and those remaining, as well as their progress using the PLATO courseware. The Board was informed that a richer, more in-depth report would be forthcoming with recommendations for improving the transition program.

6. Attachment A (included in the minutes of your Committee's meeting) presents transitional student enrollment and grade status, as of first semester 2002-03, for each of the eighth-grade transitional student groups for the last 4 years. The data indicated the following:

a. The number and percent of grade eight students in transition status peaked in 2000-01 at 1,018 (15.2%) of the total eighth-grade class

b. The number and percent of transitional students have declined in the last two years, to a low of 83 (9.7%) for last year.

7. Attachment B(included in the minutes of your Committee's meeting) compares the current status of 8T students with other groups of grade-eight students: Retained, Proficient, IEP-proficient.

a. Of the four groups of students from the first cohort group from 2000-02, those retained in grade experienced the highest percentage of drop-outs from schools (46%), followed by 8T (26%), IEP-proficient (10%), and proficient (6%). Similar differences exist for 8th-grade classes enrolled the following two years, 2001-02 and 2002-03.

b. A significant percentage of IEP-proficient and proficient students have also not moved fully through the grades. For example, from the first 8T class in 2000-01, 46% of the IEP-proficient students are still in grades 9 and 10, as are 28% of the proficient students.

8. Attachment C (included in the minutes of your Committee's meeting) details the attendance rate and GPA of all 8Ts still enrolled in grade 8 (as of January 2003), those currently enrolled in grade 9, students in grade 10, and those in grade 11, for each cohort-year of transitional students.

a. For students still enrolled in 8T or grade 9, there is a downward spiraling trend in attendance rate and GPA the following two years. These two groups of students accounted for nearly 50% (28% and 21%, respectively) of the 437 8T students remaining with the District as of January 2002.

b. For those former 8T students who have successfully moved to grades 10 and 11, the attendance rate and GPA are generally higher in the third year than they were in their first year as 8T students.

9. Attachment D (included in the minutes of your Committee's meeting) compares the number and percentage of 8T students remaining with the initial total by current high school of assignment for each cohort-year of transitional students as of May 16, 2003.

10. Attachment E (included in the minutes of your Committee's meeting) illustrates, by middle and K-8 schools, the status of the first cohort of proficient students leaving grade eight in 1999-00.

Administration's Response to AUDIT #2003-47, REVIEW OF MPS GRADE EIGHT TRANSITION PROGRAM

11. The Administration concurs with the overall findings of Audit #2003-47, Review of MPS Grade Eight Transition Program, and will address the audit recommendations as well as possible. We believe that the design of the Grade Eight Transition Program, instituted under the proficiency system, warrants further research and exploration for new models or strategies that best meet the needs of MPS students who do not meet the promotion system requirements at grade eight.

12. The MPS middle school proficiency system was established in response to requests from secondary educators stating that middle-school students were ill prepared for the rigors of high school, thus resulting in the high dropout rate. The promotion requirements are based on state law which mandates that students meet specific criteria at grades 4, 8, and 12 in order to move on to the next grade level or to graduate from high school.

13. Although the proficiency and the promotion systems are both standards-based in nature, the proficiency system was much more prescriptive and less inclusive of all content areas. That is, students had to achieve a required number of points in the areas of communication (18), math (21), science (6) and research (3) in order to be promoted from eighth grade. Questions evolved surrounding the inequity of the requirements.

14. The new promotion system requires that students meet criteria in all six content areas, as set forth by the District. Students have multiple opportunities to meet the criteria for promotion. Proficiency levels are recorded in the student promotion system twice per year and are monitored for progress. As a result of these changes, the new promotion system makes it necessary for the Administration to look at new instructional models that will better meet the needs of students.

15. As the promotion system evolves, the District should experience an increase in the number of students meeting criteria and a decrease in the number of students recommended for transition.

16. Information gathered from a series of meetings with high-school principals, assistant principals, counselors, and grade-eight transition teachers provides the following items as examples of some of the strengths of the current Grade Eight Transition Program:

a. Academic support with an emphasis on promotion to ninth grade and beyond has been provided to many students. Many students who might have dropped out are still in school.

b. Many mathematics teachers have indicated that students from this program appear to be academically stronger than many of their originally proficient students.

c. Students having been out of school for an extended period of time were glad there was a place for them to catch up.

d. The creation of this program served to heighten the middle-school personnel's awareness of the achievement, promotion, and retention of non-proficient students or of those not meeting the promotion requirements.

e. PLATO provides students with curricular support and the opportunity to work at their own pace and instructional levels. In addition, evening classes and schools, high-school-sponsored GED programs, community learning centers, and several middle schools are presently using PLATO courseware to support and supplement students' learning.

f. The Grade Eight Transition Program has helped to focus more attention on the needs of the over-age, at-risk child. Because many of the grade-eight transitional students are increasingly mobile, this program keeps track of them and their progress through the grades.

17. The audit process has identified the following areas as some in need of improvement relative to the program:

a. The new financial system, IFAS, will enable the MPS Finance Department to establish account codes for the Grade Eight Transition Program, to be effective in the 2003-2004 school year. This will aid in increasing financial accountability at the school level for students in this program as well as allow for closer monitoring and may allow for a comparison of the cost-effectiveness with performance measures developed by the committee.

b. During the first three years of the Grade Eight Transition Program, there has been more that a 50% turnover of teachers and administrators working with the 8T students. This does not lend itself to the continuity and stability needed by the students.

c. Teachers working with grade-eight transitional students are not necessarily licensed to teach all of the curricular subjects.

d. Data-collection and reporting standards were not established prior to the beginning of the program.

18. A committee of middle- and high-school principals, along with Central Services staff, has been formed to develop new models that will better support and increase student achievement for those students who are not meeting the grade-8 promotion requirements. The Administration is moving forward to create a new model to replace the current Grade Eight Transition Program. Implementation of any new models or strategies will be embedded in the budget development process for FY05.

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(Item 5) Update on School-Climate Survey Results for 2002-03 and Planning for 2003-04

Administration's Report

1. In accordance with MPS Administrative Policy 2.16, District Accountability System, school-climate surveys were administered throughout the District in December 2002.

2. As reported to the Board in February 2003, the Administration worked with the Public Policy Forum to develop surveys for parents, staff, and students (one for students in grades 4-8, and another for students in high school). Researchers from the Public Policy Forum, using surveys adopted by other urban school districts as a model, developed and refined questions around four major themes:

- safety/discipline;
- involvement in school governance and decision making;
- respect for others and tolerance for diversity; and
- academic rigor and high expectations.

3. A series of workshops were scheduled in September for school learning teams. These workshops focused on interpreting the results from the climate surveys and using the data in the Education Plan. These sessions, conducted by the Research Specialist in Assessment and Accountability, have been well received by school personnel.

4. A work group comprising approximately 15 principals has been assembled and has begun making plans for implementation of the climate surveys for the 2003-04 school year. The group has explored the following issues:

- timing of administration for students, staff, and parents;
- providing schools with tips for managing logistics within buildings;
- increasing the parent and guardian response rates;
- method of administration (including on-line);
- translating surveys into other languages; and
- public relations and communications.

5. The Administration, along with a representative from the Public Policy Forum, will present results from the 2002-03 climate survey (see attachment) to the Board and to the community.

* * * * *

(Item 6) Informational Report on the MPS Capacity Builders and Corresponding Rubrics

Administration's Report

1. At the beginning of the 2002-2003 school year, the Superintendent identified five capacity builders that he expected each school to fully institutionalize in order to become a high-performing school in which all children are proficient or above in reading, writing, and mathematics. These five capacity builders, which are scientifically research-based and have been proven to closely correlate with systemic school improvement and high academic performance, are:

- Curriculum and assessments aligned with state standards
- An effective, data-driven educational plan
- A shared-decision-making model
- A professional learning community
- Fiscal responsibility

2. The Administration collaborated with the Leadership Team at Cardinal Stritch University to design rubrics that schools could use to assess their own strengths and levels of development in each capacity builder. The purpose of these rubrics is to assist schools in:

- Fully articulating the traits of each capacity
- Identifying roles of each stakeholder
- Identifying indicators that measure growth
- Institutionalizing desired outcomes
- Improving student achievement for every child in reading, writing, and mathematics.

3. An individual rubric has been designed for each capacity builder. Several dimensions have been identified for each capacity. For example, five dimensions of a professional learning community are listed:

- Shared and supportive leadership
- Collective learning and application
- Shared personal practice
- Supportive conditions (structures)
- Supportive conditions (relationships)

Four levels of development have been described for each dimension (see attachment).

4. In January 2003, an initial draft of the rubrics was completed. The rubrics were:

- Created as a developmental continuum
- Designed to assist schools in determining where they are in the process of embedding the traits of each capacity
- Reflective of research-proven practices around systemic reform and improved student achievement.

5. During January and February 2003, the Administration distributed the rubrics to principals, teachers and parents through governance councils, learning teams, parent groups, and the MPA implementation team and workgroups. The Administration also convened a focus group to discuss all aspects of the rubrics and their impact on schools.

6. During March and April 2003, the Administration met with the Cardinal Stritch Leadership Team to make revisions to the rubrics based on the feedback that was received. The Administration also developed a set of descriptors for each capacity builder (see attachment to the minutes of your Committee's meeting).

7. Administrative Leadership has developed the new Performance Evaluation Process for School Administrators. Principals must meet six competencies, and the five capacity builders are embedded in each one.

8. Principal Coaches will also focus on assisting principals in developing strong leadership skills in all five capacities.

9. Schools were given final drafts of the rubrics in May 2003. Schools will be expected to:

- Identify where they currently are along each continuum
- Prioritize their strengths and areas of need
- Develop strategies as part of their educational plans to move along each continuum
- Develop professional development plans that embed the various dimensions of the capacities as they relate to teaching and learning
- Measure the impact of growth along the continuum on student learning.

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(Item 7) Informational Report on MPS's School-Based Health Initiative

Background

1. Over the past year, MPS officials have held a series of meetings with community and business partners regarding the critical need for improved health services in MPS schools. MPS officials have also documented the current level of resources and services in each school, which has provided a clear picture of the challenges the community faces in ensuring the equitable distribution of health services in all MPS schools. In order to start addressing this challenge and improve health services in MPS schools, the Administration has worked with local health systems, universities, volunteers, clinicians, and community agencies to develop the MPS Health Initiative, which calls for a minimum level of health resources and services in each school.

2. The goal of the MPS Health Initiative is to increase the capacity of students to be healthy, resilient learners by assigning a nurse to every school who is accountable for comprehensive school health services. The supporting goals of the initiative include:

a) the elimination of health-related barriers to learning;

b) the reduction of health-related absenteeism; and

c) fulfilling state mandates related to providing health services to students.

3. According to studies done on the major factors that contribute to student achievement, "the percentage of days a student is absent is a strong negative predictor of each student's gain in achievement in math and reading" (*Determinants of Student Achievement: New Evidence from San Diego*: 2003). One of the major factors associated with student absence is student health. Annually students in the Milwaukee Public Schools miss tens of thousands of class hours due to health-related absences. Even when in class, many students face challenges due to health-related issues that create barriers to learning. There is clear evidence that by improving access to student health services for the District's 103,000 students, the Milwaukee Public Schools will increase rates of attendance, decrease the number of class hours missed, increase capacity to learn, and ultimately improve student achievement.

4. MPS is in a period of transition with regard to school-based student health services. Currently nursing services are available in only one quarter of MPS schools, and the majority of services available are dedicated to students with special needs. The resources formerly available from traditional sources, including the City of Milwaukee Health Department, are limited and do not provide the level of support necessary for an equitable and dependable system of school-based health services across schools in the District.

Partnerships in the form of clinics run by outside providers at schools, which have been extremely beneficial; will be maintained, but will be tailored to cover students to the extent needed. In addition, improving health insurance coverage for students, while an important and ongoing effort, is not an end solution in itself, as the coverage available for many students does not cover many of the basic and essential services that a school nurse provides.

Administration's Analysis

5. In order to keep students in school and have them healthy and ready to learn when in the classroom, a minimum level of health services should be made available to them. According to the National Association of School Nurses and Healthy People 2010 (managed by the Office of Disease Prevention and Health Promotion, U.S. Department of Health and Human Services), the recommended ratio of registered nurses to students is 1 to 750 (1:750). The ratio of registered nurses to students in the Milwaukee Public Schools system is currently 1 to 8,500 (1:8,500). MPS students who do receive nursing services are most often students designated to have special needs for such services; however, the majority of the District's students, 73 percent of whom are eligible for free or reduced-price lunch and in many instances have limited access to health care in the greater community, do not have regular access to health services in the school setting.

6. Current Services. Direct Health Services are coordinated through the office of Dr. Audrey Potter, Coordinator, Psychological, Speech & Language, and Allied Health Services. Direct Health Services are rapidly evolving and include a variety of health care delivery models. Current services include:

a. Thirty-one school-based or school-linked health centers in 25 elementary, four middle, and two high schools. These clinics range from on-call status to full-time service. Children's Hospital of Wisconsin, Aurora Health Care, Medical College of Wisconsin, University of Wisconsin-Milwaukee, and the Carroll-Columbia College of Nursing sponsor them. They provide primary care services within the school setting to some individual students, but do not address overall school health needs;

b. Six LPN school nurse associates serving seven elementary and three middle schools. They serve the overall school health needs, which include medication administration and monitoring, screening and case management of communicable diseases when appropriate, assistance with immunization compliance, management of first aid, sudden illness and chronic disease, creation and dissemination of emergency medical plans, screening and referral, and services to staff such as blood-borne pathogen training, health newsletters, and CPR instruction;

c. Twenty-one special education nurses providing 46,884 student encounters per school year in 25-30 schools;

d. District-wide comprehensive vision screening and referral services for all K5 and grade-five students, in addition to special referrals;

e. District-wide hearing screenings for all kindergarten students by district speech pathologists;

f. Phone consultation and health-related training.

7. Areas of Need. In consultation with members of the Milwaukee health care community, the MPS Health Initiative has identified 14 primary areas of need which reflect a minimum level of service that should be available to every child in every school.

a. Health Room: Health rooms are available in most schools, but with no staff available, they are used for other activities. As a result, there is no place for children with health issues other than in the school office.

b. Vision: Community partners currently conduct vision screening on a volunteer basis; however, only one-quarter to one-third of schools are able to access services. MPS recently received a $500,000 grant to assist in this effort.

c. Hearing: MPS Speech Pathologists screen students in kindergarten as well as take referrals from school staff.

d. Dental: Nationally, an estimated 51 million school hours are lost each year to dental issues. MPS is currently working with partners to increase the number of students who receive access to care. There are currently only 12 dental providers in Milwaukee County who accept Medicaid.

e. Lice and Ringworm: Both are common health nuisances that cross social and economic lines. There are interventions and intervention technologies available that are proven in reducing absences related to these issues, but there is no staff to carry them out.

f. Substance Use/Abuse (ATODA): Direct and indirect (family member) substance abuse has a proven negative impact on student achievement and attendance.

g. Chronic Disease Management: Increasingly students are surviving illnesses that lead to chronic conditions that require special attention. The estimated prevalence of asthma in MPS is 18 percent. Asthma is the number-one reason for hospitalization in school-age children.

h. Mental Health: Including students with mental health concerns as well as those living with family members with mental health issues, mental health issues are the number-two reason for hospitalization in all school-age children, number-one for adolescents.

i. Reproductive Health: Disease related to sexual behavior is a continuing concern.

j. School-Age Parents: There have been an Increased prevalence of dropouts and elevated rates of absenteeism.

k. Minor Illness and Injury: Both class hours and instructional time are currently lost when a child suffers from illness and injury. Without the intervention of a school nurse, instructional staff are often called away from teaching duties.

l. Mediation: Interventions and procedures related to student medication are increasingly complex, and the number of students needing such interventions has increased. Studies have shown that medication errors dramatically increase when non-professional staff are assigned to such duties.

m. Immunization: There are currently only two city health centers that provide free immunization services. By law, a ten-day absence is required for students who are not immunized.

n. Communicable Diseases: School nurses have traditionally been on the front lines of identifying such diseases and alerting authorities.

o. IEP and 504 Needs: Ensure adequate professional staff to meet all IEP and 504 identified health needs.

8. Parental Support for Services. As is evident from the multitude of basic health needs, school nursing staff provide specific services that, in many instances, cannot be adequately covered by instructional and administrative staff. In addition, recent surveys have shown that parents are strong supporters of in-school health care. A survey completed in the spring of 2003 by the Center for Health and Health Care in Schools revealed that "parents are strong supporters of in-school health care. Over eight in ten say they support providing health care in schools, including over half who strongly favor providing such services." In addition, many parents support in-school health care "not just for their own children but for uninsured children and those children whose parents may not be able to get care for them elsewhere."

9. Cost Estimate. The total cost of fully implementing the MPS Health Care Initiative is estimated to be $6,902,790. This estimate does not include the $3 million that the District already dedicates to serve students with special needs. The estimate is based on a mix of personnel, registered nurses (RNs) as well as licensed practical nurses (LPNs), that the Administration has deemed to be sufficient to implement the program. Costs, which are broken down by elementary, middle-, and high-school levels, include expenditures for both personnel and equipment needs.

- High School

  Equipment Total: $2,275 X 22 high schools $50,050

  Personnel Total: $75,000 X 22 high schools $1,650,000
  (RN including salary, benefits, supervision, and car allowance)

- Middle School

  Equipment Total: $2,375 X 22 middle schools $52,250

  Personnel Total: $75,000 X 22 middle schools $1,650,000
  (RN including salary, benefits, supervision and car allowance)

- Elementary School

  Equipment Total: $2,575 X 112 elementary schools $288,400

  Personnel Total: $28,679 X 112 elementary schools $3,212,090
  (LPN including salary, benefits, supervision and car allowance)

- Equipment Subtotal: $390,700
  Personnel Subtotal: $6,512,090

  GRAND TOTAL: $6,902,790

  ****** Budget Assumptions:

  1. Current funding levels will remain in place for Special Education students
  2. 75% of elementary schools will only require a half-time (0.38 FTE) nurse
  3. 25% of elementary schools will require a full-time (0.75 FTE) nurse
  4. All RNs will be full-time (1.0 FTE).

10. Funding. The primary mission of the Milwaukee Public Schools is to provide for the education of its students. The MPS Health Care Initiative is a critical component of making sure that students are in school, in class, and ready to learn; however, local school district budgets cannot fully support health-related services. The most effective and advanced school health services programs are those in which health and education groups work together to benefit children. Funding for such a system can come from a variety of sources, including Medicaid, Title I, special education funds, Safe and Drug Free Schools money, and public and private grants, as well as district funds (Costante, 2002). The Administration is currently pursuing funding in all of these areas and has met with a number of area health care providers to discuss opportunities to increase services to children. The Administration is also examining opportunities to amend federal and state legislation to more easily access funding for services within the Health Care Initiative.

Statute, Board Policy or Rules Statement

11. Administrative Policy 8.13 (1)(a) states, "Regular school attendance is expected of all MPS students. Education studies indicate that regular school attendance is a key factor in the successful academic achievement, positive social interactions, and high self-esteem of school-age children. Children who attend school regularly are less likely to become involved in drugs, alcohol, and youth violence."

Fiscal Impact Statement

12. This item does not authorize expenditures. Funding for the Health Initiative is projected to be $6.9 million per year. This is in addition to the $3,000,000 that MPS is spending on health services that reach approximately 25% of MPS schools. The Administration is pursuing external sources of funding to help address the community's need to provide a basic level of health services for the city's students.

Implementation and Assessment Plan

13. As funds are made available and school-based nursing services are implemented, the Administration will use the eSIS system to track services made available to students.

Director Blewett moved to accept the report.

The motion prevailed, the vote being as follows:

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

Noes—None.

* * * * *

COMMITTEE ON FINANCE/PERSONNEL

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

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Finance/Personnel presents the following report:

(Item 1) Action on Monthly Finance and Facilities Matters: Award of Contracts; Authorization to Make Purchases; Acceptance of the Report of Revenues and Expenses; Monthly Expenditure Control Report; Report on Administrative and School Fund Transfers; 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

ACCESS CONTROL, INSTALLATION OF AUDIO/VIDEO SURVEILLANCE AND ACCESS-CONTROL SYSTEMS

Vieau School

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

Sole Bidder, Base Bid of $108,000.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% MBE	20	0	3	Corporation	2

Funds were budgeted in FY03 school account MMB-0-0-BDK-VU-EMMB ($88,461.00). Because bids came in higher than anticipated, additional funds have been provided from the FY04 school account GEN-0-0BDK-VU-EAEQ ($19.539.00). (W.O. 2-620704). Project is to begin upon award and is scheduled for completion in January 2004.

Construction Contracts

Total construction contract dollars awarded.....$108,000.00
Total dollars HUB participation $10,800.00
% of MBE participation.....10.00
% of WBE participation 0.00
% Minority employees within company.....0.00
% Women employees within company 15.00

Authorization to Make Purchases

Copies of all bids are sent to ten resource centers for minority- and women-owned businesses for posting and distribution to any interested suppliers:

African-American Chamber of Commerce
Business Educational Consortium Inc.
The Business Council Inc.
Disadvantaged Business Development for Milwaukee County
Hispanic Chamber of Commerce
Milwaukee Indian Economic Development Agency
Milwaukee Minority Chamber of Commerce
Milwaukee Urban League
Wisconsin Business Resource Center Inc.
Wisconsin Women's Business Initiative Corporation

B-5344 Boilers

Bids to provide boilers to Milwaukee Public Schools were opened on July 11, 2003. Bidders were requested to provide one-year guaranteed pricing for specific boiler configurations rather than for a specific project. Four vendors were selected and will be used, depending upon the size of the boiler required. The four vendors are Heat and Power; Combustion Systems; Aerco; and Burnham Climate Sales.

The boilers to be ordered from this bid are replacement equipment to fulfill cyclic maintenance requirements for 2003. At this time, the Division of Facilities and Maintenance will order boilers for the following projects.

Academy of Accelerated Learning
Vendor: Maund Richards & Associates
Cost: $47,685
Budget Code: FAR00980AA-ECNC

O.W. Holmes School
Vendor: Heat & Power Products
Cost: $46,761
Budget Code: FAR00980HM-ECNC

Maple Tree School
Vendor: Heat & Power Products
Cost: $32,174
Budget Code: FAR00980MP-ECNC

Milwaukee Spanish Immersion School
Vendor: Heat & Power Products
Cost: $34,094
Budget Code: FAR00980SI-ECNC

Special Services Center
Vendor: Heat & Power Products
Cost: $32,174
Budget Code: FAR00980ES-ECNC

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	NA	NA	NA	NA	0	NA	NA

Authorization to Enter into a Contract for Project-Management Services for PeopleSoft Upgrade

The Administration is requesting authorization to enter into a contract with Revere Group for project-management services for the upgrade to the PeopleSoft HFMS, version 8.8. A review of local area resumes revealed that Revere Group was the most qualified, based upon recent successful PeopleSoft upgrades. For this reason, Revere was granted a sole-source waiver. As the project-management services are to be provided by a single individual, HUB participation is not practical.

The Revere Group contract is not to exceed $213,000. The budget code to be charged is: TSV00TECTC-EEQR

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	NA	NA	NA	NA	0	NA	NA

Purchasing Request Summary — August 2003

Total contract dollars to be awarded.....$405,888
Total dollars eligible for HUB participation.....$0
Total HUB dollars $0
% of MBE participation.....0
% of WBE participation 0
Total HUB Participation.....0

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

A. Statement of Revenues as of September 30, 2003:

	Adopted Budget	Approved Transfers(1)	Revised Budget	Cur. Month. Revenues	Year-to-Date Revenue	Unrealized Revenue	Percent Realized
School Operations	$884,293,738	$41,679,415	$925,973,153	$82,306,903	$82,458,804	$843,514,349	9%
Categorically Aided	151,978,748	23,383,055	175,361,803	7,951,134 (2)	1,699,624	173,662,179	1%
School Nutrition	29,360,066	789,428	30,149,494	48,068	85,124	30,064,370	0%
Construction	30,233,095	32,855,230	63,088,325	44,755	47,255	63,041,070	0%
Extension	13,599,459	703,927	14,303,386	48,604	227,025	14,076,361	2%
Total All Funds	1,109,465,106	99,411,055	1,208,876,161	90,399,464	84,517,832	1,124,358,329	7%

B. Statement of Expenditures as of September 30, 2003:

	Adopted Budget	Approved Transfers(1)	Revised Budget	Cur. Month. Expenditures	Year-to-Date Exp.&Encumb.	Unexpended Balance	Percent Expended
School Operations	$884,293,739	$41,679,415	$925,973,154	$71,029,574	$254,101,204	$671,871,950	27%
Categorically Aided	151,978,748	23,383,055	175,361,803	9,613,431	33,112,450	142,249,353	19%
School Nutrition	29,360,066	789,428	30,149,494	1,482,195	2,913,225	27,236,269	10%
Construction	30,233,095	32,855,230	63,088,325	8,188,598	49,356,288	13,732,037	78%
Extension	13,599,459	703,927	14,303,386	347,126	3,414,876	10,888,510	24%
Total All Funds	1,109,465,107	99,411,055	1,208,876,162	90,660,924	342,898,043	865,978,119	28%

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

(2) The current month's revenue recognizes only FY03 grants through August. The YTD revenues includes FY03 revenues less the FY03 accrual reversal. The revenues for the FY04 July-September will be recognized in subsequent months.

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.

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

QUARTERLY REPORT TO THE BOARD
OF AWARDS APPROVED BY THE SUPERINTENDENT
BETWEEN $25,000.00 AND $50,000.00

1ST QUARTER, FY 03-04

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.

MONTH	SCH/DEPT	PROJECT DESCRIPTION	CONTRACTOR or VENDOR	HUB%	AMT
July 2003	NSI	Student furniture	KI Products	0%	$48,872.00
	Music Dept	Music instruments	Lyon & Healy Harps	0%	$34,290.00
	Music Dept	Music instruments	Cascio/Interstate Music Supply	0%	$41,485.00
	Riverside	Band uniforms	Fruhauf Uniforms	0%	$33,489.00
	Special Services	Software licenses	Lab Resources	0%	$26,550.00
	Special Services	Software	4GL Solutions	0%	$48,512.00

MONTH	SCH/DEPT	PROJECT DESCRIPTION	CONTRACTOR or VENDOR	HUB%	AMT
	Vieau	Playground Resurfacing	Payne & Dolan, Inc.	10% MBE	$37,143.20
	LaFollette	Fan & Motor Replacement	Doral Corporation	16% MBE	$25,035.00
	Madison High	Energy Management System	Butters-Fetting Co., Inc.	10% MBE	$46,900.00
Aug 2003	Custer	Recreation equipment — Track	Aluminum Athletics	0%	$26,126.00
	Urban Waldorf	New Corridor Lockers	Fred Kinateder Masonry, Inc.	0%	$27,847.00
	Longfellow	Tot Lot Work	Bluemel's Maintenance Services	14%	$36,700.00

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

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

Acceptance of Donations

School	Donor	Amount	Gift or Purpose
Barton	Homestead Realty	$200	DI Instruction
Bradley Tech.	Janaan Dunn	$500	1 Apple computer system, 2 printers (for student use)
Browning	Howard Fuller	$100	College Scholarship Fund
Custer	Jordan Chiropractic Clinic	$28,915	Fitness equipment (athletics)
Edison	Ms. Debra Moore	$99	Stair stepper fitness room equipment
Fernwood	Pick-N-Save	$83	Monetary donation to school
Fratney	Celin Arce	$75	4th-/5th-Grade Camping Trip
Fratney	Dulce Mendoza	$25	4th-/5th-Grade Camping Trip
Fratney	Beth Kaplan	$100	4th-/5th-Grade Camping Trip
Fratney	Rebecca & Michael D'Amato	$100	4th-/5th-Grade Camping Trip
Fratney	Floralba Vivas-Diaz	$225	4th-/5th-Grade Camping Trip
Fratney	Jonas Karvelis	$395	4th-/5th-Grade Camping Trip
Fratney	Anita Hernandez	$38	4th-/5th-Grade Camping Trip
Fratney	Rita Tenorio	$40	4th-/5th-Grade Camping Trip
Fratney	Linda & James Carter	$75	4th-/5th-Grade Camping Trip
Fratney	Kris Imobersteg	$75	4th-/5th-Grade Camping Trip
Fratney	Brenda Nelson Davis	$75	4th-/5th-Grade Camping Trip
Fratney	Robert Peterson	$75	4th-/5th-Grade Camping Trip
Fratney	Mary Wander	$75	4th-/5th-Grade Camping Trip
Fratney	Mariadelina Lopez	$75	4th-/5th-Grade Camping Trip
Fratney	Anne Marie Gonzales	$75	4th-/5th-Grade Camping Trip
Fratney	Leon Lynn	$75	4th-/5th-Grade Camping Trip
Fratney	Stili Klikizos	$75	4th-/5th-Grade Camping Trip
Fratney	Gretchen Barberena	$75	4th-/5th-Grade Camping Trip
Goodrich	Walmart	$554	School garden
Hartford	Andrea Jabas	$270	Chinchilla Cage (science)

School	Donor	Amount	Gift or Purpose
Humboldt Park	Friends of Humboldt Park	$8,000	To replace stage curtain in auditorium
Humboldt Park	Target	$236	Take Charge of Education Plan
Juneau	Jane Bradley Pettit Foundation	$10,000	GEDO Program
King, Jr.	Charming Shoppes, Inc.	$14,756	434 winter coats (for all the children)
LaFollette	Flora Odom-Flagg	$180	Student Incentives 6-7 grades
Malcolm X	Wisconsin Supplier Dev.	$500	Scholarship
Milwaukee French Immersion	Beckwith Architecture PC	$300	School Incentives
Milwaukee French Immersion	Dennis Callies	$100	School Incentives
Milwaukee French Immersion	Virginia Ishaq	$100	School Incentives
Milwaukee Public Schools (Office of the Superintendent)	Apple Education Division K-12	$284	Apple Ipod (Combined Giving Campaign)
Milwaukee Public Schools (Payroll)	Harnischfeger	$1,000	Card sorter and key punch machine
Milwaukee Public Schools	Ernst and Young	$5,430	Provide school supplies to students in need
North	MMAC	$500	Scholarships
Parkview	Corporate Express	$5,000	5 flats of office and school supplies
Riley	Target	$292	Take Charge of Education (supplies, materials)
Victory	Northwestern Mutual Foundation	$500	Volunteer Service
Wisconsin Avenue	Charming Shoppes, Inc.	$18,900	554 winter coats (for all the children)
Wisconsin Conservatory of Lifelong Learning	Sallie Brown	$150	Scholarship
Wisconsin Conservatory of Lifelong Learning	Sallie Brown	$100	Scholarship

Committee recommendation

Your Committee recommends that the Board authorize the contracts and purchases as listed in the above and accept the donations as listed in the above, with appropriate acknowledgment to be made on behalf of the Board.

Director Blewett moved to adopt the Committee report.

The motion prevailed, the vote being as follows:

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

Noes—None.

* * * * *

(Item 2) Action on Monthly Personnel Matters: Approval of Classified Personnel Transactions; Approval of Teacher 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	
5	Joel Callan School Technology Support	Technology Support Analyst I $46,000.00/yr.	10-27-03
5	Joseph Carini Building Operations	School Engineer I $33,249.06/yr.	10-06-03
2	Barbara Olivier Milw School of Entrepreneurship	School Secretary I $19,442.44/yr.	10-06-03
5	Ronald Owings Building Operations	School Engineer I $33,249.06/yr.	10-06-03
2	Margaret Ray Special Services	School Nurse Associate $21,602.70/yr.	10-06-03
5	Linda St. Cyr Special Services	School Nurse Associate $20,979.00/yr.	10-06-03
		PROMOTIONS	
4	Sylvia Calderon Dept of Human Resources	Human Resources Assistant $31,905.58/yr.	09-29-03
1	Sarah Lueth Dept of Finance	Accounting Assistant I $26,242.58/yr.	09-29-03
		REINSTATEMENTS	
2	Darlene Monk Special Services	School Nurse Associate $21,637.10/yr.	09-15-03
		CHANGES IN STATUS	
	Jeanene Ashley-Torrence 81st	School Secretary I $13,080.00/yr.	09-22-03
	Jessie Bonilla Wheatley	School Secretary I $22,748.75/yr.	09-29-03
	Cheryl Damato Sholes	School Secretary I $27,825.41/yr.	10-02-03
	Gail Davis Alcott	School Secretary I $19,442.44/yr.	10-06-03
	Mary D'Acquisto Manitoba	Handicapped Children's Assistant $14,609.84/yr.	09-19-03
	Esmeralda Ortiz Greenfield	School Secretary I $26,169.11/yr.	09-22-03
	Elva Ross Hamilton	Handicapped Children's Assistant $14,609.84/yr.	09-29-03
	Tutricia Stewart Hamilton	Handicapped Children's Assistant $14,609.84/yr.	10-01-03
	Kim Tillman Cooper	Handicapped Children's Assistant $14,609.84/yr.	09-22-03

Rose Tucker Holmes	School Secretary I $20,271.33/yr.	08-26-02

Approval Of Certificated Appointments — Teachers

Code	Teachers	Division	Salary	Yrs. Exp. Credit	Start Date
	Maria L Acevedo Biology, Science - Bilingual	B	$29,224.00	0	09/08/03
nr	Dawn C. Adamson Mathematics	B	$29,224.00	0	09/09/03
	Marina C. Berry Cognitive Disabilities	BB	$40,080.00	7	09/15/03
	Rodney L Bly Social Studies, Reading	BB	$31,368.00	1	08/28/03
	Kyle J. Brokmeier Business Education	B	$29,224.00	0	08/28/03
nr	Christopher M. Brzinski Technical Education	B	$29,224.00	0	08/28/03
a	Gregory O. Buck EC:EEN	B	$29,224.00	0	07/30/03
a	Joy L Buntrock Grade 2	B	$29,224.00	0	08/28/03
nr	Leigh A. Capcik Physical Education	B	$29,224.00	0	08/28/03
	Martha B. Carroll Choral Music	B	$29,224.00	0	08/28/03
	Cheri A. Cetnarowski Mathematics, Grade 7	B	$29,224.00	0	08/28/03
a	Bradley C. Christensen Bilingual, Grade 2	B	$29,224.00	0	08/28/03
	Jean M. Collins Chemistry, Biology, Science	E	$60,263.00	15	08/28/03
a	Vanessa D. Cotton Grade 6	B	$29,224.00	0	08/28/03
	Sandra L. Cruz Grade 1	B	$29,224.00	0	08/28/03
	Saulo J. Cruz Bilingual Science	B	$29,224.00	0	09/09/03
	Laura A. Davis Bilingual, Grade 1	B	$29,224.00	0	09/02/03
	Bonnie J. Edwards Grade 7	B	$29,917.00	1	09/15/03
nr	Susan C. Enders Chemistry, Biology, Science	B	$29,224.00	0	09/08/03

nr	Brian R. Esqueda Physical Education	B	$29,224.00	0	09/03/03
a,nr	Glen M. Fink Cognitive Disabilities	B	$29,224.00	0	08/28/03
nr	Christine M. Fischer Srok Grades 1-8	B	$29,224.00	0	08/28/03
nr	Christianne M. Freeman Learning Disabilities	B	$29,224.00	0	09/09/03
	Gloria L. Gaston Emotional Disabilities	B	$29,224.00	0	09/22/03
	Nathan D. George Physical Education	B	$29,224.00	0	09/10/03
	Rolchie Gonzalez Biology, Life Science	B	$29,224.00	0	09/03/03
nr	Donald Green Mathematics	B	$29,224.00	0	09/25/03
	Richard G. Grunert Cross Categorical Special Education	B	$29,224.00	0	09/22/03
	Kara S. Halverson Physical Education	B	$29,224.00	0	09/08/03
	Nicholas G. Heesakker Technology Education	B	$29,224.00	0	08/28/03
	Daniel P. Hegrenes Science, Chemistry, Biology	B	$29,224.00	0	09/03/03
a	Kathleen M. Henderson Special Education	B	$29,224.00	0	08/28/03
a	Queen E. Herron Learning Disabilities	B	$29,224.00	0	09/08/03
a,nr	Janet L. Holehouse Grades 4-5	B	$29,224.00	0	09/15/03
	Dana C. Hubbard Grade 4	B	$29,224.00	0	09/15/03
	Brian D. Hyps Business Education	B	$29,224.00	0	08/28/03
	Andrea A. Kapp Kindergarten	B	$29,224.00	0	09/09/03
	Willie D. Killins Jr Special Education	B	$42,363.00	10	08/28/03
a	Sara L. Kolo Cognitive Disabilities.	B	$31,299.00	2	08/28/03
a	Stafford J. Kramer Mathematics, Business Education, Computers	B	$29,224.00	0	08/28/03
nr	Peggy K. Lane Cognitive Disabilities	B	$32,683.00	3	08/28/03
a	Timothy Lemke Emotional Disabilities	B	$29,224.00	0	09/29/03

	Timothy A. Long Technology Education	A	$28,464.00	1	09/09/03
a	Andrea L. Lovejoy PreK –Grade 3	B	$29,224.00	0	09/15/03
	Susan M. Mahan Cross-Categorical Special Education	BB	$38,629.00	6	08/28/03
a	Felicia Martin Cross-Categorical Special Education	B	$29,224.00	0	10/06/03
	Mariano Matos Grade 8	B	$29,224.00	0	09/08/03
	Jesse R. Mazur Broadfield Social Studies	B	$29,224.00	0	08/28/03
a	Beata M. Melchior Cross-Categorical Special Education	B	$29,917.00	1	08/28/03
	Deirdre E. Melody Bilingual, Grade 2	B	$29,224.00	0	09/29/03
	Nora V. Menocal Bilingual	B	$29,224.00	0	09/09/03
	Charles J. Mikulsky Mathematics/English	B	$29,224.00	0	09/10/03
nr	Nancy E. Montoure Cross-Categorical Special Education, Bilingual	B	$29,224.00	0	09/03/03
	Angela Navarro Language Arts, Grade 6	B	$29,224.00	0	09/10/03
	Jeremy P. Nichols Social Studies	B	$29,224.00	0	08/28/03
nr	James P. O Brien Cognitive Disabilities	E	$55,307.00	12	10/06/03
	Veronica Ocampo DeRocha Bilingual, Grade 8	BB	$32,820.00	2	08/28/03
a	Deborah J. Palm Emotional Disabilities	B	$29,224.00	0	08/28/03
	Jason G. Palmer Cross-Categorical Special Education	B	$29,224.00	0	09/15/03
a	Deella E. Patterson Cross-Categorical Special Education	B	$29,224.00	0	09/15/03
	Shahida M. Persad Cognitive Disabilities	B	$29,224.00	0	08/28/03
a	Vonzie R. Pugh Cognitive Disabilities	B	$29,224.00	0	08/28/03
nr	Matthew J. Raml Technology Education	B	$29,224.00	0	08/28/03
nr	Christopher Rappel Science, Biology, Chemistry	B	$29,224.00	0	09/04/03
a	Ean Houei Rasavong Head Start	B	$29,224.00	0	09/08/03

	Heidemarie C. Reitzenstein Cross-Categorical Special Education	B	$42,363.00	10	09/05/03
nr	Charles R. Rendleman Learning Disabilities	B	$29,224.00	0	09/11/03
a,nr	Cristina M. Rosario Maldonado Kindergarten	B	$29,224.00	0	08/28/03
a	Phyllis Sanders Grades 1-6	B	$29,224.00	0	08/28/03
	Tara T. Schnell Cognitive Disabilities	B	$29,224.00	0	09/15/03
nr	Stephen C. Schwei Mathematics	B	$29,224.00	0	09/15/03
a,nr	Jeoffrey L. Shropshire Mathematics, Science —Grade 8	B	$29,224.00	0	08/29/03
nr	Richard A. Small Business Education	B	$29,224.00	0	09/15/03
a	Mary J. Sonsalla Grade 5	B	$29,224.00	0	08/28/03
a	Tammy A. Sorrel Grade 1	B	$29,224.00	0	08/28/03
a	Rita Spencer Emotional Disabilities	B	$29,224.00	0	08/28/03
	Holly T. Steffes English as a Second Language	B	$29,917.00	1	08/28/03
	Connie K. Strause Music	B	$29,224.00	0	09/04/03
	Brian J. Temke Broad Field Social Studies	B	$29,224.00	0	09/05/03
	Paul A. Theisen English as a Second Language	B	$31,299.00	2	08/28/03
	Binh S. Thong Grade 1	BB	$31,368.00	1	08/28/03
a	David T. Tiefenthaler Science/Social Studies, Grade 7	B	$29,224.00	0	08/28/03
	Allegra K. Troiano English as a Second Language	B	$29,224.00	0	09/24/03
nr	Jenifer L. Troyer Grades 1-6	B	$32,683.00	3	08/28/03
a	Willie Tucker Grade 6	B	$29,224.00	0	08/28/03
a	Christine A. Turner Theatre, Drama	B	$29,224.00	0	08/28/03
	Pa Vang PreK – Grade 3	B	$29,224.00	0	08/28/03
	Joseph R. Voith Spanish	B	$29,224.00	0	08/28/03

nr	Ellen E. Vujasinovic Spanish	B	$32,683.00	3	08/28/03
nr	Christopher J. Weber Cross-Categorical Special Education	B	$29,224.00	0	09/15/03
nr	Stephen C. Weber Business Education	B	$29,224.00	0	09/15/03
nr	Vanessa I. Weiss Science, Biology, Chemistry	B	$29,224.00	0	09/09/03
nr	Douglas D. Weittenhiller II Chemistry, Biology, Physics	B	$29,224.00	0	08/28/03
	Rosemary Whalen Speech and Language Pathology	C	$43,067.00	7	08/28/03
	Patricia L. Wilde Payne Grade 2	BB	$30,643.00	0	08/28/03
a	Kimberly Y. Williams Grade 1	B	$29,224.00	0	08/28/03
a	Heather O. Wojtysiak Cross-Categorical Special Education	B	$32,683.00	3	08/28/03
nr	Susan E. Wolter Grade 3	D	$49,832.00	10	08/28/03
	Nataly R. Womack Learning Disabilities	B	$29,224.00	0	09/10/03
	Jessica M. Wondra PreK – Grade 3	B	$29,224.00	0	08/28/03
a	David S. Zimmermann Physical Education	D	$44,936.00	7	08/29/03

School Psychologists

Code	Psychologists-Schedule FLT	Division	Salary	Yrs. Exp. Credit	Start Date
a	Danielle M. Brown School Psychologist	51C	$41,124.57	0	08/21/03
a,nr	Cynthia L. Schopf School Psychologist	51C	$41,124.57	0	08/21/03
a	Kathryn L. Suminski School Psychologist	51C	$41,124.57	0	08/21/03

CODES

(a) Reappointment without tenure
(nr) Non-Resident who must become a resident

Approval Of Leaves Of Absence

	Present Assignment	Effective From
Illness Leave, to January 30, 2004:		
Peggy Gaitan	Forest Home	September 9, 2003
Carmen Torres	Pierce	September 5, 2003
Maternity Leave, to January 30, 2004:		
Mary Seewald	Garfield	October 10, 2003

Maternity Leave, to June 17, 2004:

Debra Ewert	Happy Hill	October 24, 2003
Margaret Farley	Silver Spring	November 21, 2003
Jill Magner	Dr. King	November 21, 2003

Personal Leave, to June 17, 2004:

Derek Smith	Lancaster	October 20, 2003

Pre-Natal Leave, to June 17, 2004:

Donna Miller	Washington	August 28, 2003

Report On Resignations

Name	Position	Effective Date
Alice A. Ageloff	Teacher	09/05/03
Karen J. Barrows	Teacher	09/13/03
Patricia M. Barry	Teacher	10/01/03
Amy M. Bastian	Teacher	10/03/03
Kristin M. Beckwith	Teacher	09/04/03
Amy L. Brantley	Teacher	08/28/03
Isabel Dixon	Teacher	09/23/03
Roger H. Dobrick	Manager	09/18/03
Patricia A. Ehlert	Teacher	11/03/03
Patricia A. Ellis	Teacher	12/30/03
Jennifer Erdmann	Teacher	06/20/03
Lynn Gruber	Assist. Prin.	10/17/03
Cheri R. Harrington	Teacher	09/12/03
Michelle L. Hayes	Teacher	09/10/03
Charles F. Hinz	Supervisor	10/31/03
Erin Hommeland	Teacher	10/10/03
Jennifer M. Husz	Teacher	09/03/03
Keona Jones	Assist. Prin.	08/20/03
Mark Keehan	Teacher	08/31/03
Audrey L. Knaebe	Teacher	10/26/03
David G. Krueger	Teacher	09/05/03
Diane M. Lenz	Social Worker	09/17/03
Rita M. Lohmeier	Assist. Prin.	09/12/03
Trudy F. Lohr	Teacher	08/17/03
Nelly K. McDaniel	Teacher	08/25/03
Rob R. McKenney	Teacher	10/15/03
Michael G. Meyer	Teacher	10/06/03
Christa Miller	Teacher	08/28/03
Lynne B. Milner	Teacher	09/09/03
Melissa Mooney	Teacher	10/31/03
Edmund A. Okoro	Teacher	08/27/03
Dianne E. Olson	Teacher	09/25/03
Cynthia E. Phaneuf	Teacher	10/07/03
Les N. Philaja	Teacher	10/01/03
Roger M. Pumphrey	Teacher	10/10/03

LeAnne J. Ramick	Teacher	12/27/03
Wembo Shungu	Teacher	08/27/03
Rick L. Sievert	Teacher	08/27/03
Daniel Simcakowski	Teacher	08/27/03
Karin F. Steinke	Teacher	11/07/03
Linda M. Tate	Teacher	09/11/03
Sylvia M. Trenhaile	Supervisor	11/26/03
Jessica A. Vold	Teacher	08/28/03
Marcene H. Weems	Teacher	09/25/03

Correction to June 2003 Report of Resignations Accepted

Elesteen Rockette	Teacher	05/24/03

Affirmative Action Report

The Affirmative Action Report for September 2003 is attached to the minutes of your Committee's meeting. This is an informational report, and no action is required.

Committee 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 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)	Willie Killins, Jr.	Assistant Principal Village School	Schedule III, Range 11Z $51,683.00
5(r)	Jennifer Smith	Assistant Principal Milwaukee School of Languages	Schedule III, Range 11Z $56,863.06
5(r)	Ryan Roh	Pension Analyst Benefits and Insurance Services	Schedule III, Range 6A $48,000.00
5(r)	Kerry Geocaris	Media Relations Coordinator Office of Communications and Public Affairs	Schedule III, Range 5A $61,154.00

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
6	Other
r	Resident who must remain resident
nr	Non-resident who must become resident

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

* * * * *

(Item 4) Annual Report on Salary Schedules

Statute, Board Policy or Rule 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 2003-2004 budget year. Included are the salary schedules affected by the agreements with the employee organizations as previously acted upon by the Board and other per-hour, per-diem, and per-session schedules for full-time and part-time personnel not included in bargaining agreements.

3. The following agreements expired on June 30, 2003: Administrators and Supervisors, 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, 2002: Local 150 — Building Services Helpers.

6. The following agreement will expire on December 31, 2003: Educational Assistants and School Accountant/Bookkeepers.

Recommendation

1. That the following salary schedules be reaffirmed (as previously approved by the Board):
   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

2. That the following customary salary resolution be adopted to comply with Section 2.32, Rules of the Board of School Directors, and Section 119.40, Wisconsin Statutes:

RESOLVED, That all salary schedules and related provisions amended by Board Action this evening be, and they hereby are, adopted for 2003-2004 as amended; that all salary schedules excepting those for prevailing wage rates, in effect for 2003-2004, and which have not been amended be, and they hereby are, reaffirmed for 2003-2004, or, in the case of schedules in negotiations, be, and they hereby are, reaffirmed pending final settlement of 2003-2004 rates, and that all provisions and resolutions pertaining to any salary schedules, and in effect for 2003-2004 which are not inconsistent with the foregoing be, and they hereby are, reaffirmed for 2003-2004.

Director Blewett moved to adopt the Committee recommendations.

The motion prevailed, the vote being as follows:

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

Noes—None.

* * * * *

(Item 5) Informational Report on the District's Year-End Financial Position

Administration's Report

CHART 1 below shows the position of the District's various funds at June 30, 2003. CHART 2 and CHART 3 (included as attachments to the minutes of your Committee's meeting) show the June 30, 2003, year-end position of schools and departments, respectively.

CHART 1

FY03	Revenues	Expenditures	Surplus or (Deficit)	Fund Balance	
				Revised Beginning	End
General Operations	820,303,885	840,018,746	(19,714,861)	97,066,197	77,351,336
Capital Projects	6,744,803	33,208,440	(26,463,637)	30,782,967	4,319,330
Construction	24,930,692	19,312,545	5,618,147	15,771,554	21,389,701
Extension	9,784,119	10,496,086	(711,967)	4,039,225	3,327,258
School Nutrition	29,124,846	30,478,961	(1,354,115)	(1,769,968)	(3,124,083)
Categorical Programs	184,084,486	184,986,112	(901,626)	(5,632,702)	(6,534,328)
Total	1,074,972,831	1,118,203,532	(43,230,701)	140,257,273	97,026,572

1. School Operations Fund

   a. The School Operations Fund includes both a General Operations Fund and a Capital Projects Fund.

      (1) The General Operations Fund excludes borrowed funds in order to more accurately reflect the revenues and expenditures associated with the day-to-day operations of the District. When the Board approved the revised FY03 budget, it approved over $3 million of the General Operations fund balance for the purpose of financing non-recurring expenses. General Operations Fund expenditures exceeded revenue and planned use of fund balance by $16.5 million, or 2 percent of total General Operations expenditures.

      (2) The Capital Projects Fund is used to track borrowings for the Neighborhood School Initiative, the Qualified Zone Academy Bond program for Bradley Trade and Technical High School, the Financial Management System, and the Special Education Tracking System. The Capital Projects fund spending level resulted from authorized use of fund balance and bond proceeds. The receipt of bond proceeds was delayed until November 2003 to minimize interest costs.

   b. Schools ended the year with a remaining balance of $43,151, having used or committed almost all of their FY03 budgets and over $13 million in carryovers from the prior year. Departments and programs ended with a balance of $5,371,853. A detailed account of school and department year-end positions can be found on Charts 2 and 3. 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.

   c. If the Board authorizes the requested carryovers, and with the automatic carry forward of school surpluses and department deficits under Board policy taken into account, the beginning FY03 fund balance will decrease by 5,219,249; however, $24,405,927 of fund balance is reserved for commitments and encumbrances made in FY03, leaving an unreserved General Operations fund balance of $47,726,160.

2. Construction Fund

   a. The Construction Fund Balance increased by $5,618,147, from $15,771,554 to $21,389,701.

   b. The year-end position of the Construction Fund is largely the result of differences in timing. Construction Fund revenues are usually one-time events such as the receipt of tax levies or bond proceeds. 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 within the Fund balance.

3. Extension Fund

   a. The Extension Fund Balance decreased by $711,982, from $4,039,225 to $3,327,258.

   b. In approving the FY03 Extension Fund budget, the Board appropriated $2,200,000 from the Extension fund balance for the purpose of financing Extension Fund operations. The Extension Fund had an FY03 operating deficit of $711,982, thus using approximately one-third of the authorization.

4. School Nutrition Fund

   a. The School Nutrition Fund decreased by $1,354,115, from - $1,769,968 to - $3,124,083.

   b. School Nutrition Services faces continuing challenges in providing nutritious meals to students while operating under strict fiscal constraints, as labor costs generally increase at a faster rate than does the federal revenue that funds most of the food-service program.

c. The Administration is exploring cost-saving measures, including staff reductions, that will allow School Nutrition Services to operate within budget.

5. Categorical Programs

Categorical Programs ended FY03 with an operating deficit of $901,626. This year-end position reflects the fact that, unlike most funds, categorical programs do not close out at June 30, but typically have a 30-90 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. When these programs close out, revenues will equal expenditures, resulting in a zero fund balance. Similar to that of the Construction Fund, the year-end position of Categorical Programs is the result of differences in timing.

Summary

6. School Operations Fund: Expenditures exceed revenue, requiring planned use of fund balance.

7. Construction Fund: Will carry $5.6 million forward to FY04.

8. Extension Fund: Lower-than-anticipated expenditures in FY03 reduced need for use of fund balance.

9. School Nutrition Fund: Substantial expenses above revenue have increased the deficit position.

10. Categorical Programs: Spending is according to plan and represents an increased portion of total district resources.

Director Johnson moved to accept the report.

The motion prevailed, the vote being as follows:

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

Noes—None.

* * * * *

(Item 6) Approval of Carryover Requests

Background

1. Board 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%. Greater 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.

Administration's Analysis

2. The chart below summarizes the surplus and deficit positions of traditional and instrumentality charter schools. It references the year-end positions on a cumulative basis (i.e., includes the fiscal condition at the beginning of the year).

	FY02	FY03
Number of Schools in Deficit Position	37	75
Average Deficit	($40,483)	($84,597)
Number of Schools in Surplus Position	122	85
Average Surplus	$109,700	$75,152

3. Surpluses in 21 schools exceeded the automatic carryover levels; all have requested that the excess over the automatic limits, totaling $1,536,749, be carried over to FY04.

4. The Administration proposes to have the SIFI (Schools Identified for Improvement) Technical Assistance Team work with the schools which were identified for improvement by the Department of Public Instruction and had carryover in excess of 3%, to ensure that these excess funds are targeted appropriately. Specifically, the SIFI Technical Assistance Team will work collaboratively with school leadership and governance councils to ensure that resources are aligned to address the student-achievement issues which most clearly need additional attention.

5. On the following chart, SIFIs show "Plan to be Developed" in the description column.

School	Excess Amount	Description
Milwaukee School of Entrepreneurship	$182,760	Curriculum development, technology equipment, building modifications
Metropolitan High School	22,211	Plan to be developed — SIFI
Bruce	16,558	New math series & textbooks, equipment
Bryant	84,824	Plan to be developed — SIFI
Clemens	1,907	Supplies
Eighty-first Street	74,612	Books and supplies for grade expansion, additional math & reading books, equipment, staff development, community involvement for parents
Forest Home Avenue	20,268	Plan to be developed — SIFI
Goodrich	76,894	Plan to be developed — SIFI
Grantosa Drive	196,136	Substitute teacher funding, computer equipment & software, classroom expansion, supplies, textbooks
Green Bay Avenue	3,949	Staff Development
Kluge	20,376	Furniture
Longfellow	17,459	Proficiency tutoring
Manitoba	76,558	Substitute teacher funding, supplies, technology equipment
Maple Tree	36,717	Plan to be developed — SIFI
River Trail	66,626	Building modifications, intercom system, supplies
Starms Early Childhood	2,478	Technology upgrade
Thirty-fifth Street	19,769	Direct Instruction consultant and materials
Thurston Woods	101,408	Staff development, consultants, substitute teachers, supplies, equipment, building modifications, substitute teacher funding, staff development
Urban Waldorf	99,685	Technology, supplies
Instrumentality Charters		
Siefert	95,108	Technology upgrades, staff development, textbooks
Westside Academy	320,446	Plan to be developed — SIFI
TOTAL	$1,536,749	

6. Administrative policy indicates that the carryover may not be used for position salaries. Prudent fiscal practice is to use the funds for one-time expenditures. Finance staff explained these parameters to the principals and reviewed requests for carryover to validate that administrative policy is being met.

7. The Administration also requests carryover for the following items which continue an intended purpose into FY04:

AMOUNT	PURPOSE
$ 238,097	Summer School
343,000	Non-Instrumentality Charter School Carryover
6,689,227	Internally funded NSI project costs
$ 7,270,324	**TOTAL — SPECIAL PROJECT CARRYOVER**

Statute, Board Policy or Rules Statement

8. Administrative Policy 3.05.4.b requires Board approval of the carryover of any departmental surpluses. Administrative Policy 3.05.4.c requires approval of carryovers of school surpluses in excess of the limits of 1.5% for single-year surplus accumulations and 3% for total surplus accumulations. This policy also prohibits the use of carryovers for position salaries.

9. Administrative Policy 3.03.2 stipulates that use of unreserved fund balance shall require two-thirds majority vote of the Board.

Fiscal Impact Statement

10. Approval of these carryovers would use $8,807,073 of the FY03 School Operations Fund's balance of $81,670,666.

Implementation and Assessment Plan

11. Funds will be carried forward to FY04 budgets upon Board approval. The SIFI Technical Assistance Team will work with the schools which were identified for improvement and have excess carryover to ensure that the resources are aligned to address the student-achievement issues which most clearly need additional attention.

Committee Recommendations

Your Committee recommends that the Board:

1. Approve the carryovers of school and department FY03 surpluses to FY04 as follows:

School/Purpose	**Excess Amount**
Milwaukee School of Entrepreneurship	$ 182,760
Metropolitan High School	22,211
Bruce	16,558
Bryant	84,824
Clemens	1,907
Eighty-first Street	74,612
Forest Home Avenue	20,268
Goodrich	76,894
Grantosa Drive	196,136
Green Bay Avenue	3,949
Kluge	20,376
Longfellow	17,459
Manitoba	76,558
Maple Tree	36,717
River Trail	66,626

Starms Early Childhood	2,478
Thirty-fifth Street	19,769
Thurston Woods	101,408
Urban Waldorf	99,685
Instrumentality Charters	
Siefert	95,108
Westside Academy	320,446
TOTAL	$1,536,749
Summer School	$ 238,097
Non-Instrumentality Charter School Carryover	343,000
Internally funded NSI project costs	6,689,227
TOTAL	$7,270,324

2. Direct the SIFI Technical Assistance Team to work with the schools which were identified for improvement and have excess carryover to ensure that the resources are aligned to address the student-achievement issues which most clearly need additional attention.

Director Johnson moved to adopt the Committee recommendations.

The motion prevailed, the vote being as follows:

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

Noes—None.

* * * * *

(Item 7) Action on Recommendations to Amend the Adopted Fiscal Year 2004 Budget for the School Operations, Construction, and Extensions 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 because the permissible tax levy is affected by actual fall enrollments and by state aid amounts, neither of which are typically available before mid-October.

2. In the course of recalculating the projected revenue limit and permitted tax levy, the Administration has also reviewed its earlier estimates of all revenues and expenditures.

Administration's Analysis

3. The property tax levy needed to support the proposed amended FY04 budget is $183.2 million, an increase of 1.2%, or $2.2 million, from the $181 million levy for FY03. The proposed increase is significantly lower than the 8.8% levy increase to $197 million which the Board approved in May for FY04.

4. Overall expenditures proposed for FY04, including categorical grants, are $1.15 billion, down $14.9 million, or 1.3%, from the FY03 budget of $1.16 billion. The FY04 budget approved in May was $1.11 billion, down $48.4 million from the FY03 amount. Further detail is provided in the paragraphs below.

Enrollment Category	Original 3rd-Friday Projection	Final 3rd-Friday Estimate	Change from Projection
MPS Elementary/K8/Middle/High	90,854	91,258	+404
Alternative, Partnerships & Other Contracted Sites	3,837	3,658	-179
Non-Instrumentality Charters	2,679	2,443	-236
Chapter 220 in Suburbs	3,800	3,648	-152
Open Enrollment in Suburbs	2,600	2,762	+162
TOTALS	103,770	103,769	-1

5. Although the total estimated enrollment is virtually the same as 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. Taking these factors into account, the revenue-limit formula produces a figure which is $159,773 lower than the figure used in preparing the FY04 budget last spring.

6. Also affecting the District's revenue limit is considerable growth that has been identified for "transfers of service," i.e., situations in which MPS has received pupils with special educational needs or with limited English proficiency from other districts. In such situations, the value of extra services is added to the normal revenue limit. In the budget as adopted in May, the growth was estimated at $358,795, the average of the last three years; however, following methodology approved by the Department of Public Instruction, the FY04 exemption amount is now estimated at an additional $1,900,464. This results in a revenue limit, with exemptions, which is $1,740,691 more than the spring estimate.

7. The following needed changes to the FY04 budget as adopted in May 2003 have been identified:

TECHNICAL AMENDMENTS

These technical adjustments represent budget amendments whose 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
a. Neighborhood School Initiative Projects *Adjust the NSI budget for those construction project costs not yet encumbered and which are to be funded by previously authorized bond sales. $16,854,863 was included in the FY03 adopted budget; however, this bonding authority was not used in FY03 due to the timing of projects. The remaining $3,680,583 represents the remaining portion of planned NSI borrowing not included in the May adoption. Inclusion of these amounts in FY04 represents the final portion of borrowing for NSI projects. The sale of bonds is now expected to take place in November 2003.*	$20,535,446	$20,535,446
b. 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 FY04, district miscellaneous revenue will be increased, as will budget allocations for Riverside ($18,000), North Division ($3,600), and Steuben ($25,000).*	$46,600	$46,600
c. Director, High School Redesign *An administrative position in the Superintendent's Office has begun to coordinate the High School Redesign project. Funding received from TALC which is adequate to support 25% of the position in FY04, allowing a budget to be established in School Operations for 0.25 position. The balance of the position is expected to be funded by Gates*	$35,000	$35,000

Item/Description	Expenditures	Revenue
grant funds.		
SUB-TOTAL OF TECHNICAL AMENDMENTS TO THE SCHOOL OPERATIONS FUND	$20,617,046	$20,617,046

Construction Fund

Item/Description	Expenditures	Revenue
a. QZAB Funded Projects *Less borrowing than anticipated will be available from the state under this program. Some projects originally expected to be funded from this source will be carried out using other revenue sources where funds are available.*	($1,945,718)	($1,945,718)
b. Fratney Addition *The Administration is working with the City to identify the most effective financing source. The addition is still scheduled to be completed by fall 2005.*	$4,000,000	$4,000,000
c. Congress Addition *The Administration is working with the City to identify the most effective financing source. This project is more cost-effective than the lease/purchase of a nearby church that had once been considered. Funds previously allocated for the rental of the church building will be sufficient to meet the annual debt service.*	$3,500,000	$3,500,000
d. Project Restructuring *As a result of capital project restructuring, the following projects are added to the construction fund:* *Electrical Service Upgrade — Carleton School ($150,000)* *PA/Housephone Replacement — Gaenslen School ($18,800)* *Communications System Replacement — Milwaukee School of Entrepreneurship ($50,000)* *Communications System Replacement — 8th Street ($40,000)* *Communications System Replacement — 68th Street ($30,000)* *Communications System Replacement — 55+ Senior Center ($30,000)* *Communications System Replacement —Bradley Tech ($115,000)* *The net overall impact on the Construction Fund is zero.*	$0	$0
SUB-TOTAL OF TECHNICAL AMENDMENTS TO THE CONSTRUCTION FUND	$5,554,282	$5,554,282

OTHER AMENDMENTS

School Operations Fund

Expenditure Amendments	Amount
a. MPS School Enrollment *Fall enrollments at MPS traditional and instrumentality-charter schools exceeded projections by 404, requiring additional funding.*	$1,525,450
b. Non-Instrumentality Charter Schools *Lower than expected enrollment reduces required funding (-$1,283,791) as does the revised charter per-pupil figure which was set in the state budget (-$321,000). Carryover of $343,000 of FY03 surplus allows a further reduction. The remaining budget amount includes approximately $633,000 for further growth toward contract enrollment maximums in the second semester.*	($1,947,791)
c. Open Enrollment *Actual enrollment being higher than projected requires additional funding.*	$1,227,050

Expenditure Amendments	Amount
d. Alternative Partnership Schools *Lower enrollment permits a reduction in contractual costs.*	($83,175)
e. Contracts — Kindergartens/Elementary *Lower than planned enrollment reduces the estimate of needed funding (-$318,000), as does the change in the planned cost per pupil (-$89,000), which is based on the Choice per-pupil amount as set in the state budget.*	($407,000)
f. Special Needs Fund *This fund covers needs faced by schools with extraordinary service level requirements, such as one-on-one assistance for special needs children. This fund was budgeted at $314,000 in the May adopted budget. Based on FY03 usage of this account, the amount needs to be increased to $750,000.*	$436,000
g. Eighth-Grade Transition *Change in the size of the 8T population resulted in a re-estimate of needs. This initiative, distributed to high schools, was originally budgeted to fund programs for 670 pupils. Actual 8T fall enrollment is 543.*	($290,830)
h. Summer School *Re-estimate of costs based upon year-to-date cost overruns from summer 2003. Offsetting a portion of this cost is a carryover from unspent FY03 summer school funds of $238,097.*	$366,528
i. Textbook Adoptions *Re-estimated needs for FY04 reduce this budget by $470,000. This reduction is partially offset by the need to use $320,000 of the savings to purchase science books. The purchase was delayed from FY03.*	($150,000)
j. Central Service Income from Schools/Central Expenditures *Enrollments have generated $572,870 more in chargeback income to fund central accounts. This additional income will be directed to the central (non-departmental) Other Accounts, offsetting budget amounts for those accounts.*	($572,870)
k. Internal Interfund Charges and Income *The budget adopted in May credited Facilities and Maintenance with $1,955,928 for the cost of its services to the Extension Fund. This interfund charge is being discontinued, resulting in a shift of cost burden from Extension to School Operations.*	$1,955,928
l. Census *Increased efficiencies in use of part-time census staff have allowed a reduction in this expense.*	($160,000)
m. Utilities *Re-estimates of the costs of heating fuel (+$1,329,000); water (+$89,000); and electricity (+$105,000) indicate a need for an increase in these appropriations.*	$1,523,000
n. Additional Peer Evaluation Position *The FY04 budget reduced the number of Peer Evaluators in the TEAM program from five to four. This amendment restores the position eliminated in the May adoption.*	$100,800
o. Central Office Vacancies *Vacancies in positions for the months of July through October 2003 permit a reduction in central department budgets as follows: Office of Board Governance, ($19,634); Superintendent's Office, ($15,857); Human Resources, ($29,450); Finance and Operations, ($108,291); Academic Excellence, ($29,956); and Pupil Services, ($44,482). A further reduction for vacancies in the Superintendent's Office of $38,268 is also included to fund the MPS portion of the MPA office costs.*	($285,938)
p. Diversified Community Schools *The increase in the number of charter pupils and sites necessitates additional charter school oversight. An unallotted $85,000 of charter school chargeback income can be used to fund 1.0 position of Charter compliance Officer for the remainder of FY04. The net impact on the overall budget is zero.*	$0

Expenditure Amendments	Amount
q. Instrumental Music *Increased need for clerical support in this area can be met by adding 1.0 Secretary I position and reducing the budget for music instructors. This reduction in instructors will result in an increased number of pupils per class.*	$0
r. Debt Service *The debt service account needs to be adjusted for actual timing and amount of QZAB borrowing (-$487,804) and revised interest costs for MEC/Grand Avenue and various other borrowings (-$137,487).*	($625,291)
s. Milwaukee Partnership Academy *Board action in June established an executive director and a secretary to staff an office for the Milwaukee Partnership Academy. These positions and funding need to be incorporated into the FY04 budget. Of the $229,340 needed, $191,072 will be paid by MPA partner organizations and is included in the re-estimate of miscellaneous revenue. The net cost to MPS is $38,268 for 20% of the two positions.*	$229,340
t. Student Services *A manager position in Student Services is needed to enhance coordination of day-to-day activities. The position would be funded beginning December 2003.*	$87,500
u. Certificated Pension *After the preparation of the FY04 budget last spring, the Wisconsin Retirement System announced an increase in the required contributions for wages covered under the state pension system. Employer and employee shares, payable by MPS, will each increase by 0.2% of wages effective January 2004. This rate hike requires a budget increase.*	$700,000
v. Contingent Fund *A reduction of one-quarter of the Contingent Fund's total, as more than one quarter of the year is over at the end of this month.*	($250,000)
SUB-TOTAL OF OTHER SCHOOL OPERATIONS EXPENDITURE AMENDMENTS	$3,378,701

Revenue Amendments	Amount
a. State Equalization and Integration Aids *The principal reason for this increase in funding is that the "shared cost" (aid-eligible expenditures) figures used in the May adopted budget projection were increased by schools' spending of most of their accumulated surpluses. A prepayment of past service liability on supplemental pensions also added to shared cost. Further affecting 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.*	$12,162,675
b. Property Tax Levy *The combination of increased general aid (+$12,162,675), a decrease in computer aid (-$384,819), and the updated revenue limit estimate (+$1,740,691) have reduced the maximum legal tax levy from the May 2003 estimate.*	($10,037,165)
c. Computer Aid *This aid represents state funding in lieu of property taxes on tax-exempt computer equipment. Since this aid is proportional to local tax effort, the decrease being proposed in the levy that was originally adopted in May results in less computer aid.*	($384,819)
d. Bilingual Aids *Re-estimate based on FY03 reimbursement levels.*	$400,000
e. Handicapped Aids *Re-estimate based on actual eligible FY03 expenditures.*	$762,610
f. Children at Risk Aids *Re-estimate based on FY03 reimbursement levels.*	($150,000)
g. E-rate Reimbursement *Reimbursement for FY03 projects has been received in FY04 through the E-rate program. This revenue was not included in the budget as adopted in May.*	$530,000

Revenue Amendments	Amount
h. Other Revenue *Various miscellaneous revenues, fees, tuition, interest earnings, etc. have been re-estimated in light of FY03 amounts received and expected FY04 trends. Includes $191,072 from MPA partners for MPA Office costs.*	$95,400
SUB-TOTAL OF OTHER SCHOOL OPERATIONS REVENUE AMENDMENTS	$3,378,701

Extension Fund

Expenditure Amendments	Amount
a. Interfund Facilities Charges *The budget adopted in May credited Facilities and Maintenance with $1,955,928 for its services which were chargeable to the Extension Fund. These interfund charges are being discontinued, resulting in a shift in cost burden from Extension to School Operations.*	($1,955,928)
b. Program Reductions *Reduce spending in various program areas:* *Wrap-around programs, based on actual summer costs (-$523,000)* *Milwaukee Sports Authority allocation (-$50,000) out of $100,000* *Academic grants to safe place sites (-$80,000) out of $240,000* *Planned Transportation to Community Learning Centers eliminated (-$460,000)* *Start-up cost allocation for summer 2004 eliminated (-$76,000)* *Consolidate recreation center programs and site hours (-$48,500)*	($1,237,500)
c. Vacant Positions and Overtime Savings *Elimination of 1.00 Family Preservation Specialist position (-$76,375); 1.0 Assistant Recreation Supervisor-Grants & Development (-$50,000); and 1.0 Secretary I (-$35,598). Eliminate funding but retain position authority for 1.0 Assistant Recreation Supervisor-Middle School Sports (-$50,000). Revise budget for utility worker overtime based on past expenditures (-$15,000).*	($226,973)
SUB-TOTAL OF OTHER EXTENSION FUND EXPENDITURE AMENDMENTS	($3,420,401)

Revenue Amendments	Amount
a. Property Tax Levy *Increases in the use of Extension Fund surplus and recognition of fee revenue, combined with the elimination of inter-fund facilities charges and program cost reductions, permits a decrease in the Extension Fund tax levy from the May adopted level.*	($3,795,004)
b. User Fees *Based on FY03 experience, fee revenue is being re-estimated upward.*	$200,000
c. Fund Balance *This amendment utilizes a portion of the additional operating surplus generated in FY03.*	$174,603
SUB-TOTAL OF OTHER EXTENSION FUND REVENUE AMENDMENTS	($3,420,401)

RECAPITULATION OF NET AMENDMENT AMOUNTS:

	Operations	Construction	Extension	Total
Technical	$20,617,046	$5,554,282	$0	$26,171,328
Other	$3,378,701	$0	($3,420,401)	($41,700)
Total	$23,995,747	$5,554,282	($3,420,401)	$26,129,628

8. As part of the budget amendment process, it is necessary to update the position authority in departmental budgets. In some cases, these position changes are referenced in the above amendments; in other cases, they constitute technical changes only. The following is a complete list of position updates:

	Positions	Board Funds
Positions Working In Schools:		
OFFICE OF PUPIL SERVICES		
Special Services		
Teacher (fall school staffing adjustments to serve partnership schools)	+3.00	$224,721
Unallotted Special Education school funds		($224,721)
Positions working in Central Office:		
OFFICE OF THE SUPERINTENDENT		
Diversified Community Schools		
Charter Compliance Officer (November– June)	+1.00	$85,000
Unallotted Charter Chargeback Income		($85,000)
OFFICE OF ACADEMIC EXCELLENCE		
Instrumental Music		
Secretary I	+1.00	$36,335
Part-time Music Instructors		($36,335)
Teaching and Learning		
Secretary II (Note: Correction)	+1.00	$58,911
Secretary III	-1.00	($58,911)
Recreation		
Family Preservation Coordinator	-1.00	($76,375)
Assistant Recreation Supervisor-Grants	-1.00	($50,000)
Secretary I	-1.00	($35,598)
HUMAN RESOURCES		
Labor Relations and Compensation		
Labor Relations Representative	-1.00	($109,666)
Labor Relations Specialist	+1.00	$109,666
Human Resources Assistant	+1.00	$61,177
Compensation Assistant	-1.00	($61,177)
Peer Evaluation (TEAM) ProgramPeer Evaluator	+1.00	$100,800
OFFICE OF PUPIL SERVICES		
Student Services		
Student Services Manager (Dec.-June)	+1.00	$87,500

Strategic Plan Compatibility Statement

9. The recommendations are consistent with the practice of fiscal responsibility to make informed decisions about allocation of resources for district programs, functions, and operations.

Statute, Board Policy or Rules Statement

10. The recommendations which have been developed are consistent with Administrative Policy 3.0, Fiscal Management.

11. Per Administrative Policy 3.03, a two-thirds majority vote of the Board is required, as the recommendation is for use of the fund balance.

Fiscal Impact Statement

12. Approval of these proposed amendments will result in a total budget, including estimated categorical grants, of $1,148,358,886. Excluding categorical grants, the three statutory funds will total $983,615,986. This compares with the FY2003 total of $959,077,084, an increase of $24,538,902. The property tax levy increases 1.2%, or by $2,152,286, from $181,046,151 in FY2003 to $183,198,437 in FY04. State aids and other non-property-tax revenue increased $22,386,616, from $778,030,933 to $800,417,549. Based upon August 2003 assessed valuation information, the estimated tax rate decreases $0.38, from $9.33 to $8.95, or 4.1%, as city properties were subject to a general re-assessment in 2003. A tax-rate decrease of $0.38 generates a tax decrease of $38 for the owner of a $100,000 home.

Property Tax Levy	FY03	FY04	$ Change	% Change
Operations	$162,696,867	$163,554,998	$858,131	0.5%
Extension	8,002,455	8,002,455	0	0.0%
Construction	10,346,829	11,640,984	1,294,155	12.5%
Totals	$181,046,151	$183,198,437	$2,152,286	1.2%

Implementation and Assessment Plan

13. Upon adoption of the amendments by the Board, the Administration will notify departments and schools of the revised budget appropriations and position changes and direct the implementation of all resulting adjustments.

14. 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 14, 2003.

Committee Recommendation

Your Committee recommends that the Board amend the FY04 School Operations Fund, the Construction Fund, and the Extension Fund budgets and positions to reflect 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 ~~**$913,653,804**~~ **$937,649,551** 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 2004 Fiscal Year; and that ~~**$173,592,163**~~ **$163,554,998** 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 2004, 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 ~~**$30,233,095**~~ **$35,787,377** will be required for the 2004 Fiscal Year Construction Fund budget purposes and that it is to provide, in accordance with Section 65.07(1)(f), Wisconsin Statutes, **$11,640,984** by a tax levy on all real and personal property in the City of Milwaukee subject to taxation for Milwaukee public school purposes in 2004, said amount to be in addition to the money received from other miscellaneous sources.

EXTENSION FUND

RESOLVED, That, pursuant to the provisions of Section 119.47, Wisconsin Statutes, relating to the Extension Fund, the Board of School Directors hereby advises the Common Council that the amount of ~~**$13,599,459**~~ **$10,179,058** will be required for the maintenance of playgrounds, recreation centers, and similar activities during the 2004 Fiscal Year, and that ~~**$11,797,459**~~ **$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 2004, pursuant to the provisions of Section 65.07(1)(g), Wisconsin Statutes, said amount being required in addition to other miscellaneous sources.

Director Johnson moved to adopt the Committee recommendations.

The motion prevailed, the vote being as follows:

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

Noes—None.

* * * * *

(Item 8) Action on Recommendation to Authorize the Administration to Negotiate and Enter into Contracts with Vendors of Warehouse Products

Administration's Analysis

1. In May 2003, the Board voted to close the District's warehouse, excluding all food items, as of December 31, 2003. In anticipation of the closing, the Administration has issued RFPs soliciting proposals from vendors interested in supplying MPS with the products currently being stored in the District's warehouse. The objective is to enter into contracts with vendors that are willing and able to offer discounted pricing for products used by the Ddistrict, whether ordered through the MPS Purchasing Division or directly by schools and departments.

2. The Administration received responses to four RFPs and established evaluation teams to review and rank the responses. Based on the results of the rankings, the evaluation teams recommended thatcontracts be awarded to two vendors for each RFP. The recommended vendors are shown below.

3. Any contracts awarded would be for one year, with two optional one-year extensions. The contracts, which would be non-exclusive, would provide no guaranteed minimum level of purchases. In other words, the District could elect to purchase from these vendors over the life of the contract, or not. MPS will continue to have the ability to purchase from other vendors if they offer lower prices, or to purchase off state, university, or cooperative contracts. Vendor pricing will remain constant over the contract period.

4. For schools and departments electing to make purchases through the MPS Purchasing Division after December 31, 2003, procedures will change very little from what they are currently: Instead of entering a "stores" requisition for warehouse merchandise, schools and departments will enter a "purchase" requisition that will flow electronically to the Purchasing Division. Once there, buyers will "shop" the requested merchandise and issue a purchase order to the vendor providing the lowest price at that time. Vendors will deliver the requested merchandise directly to the school or department and send their invoices to the MPS Accounts Payable Division. The buyers would use the vendors listed below only if their prices were the lowest.

5. Schools and departments that wish to do their own purchasing will continue to have the ability to shop around for the lowest price and to buy directly from the vendors with whom the District has awarded contracts. The Administration expects to have vendors under contract for all of the products currently being provided by the warehouse.

6. The recommendations for four RFPs are listed below, along with the recommended vendors for each and potential value of each contract, based on the amount of purchases made through the warehouse in FY02.

RFP-403	RFP-405	RFP-406	RFP-408
Janitorial Supplies	Electrical Supplies	Moving & Storage	Electronic Equipment
Advance Chemical	Grainger	J.C. Triplett	Micro Warehouse
San-A-Care	Neher Electric	Coakley Bros.	Xerographic
$469,645	$56,790	$60,000	$547,482

Strategic Plan Compatibility Statement

7. This recommendation supports the MPS Strategic Plan Goal 1, Student Achievement, by maximizing the financial resources available for classroom instruction.

Statute, Board Policy or Rule Statement

8. These supplier contracts are consistent with state statutes and MPS policies and procedures.

Fiscal Impact Statement

9. Action on this item does not authorize expenditures. Purchases made under the contracts awarded will be charged to the equipment and supply accounts of the schools and departments making the purchases. Funding will come from Board and categorical funds approved by the Board at the time the FY04 budget was adopted in May 2003.

Implementation and Assessment Plan

10. Upon approval of the Board, the Administration will negotiate one-year contracts with each of the above vendors. These contracts will become effective at the time when schools and departments can no longer purchase from the MPS warehouse. Assessment will be ongoing as the Purchasing Division evaluates the pricing and service provided by each of the vendors. Vendors providing unacceptable levels of pricing and service will not have their contracts renewed at the end of the initial twelve-month period

Committee Recommendation

Your Committee recommends that the Board authorize the Administration to negotiate and enter into one-year contracts with the following vendors for the following amounts:

Advance Chemical, San-A-Care $469,645

Grainger, Neher Electric $56,790

J.C. Triplett, Coakley Bros. $60,000

Micro Warehouse, Xerographic $547,482

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

* * * * *

(Item 9) Follow up an

d Possible Action on a Request by Director Blewett to Address a Higher Income Level for COIN Applicants

Background

1. At the April 2003 Board meeting, the Board adopted the Communities in Need (COIN) Policy for use in determining an individual's eligibility for meeting NSI resident hiring goals. The Board also directed the Administration to return in one year with a status report on the performance of the COIN initiative.

2. In an effort to monitor COIN performance closely, Administration has continually evaluated factors which it determines key to our success in reaching those groups targeted by the COIN effort. Recommended income-level increases for COIN participants were submitted as an informational item to the Board during its September 2003 meeting cycle.

3. At the September 2003 Board meeting, Director Blewett requested that the Administration address the recommended income-level increase for COIN residents. At this time, the recommended income level is being brought forward to allow for public input and possible action by the Board.

Administrations Analysis

4. The Administration's initial income recommendations for COIN identified the impact area as any census tract in which 14.3% or more of the families have incomes below the poverty level.

5. The Administration directed the Independent Monitor (IM) for NSI to review other widely used income tables to determine if there was need for an adjustment in our income criteria. The following tables were reviewed by the IM and are included in the attachments to the minutes of your Committee's meeting:

- 2002 Community Development Block Grant Job Training and Placement
- 2003-2004 US Department of Agriculture Income Guidelines for Free/Reduced School Meals
- 2002 Federal Food Stamps Program Eligibility – Wisconsin
- Wisconsin Shares – Childcare Subsidy Program
- Wisconsin Home Energy Assistance Program
- 2003 Health and Human Services Poverty Guidelines

6. It was determined that even the free and reduced-lunch criteria used by MPS allows for greater household income levels than the current COIN allowance.

7. Based upon data of workers applying for admission to the COIN program and the data uncovered for other federal poverty-based programs, the Administration recommends changing the MPS NSI COIN income level to the values shown in the attached chart to allow the unemployed, as well as underemployed, to qualify as workers.

Board Policy or Rule Statement

8. The COIN policy was adopted in April 2003.

Implementation and Assessment

9. The revisions would be implemented immediately. Community and contractor groups would receive notification of income-level increases for eligible individuals.

Fiscal Impact Statement

10. This item does not authorize expenditures.

Committee Recommendation

Your Committee recommends that the Board adjust the income criteria for the COIN policy as follows, leaving all other elements of the program intact:

Size of family unit	Related children under 18 years								
	0	1	2	3	4	5	6	7	8 or More
One person (unrelated individual)									
Under 65 years.....	17,507								
65 years and over.	16,139								
Two persons									
Householder under 65 years.....	22,532	23,193							
Householder 65 years and over.	20,340	23,106							
Three persons	26,321	27,085	27,111						
Four persons	34,707	35,275	34,124	34,242					
Five persons.....	41,855	42,463	41,164	40,157	39,543				
Six persons	48,140	48,332	47,337	46,381	44,962	44,120			
Seven persons.....	55,393	55,738	54,545	53,715	52,166	50,360	48,378		
Eight persons	61,951	62,499	61,374	60,388	58,989	57,213	55,366	54,897	
Nine persons or more	74,524	74,885	73,889	73,053	71,679	69,791	68,083	67,659	65,052
Multiplier used = 1.9									

Director Hardin moved to adopt the Committee recommendations.

The motion prevailed, the vote being as follows:

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

Noes—None.

* * * * *

(Item 10) Action on a Request to Authorize the Administration to Initiate Negotiations for a Long-Term Ground Lease Agreement with Journey House, Inc., to Construct a Community Facility Adjacent to Longfellow Elementary School

Background

1. At its meeting of August 24, 2000, (Proc. pp. 183-186) the Board adopted the plan for the Neighborhood Schools Initiative (NSI). The Neighborhood Schools Plan identified Journey House, Inc. as a community partner with Longfellow Elementary School.

2. At its meeting of November 28, 2000, (Proc. pp. 379-383) the Board authorized the Administration to continue negotiations with several community agencies that serve the stated aims of the Neighborhood Schools Plan including a partnership with Journey House, Inc. to build an addition to Longfellow Elementary school that would include two (2) early childhood classrooms with fifty (50) seats and five (5) middle school classrooms with one hundred thirty five (135) seats. Expenditures were not authorized by this Board item.

3. At its meeting of September 26, 2002, the Board authorized the Administration to enter into a development agreement services contract with Journey House for the Longfellow Elementary School addition.

4. On April 4, 2003, Journey House gave notice to the Office of Neighborhood Schools of its decision not to sign the Board approved Development Agreement to proceed with the project citing the current development approach as not being achievable.

5. On September 17, 2003, Journey House, Inc. representatives met with ONS staff to propose an alternative approach to development of the project requiring MPS to enter into a long term ground lease agreement for that portion of land on which their facility will be built.

6. Since the adoption of the Neighborhood School Plan, $48,800 has been expended on the Longfellow/Journey House partnership for pre-development activities.

Administration's Analysis

7. A ground lease will allow Journey House to lease the portion of land Journey House will occupy. Terms of the lease, including duration, will be detailed in a fully executed agreement.

8. A ground lease agreement will allow Journey House to increase the likelihood of securing funds as well as other ancillary resources for the project.

9. This development activity would allow the organization to own the new facility, expand their programming opportunities, and have other benefits associated with ownership.

Strategic Plan Compatibility Statement

10. The implementation of the Neighborhood Schools Plan is one of the strategic initiatives of the District.

Statute, Board Policy or Rules Statement

11. Board Administrative Policy 3.09: Purchasing and Bidding Requirement mandates Board approval for expenditures over $49,999.

Fiscal Impact Statement

12. Funding for the Longfellow/Journey House partnership project is estimated to cost approximately $10,000,000. The MPS budget for this project has been approved as part of the Neighborhood Schools Plan. The MPS portion is estimated to be approximately $4,026,000, with Journey House portion estimated to be $6,000,000. Additionally, Journey House is willing to provide a $1 million endowment to cover maintenance and operating expenses associated with their facility. Approval of this recommendation will not result in any expenditure at this time. The finalized agreement will be brought back to the Board for approval.

Implementation and Assessment Plan

13. Upon approval, the Administration will begin negotiating a ground-lease agreement with Journey House, Inc. and will seek to obtain approval from the City of Milwaukee. The negotiated ground-lease agreement will be brought back to the Board for approval.

Committee Recommendation

Your Committee recommends that the Board direct the Administration to negotiate a long-term ground lease agreement with Journey House, Inc., for the purpose of constructing an adjacent facility to Longfellow Elementary School that the organization will own. The finalized agreement shall be brought back to the Board for approval.

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

* * * * *

(Item 11) Action on a Recommendation to Enter into Sole-Source Contracts for GEAR UP

Administration's Analysis

1. The U.S. Department of Education has awarded MPS a Gaining Early Awareness and Readiness for Undergraduate Programs (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 "to ensure that disadvantaged middle school and secondary school students are prepared for, pursue, and succeed in postsecondary education." In the first year, MPS-GEAR UP provided a broad range of pre-college activities to engage middle-school students from Burroughs, Muir, and Webster. Over 300 students participated in on-campus experiences at colleges across the state. Staff development focused on the evaluation of curriculum needs and the development of direct and indirect support strategies to increase the academic achievement of all students in the seventh-grade cohort. MATC and the YMCA are direct partners in the initiative. MPS-GEAR UP also collaborates with UWM-GEAR UP and Wisconsin DPI-GEAR UP to prepare our students to enter and succeed in postsecondary institutions in greater numbers.

2. The MPS-GEAR UP initiative began with the 1999-2000 seventh-grade class cohort from Burroughs, Muir and Webster Middle Schools. GEAR UP Site Coordinators were assigned in each school, and GEAR UP teams were formed to assess and support the needs of students, staff, and parents. Pre-college opportunities were implemented to introduce the first cohort of students to on-campus pre-college experiences. For each year of the five-year grant, GEAR UP adds the new seventh-grade cohort from the middle schools and follows students who continue in eighth grade in these schools. The largest numbers of students from these schools have gone on to Madison University High School and Vincent High School. Currently all students in seventh and eighth grades at Burroughs, Muir, and Webster, and all students in ninth, tenth and eleventh grades at Madison and Vincent, participate in the MPS GEAR-UP Program.

3. In the second year, MPS-GEAR UP focused on significantly increasing the number of students who were able to pass the proficiency requirements to enter high school. GEAR UP supported expansion of the academic-support programs in reading, mathematics, and literacy for all GEAR UP students. GEAR UP schools created partnerships with area colleges and developed community resources, including Briggs and Stratton (Webster), the Police Athletic League (Burroughs), and the National Society of Black Engineers (Muir, Burroughs, and Webster). Staff-development resources were used to engage teachers from the Northside Neighborhood of Schools with GEAR UP staff to develop a seamless curriculum and benchmarks connecting students' academic performance from kindergarten through eighth grade.

4. MATC instructors met with MPS teachers to create a Reading Booster Camp curriculum that mirrors the curriculum in the middle-school classroom. These camps have been expanded to serve the UWM-GEAR UP and Wisconsin DPI-GEAR UP students. The YMCA expanded the One-on-One mentor program in each of the middle schools and added a leadership component through its Youth in Government curriculum and Girls' Night Out curriculum. The most effective outcome of GEAR UP in the second year was the development of collaborations across our schools and community that created student-specific interventions to accelerate learning in the classroom.

5. In the third year, these successful programs continued to serve continuing and new GEAR UP students. Summer programs were implemented at Madison and Vincent High Schools to move eighth-grade-transitional students on to ninth grade. The middle schools brought staff in during the summer to enhance existing curriculum and to integrate college themes into the GEAR UP school environments. In partnership with the MPS public relations department, MPS-GEAR UP launched a public awareness and education program to encourage parental and community support for college as a real opportunity for all students. Along with this public effort, many of our GEAR UP schools expanded efficacy training to staff, students, and parents. Our goal in the third year was to make "I'm Going to Go" and "Do College" a real possibility for MPS students and families

6. In the fourth year of the grant, each GEAR UP middle school has integrated our "GEAR UP & Do College" theme into the school curriculum. Burroughs celebrates "Colleges Around the World," Muir has introduced "College Day," and Webster has expanded its "Adopt A College" curriculum into the sixth, seventh and eighth grades.

These curricular expansions have integrated college opportunity into the students' daily experience. Madison University High School has used GEAR UP resources to provide academic and student support services to its International Baccalaureate program. Vincent High School has expanded advanced placement opportunities for all GEAR UP students.

7. The first Wisconsin State GEAR UP Conference was held in March 2002. The theme was "Connecting the Dots: Responding to the Challenge of Collaboration." Representatives from MPS, UWM, DPI, UW-Eau Claire, and St. Olaf (Minnesota) met 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." Statewide GEAR UP staff shared ideas on how to integrate the philosophy of GEAR UP into the educational environment and how to make GEAR UP a permanent asset for low-income students across the state.

8. At the National GEAR UP Conference in July 2002, the MPS GEAR UP "I'm Going To Go" video was showcased as a best example of encouraging 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 as a vehicle to introduce students, kindergarten through high school, to their individual educational journeys.

9. A partnership with UW-Milwaukee evaluators is being implemented to better correlate the effectiveness of GEAR UP activities to the academic achievement of GEAR UP students for data-driven decisions. MPS-GEAR UP collaborated with UW-Milwaukee, Wisconsin DPI, UW-Eau Claire, and St. Olaf (Minnesota) to host our second statewide GEAR UP conference. The goal of the 2002-2003 school year has been to build sustainability into our GEAR UP schools' culture.

10. GEAR UP is closely aligned with the No Child Left Behind Act, focusing on all students being at or above grade level in reading, writing, and mathematics. GEAR UP, which uses proven research-based programs and methods, provides services to all students in the cohorts in participating GEAR UP schools and classrooms and ensures equal access to program activities and services. GEAR UP funding provides opportunities for staff development and improvements in educational practice, benefiting students, teachers, and the school environment. GEAR UP actively engages and educates parents and entire families about the pathway to college and the roles which adults at home play in helping children achieve academically.

11. GEAR UP is aligned with the Superintendent's five capacity builders:

    a. Academic support activities are developed in collaboration with GEAR UP partners and classroom teachers to ensure that content is connected to the learning targets (1. Curriculum aligned to state standards and assessments);

    b. GEAR UP's goals, activities, and funding are incorporated into the school educational plan. GEAR UP academic activities are pre- and post- tested to evaluate effectiveness of interventions (2. Effective working education plan that is data-driven);

    c. A GEAR UP team has been established in each of the GEAR UP schools to identify areas of need and how to best respond to the identified need (3. Shared decision-making model);

    d. GEAR UP budgets provide for direct funding of staff development and curriculum enhancements. The budget also provides funds to educate parents and community in the college potential for all students (4. Fiscal Responsibility);

    e. GEAR UP requires the development of partnerships with institutions of higher education and community organizations to create relationships that will continue after GEAR UP funding ends. The MPS-GEAR UP collaborates with other GEAR UP programs across the state to ensure the integration of post-secondary opportunity into the educational environment in our schools (5. Professional learning communities).

12. The total five-year award to MPS of $8,912,429 is part of the federal GEAR UP initiative. Each year, prior to the release of the yearly grant dollars, the U.S. Department of Education reviews the MPS GEAR UP initiative. The five-year award breaks down as follows:

first year..... $855,344

second year $1,480,192

third year..... $1,936,260

fourth year..... $2,317,462

fifth year ..... $2,323,171.

13. The middle schools funded by GEAR UP use the funds primarily to increase the academic achievement of all cohort students by including college-preparatory activities for students and their parents. Staff development is focused on student success, and each GEAR UP school has a site coordinator to engage the whole school community.

14. The high schools funded by GEAR UP use the funds to continue to support their ninth-, tenth-, and eleventh-grade students to meet the goals of the grant. This will include the creation of advanced-placement courses to challenge those eighth-grade students who have met the requirements of their current grade levels. GEAR UP will also use funds to develop pre-college ACT and SAT test-taking skills for students. MATC will work with MPS staff to expand the resources of four-year institutions in our community and the state of Wisconsin to support pre-college preparedness in our children.

15. The Administration is recommending that the Board approve the following sole-source contracts for educational services:

- Milwaukee Area Technical College (MATC).....$176,760

  This grant includes subcontracting $176,760 in the fifth year to Milwaukee Area Technical College (MATC) to support the existing partnership and academic support programs. Specifically, MATC has developed and will provide GEAR UP academic camps on Saturdays for MPS GEAR UP students in middle and high school. Academic camps will also be developed and made available to students during the summer, based on a needs assessment developed and administered in the second semester. During the first year of GEAR UP, MATC developed "Learning Adventures," a unique learning opportunity that offers online high-school and middle-school curriculum modules as supplemental learning tools. This GEAR UP academic outcome will be available to all students throughout Milwaukee who have Internet access. During the 2003-2004 school year, MATC will provide college workshops for students and their parents.

- YMCA of Metropolitan Milwaukee.....$155,328

  The GEAR UP grant includes subcontracting $155,328 in the fifth year to the YMCA of Metropolitan Milwaukee to support GEAR UP students from the project-funded schools. The YMCA, which will provide access to YMCA facilities throughout the Milwaukee metropolitan area for MPS-GEAR UP students, will 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. The YMCA will collaborate with MATC and MPS in developing support strategies for the summer academic camps. The YMCA will also reach out to the broader Milwaukee community to incorporate local role models for mentoring.

- Thomas Johnson, Educational Services & Programs.....$95,439

  The GEAR UP grant includes subcontracting $95,439 in the fifth year to Thomas Johnson, whom principals from the GEAR UP schools have selected as the project coordinator for GEAR UP. Mr. Johnson has previously provided leadership for the northwest cluster of schools through the Responsive Schools Project.

The role state for the position of project coordinator, which was developed by the principals in collaboration with Mr. Johnson, is available to the Board of Schools Directors upon request. Mr. Johnson will work with the schools 12 months per year as the liaison to the MPS-GEAR UP schools and partners, providing the administrative leadership to accomplish the goals and objectives of the grant in coordination with the MPS-GEAR UP schools and partners. Mr. Johnson, who will report to the GEAR UP program director and MPS-GEAR UP management team on a regular basis regarding the status of project activities, will prepare progress reports and develop the annual evaluation report with support from the Division of Research and Assessment.

Strategic Plan Accountability Statement

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

Statute, Board Policy or Rules Statement

17. The recommendation is consistent with state statutes, MPS policies and rules, and federal guidelines for grant awards.

Fiscal Impact Statement

18. 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 (Contracted Services) and GEN-0-0-GU4-DW-ECNS (Consultant Services).

Implementation and Assessment Plan

19. 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 and strategy must support academic performance. There must be a continuous cycle of improvement based on data gathered throughout the year. GEAR UP evaluations will be done quarterly, based on this process.

20. Reports will be completed at the end of each project year, with a final report to be provided at the end of the fifth 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, and college readiness.

Committee Recommendation

Your Committee recommends that the Board authorize the Administration to enter into sole-source contracts, not to exceed the dollar amounts stated below, for educational enhancement services, to be funded from September 1, 2003, through August 31, 2004, through the U.S. Department of Education's GEAR UP project:

- MATC (September 2003-August 2004).....$176,760
- YMCA of Metropolitan Milwaukee (September 2003-August 2004) $155,328
- Thomas Johnson (September 2003-August 2004) $95,439

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

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(Item 12) Action to Amend Administrative Policy 5.01, Facilities; Administrative Policy 5.03, Siting and Installation of Wireless Communication Facilities on District-Owned Land or Building Space; and Administrative Procedure 5.01(3), Rentals and Services (Leases); and Clarification of the Use of Revenue Generated by leases and Easements

Background

1. At its meeting of April 15, 2003, (Proc., pp. 35-36) the Board authorized the Administration to enter into a lease agreement with AT&T Wireless Services to erect a wireless communication facility at Riverside High School, with the proceeds of the 5-year contract to be directed to Riverside High School.

2. The action relating to the lease at Riverside High School was the fourth in the last two years involving leases or easements at schools. The other actions include:

a. On January 30, 2001, (Proc., pp. 493-494) the Board authorized a permanent easement for a communications vault at Zablocki School, which generated $7,500 in one-time revenue. Funds were placed in the Construction Fund and used to fund modifications at the school.

b. On November 27, 2001, (Proc., pp. 427-431) the Board approved leases for communications facilities at Hamilton High School and Central Services, which generated a total of $30,000 annual revenue. Funds were placed in the Construction Fund to accelerate the District's classroom telephone upgrade project.

c. On December 19, 2002, (Proc., pp. 682-683) the Board authorized a permanent easement for a telecommunication vault at Sarah A. Scott Middle School, which generated $22,000 in one-time revenue. Funds were placed in the Construction Fund and used for general district purposes.

3. In each of these instances, the Board raised questions relative to the use of the revenue. It has been a long-standing district practice to deposit revenue generated from easements and leases in the Construction Fund to be used for general district purposes. State law requires funds from the sale of property, including permanent easements, to be deposited into the Construction Fund, but does not require such deposit of funds from leases.

Administration's Analysis

4. In order to meet Board concerns, the Administration has reviewed state statutes, Board policy and procedures, and past practice in order to develop more consistent changes to the policies and procedures.

5. In developing these proposed changes, the Administration has sought to maximize resources that benefit schools, while taking care to balanced the ability of the schools to benefit from the lease with the need to recover any new or continued district costs for overhead or maintenance that may occur as a result of the occupancy., and to determine whether the use would be considered temporary (lease) or permanent (easement or sale). The proposed changes to policies and procedures were designed to create a balance that would enable schools to benefit from all temporary uses of their buildings or sites, while allowing the District as a whole to benefit from permanent uses.

6. The Administration believes that charges for any use of district facilities should fully recover additional central costs that are not recovered through other source. Based on previous use of MPS facilities, additional or new and continuing central costs to be recovered may include, but need not be limited to, additional building operations, grounds or security personnel and supply costs, building renovation or other improvement costs, utilities, district mail services, outside legal counsel, and lessor's share of annual cyclical maintenance costs, where appropriate.

7. In the case of the partial lease or non-permanent easement of operating schools, the Administration recommends that revenue remaining after central costs are recovered should be credited to the school. 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, it is recommended that the remaining revenue continue to be credited to the Construction Fund, which is consistent with state law regarding the disposition of surplus property.

As a result, no changes are being recommended at this time in the use of revenue generated by approval of easements or the sale of property. Revenue will continue to be placed in the Construction Fund for district purposes.

8. Revisions to two policies and one procedure and the creation of one new policy are needed to implement these changes. Proposed revisions are to Administrative Policy 5.01(2)(b)(4), regarding the disposition of surplus property; Administrative Procedure 5.01(3)(3), regarding partial lease of facilities; and Administrative Policy 5.03, regarding the siting and installation of wireless communications facilities. The creation of Administrative Policy 5.01(2)(b)(5), related to easements, is also recommended.

Strategic Plan Compatibility

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.

Statute, Board Policy or Rule Statement

10. In order to enable schools to benefit from temporary use of their buildings and grounds, the Administration proposes the creation of a new policy regarding easements, a revision of the policy related to the siting of communications facilities on district property, and changes in policies and procedures associated with the disposition of surplus property and the partial lease of facilities. These include:

a. Administrative Policy 5.01(2)(ab)(4), Disposition of Surplus School Property

b. Administrative Policy 5.01(2)(b)(5), Easements

c. Administrative Procedure 5.01(3)(3), Lease Provisions: Partial Use

d. Administrative Policy 5.03, Siting and Installation of Wireless Communications Facilities on District-Owned Land or Building Space.

Fiscal Impact Statement

11. There is no fiscal impact to the District in implementing the proposed policy changes.

12. Upon adoption of the Fall budget amendment, the Administration will increase Steuben Middle School's FY04 allocation by $25,000, reflecting 100% of proceeds from the partial lease of Steuben Middle School by the Milwaukee Leadership Training Academy. North Division High School's FY04 allocation will be increased by $3,600, reflecting 100% of proceeds from the partial lease of North Division High School by the Private Industry Council.

Implementation and Assessment Plan

13. Upon approval by the Board, the Administration will notify all schools and principals of the change. Policy and procedure changes will be incorporated into all new leases negotiated after Board approval.

Committee Recommendation

Your Committee recommends that the Board approve changes to Administrative Policy 5.01(2)(a)(4), Disposition of Surplus School Property; Administrative Procedure 5.01(3)(3), Lease Provisions: Partial Use; and Administrative Policy 5.03(b), Siting and Installation of Wireless Communication Facilities on District-Owned Land or Building Space, and approve creation of administrative policy as follows:

Administrative Policy 5.01(2)(b)(4) — Disposition of Surplus School Property

(4) As a general practice, all leases will be executed to minimize or eliminate all costs to the Board of School Directors. Net revenue generated from fees for the lease of vacant buildings owned by the Board shall be placed in the Construction Fund, .unless otherwise designated by the Board.

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Administrative Policy 5.01(2)(a)(6) — Easements

1. Easements that are required to provide services for district facilities shall be executed by the superintendent or his/her designee.

2. Easements that are requested by outside agencies are to be brought to the Board for approval. The revenue generated by the granting of any easement to an outside agency shall be based on fair market value. Any revenue generated by the granting of an easement at a school site that exceeds district expenses shall be allocated to the local school. All net revenue that is generated at a non-school site shall be placed in the Construction Fund.

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Administrative Procedure 5.01(3)(3) — Lease Provisions: Partial Use

g. Rental fees for the partial leasing of an operating school shall be structured to enable the District to recover the costs associated with the operation and maintenance associated with the leased portion of the facility. In addition, a base rental charge equal to the comparable net lease rate of commercial property in the area shall be charged and shall accrue to the local school.

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Administrative Policy 5.03(3)(b) — Siting and Installation of Wireless Communication Facilities on District-Owned Land or Building Space

(b) Lease Fees. The Division of Facilities and Maintenance Services shall negotiate the terms of the lease. The lease shall, at a minimum, cover all district expenses. Any revenue generated by the lease fees at school sites that exceed district expenses shall be placed in the local school budget. All lease fees generated at non-school sites shall be placed in the Construction Fund.

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

* * * * *

(Item 13) Action on Resolution 0304R-009 by Director Blewett Regarding the Development of a Recycling Program

Background

At its meeting of July 31, 2003, (Proc. p. 287) the Board referred the following resolution 0304R-009 by Director Blewett to the Committee on Finance/Personnel:

WHEREAS, The Milwaukee Public Schools is committed to providing a safe and healthy learning environment for our children in efforts to improve their quality of life; and

WHEREAS, The quality of life is enhanced by balancing the needs for environmental conservation; and

WHEREAS, Children with education regarding the environment tend to show greater levels of respect and a willingness to protect the environment through mechanisms such as recycling; and

WHEREAS, Area school districts receive grants for participating in practices such as recycling; and

WHEREAS, The City of Milwaukee has implemented a recycling program; and

WHEREAS, The City of Milwaukee acts as an agent to Milwaukee Public Schools and can provide guidance for the District in establishing a recycling program; now, therefore, be it

RESOLVED, That the Administration be directed to develop a district-wide recycling program that includes all schools, recreation sites, and Central Services offices; and be it

FURTHER RESOLVED, That the Administration develop this plan to include an educational component to be delivered to all students and staff of the District on how to implement and maintain the recycling program during the 2003-04 school year.

Administration's Analysis

1. The 1989 Wisconsin Act 335 legislated recycling in three stages by banning certain materials from solid-waste disposal facilities. The first stage of the act established that, after January 1, 1991, no person may dispose of lead acid batteries, major appliances, or waste oil in a solid-waste disposal facility (landfill). Stage two of the act stated that, after January 1, 1993, no yard waste may be disposed in a landfill. Lastly, stage three establishes that, after January 1, 1995, no one may dispose of paper products, glass, #1 & #2 plastics, and certain aluminum or steel containers in a landfill. MPS complied with stage one and two by communicating with the schools the proper way to dispose of batteries, waste oil, appliances, and yard waste.

2. Prior to April 1992, MPS used incinerators to dispose of the paper waste (stage-three wastes), many of which failed to meet the Clean Air standards. In order to comply with both the Clean Air standards and new recycling laws, Milwaukee Public Schools abandoned its incinerators and began recycling. In the 1990-91 school year, a small recycling pilot program was performed using Barbara A. Bender (BAB) at Milwaukee High School of the Arts, Rufus King High School, Roosevelt Middle School of the Arts, and 21st Street School.

3. The results of the pilot program were used to develop the bidding documents used to solicit bids for a three-year district-wide recycling program. At its meeting of August 26, 1992, (Proc. pp. 212-213) the Board awarded a contract to Alliance Environmental Services in the amount of $175,135. The recycling program began in November 1992, with the recycling company providing large outside containers for paper, plastic, glass, and metal at all MPS schools and office buildings. The recycling company emptied the containers on a regular basis and transported the materials to a recycling facility. MPS typically generates roughly 40,000 cubic yards of recyclable materials per year.

4. It was determined that the program was not practical at recreation sites since the containers are kept outdoors, unmonitored and subject to contamination, which would result in increased costs to take the contaminated materials to landfills. In addition, MPS received a small grant to evaluate and try a small pilot program to recycle milk cartons at Grant School in 1993. It was determined that recycling milk cartons was not cost-effective, as paper products became contaminated with food waste and had to be taken to landfills.

5. Educational and informational materials, as well as site visitations, were and still are used to communicate to students and staff how recycling contributes to providing a safe and healthy learning environment as well as to improving the overall environment and meeting the State of Wisconsin's law regarding recycling. Schools devise systems that work for them. In some schools, student clubs take recyclables to the outdoor dumpster or the loading dock and prepare posters and presentations to remind others to recycle correctly. Staff from Facilities and Maintenance Services and the recycling vendor have made numerous presentations to schools and assisted in providing the classroom teachers with materials to incorporate recycling into their curriculum.

6. The disposal of lab and industrial chemicals, light tubes, ballasts, televisions, and computer terminals are handled through a separate Clean Sweep program that is periodically conducted by the District or other organizations.

Strategic Plan Compatibility Statement

7. The Administration's analysis supports the Milwaukee Public Schools' Strategic Plan, Goal 1, Student Achievement, by providing a direct link between the classroom and environmental education.

Statute, Board Policy or Rule Statement

8. The Administration's report is consistent with Administrative Policy 3.09, Purchasing and Bidding Requirements, and state laws.

Fiscal impact statement

9. Every three years, MPS solicits bids from various recycling companies. Currently, MPS has a three-year contract with Onyx/Superior Disposal to provide recycling services. This contract began on July 1, 2002, for a base cost of $50,000. Effective July 1, 2003, the base cost was increased by 2% to $51,000. Our contract with Onyx/Superior Disposal is effective through June 30, 2005.

Committee Recommendations

Your Committee recommends that the Board:

1. accept the Administration's response to Resolution 0304R-009; and
2. Direct the Administration to implement recycling of materials at the Administration's discretion at major MPS recreational sites, commencing in the Spring, and to report back to the Committee in the Fall of 2004.

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

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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 September 30, October 1, 2, 6, 7, 8, 10, 13, 14, 15, 16, 21, 22, 23, and 24, 2003, with the Board stressing to the administration the necessity of having three panel members present at all Independent Hearing Panel meetings.

The motion prevailed, the vote being as follows:

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

Noes—None.

Voting "present"—Director Blewett—1.

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COMMUNICATIONS AND PETITIONS

The Director, Office of Board Governance/Board Clerk, presented the following communications:

(Item A) Communication 0304C-001 from Matthew Pietz Regarding the Establishment of Two Major Recreational Centers

Referred to the Committee on Finance/Personnel.

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RESOLUTIONS

Resolution 0304R-018

by Director Johnson

WHEREAS, Rufus King High School for College Bound has offered a recognized International Baccalaureate (IB) Program since 1979; and

WHEREAS, Approximately eighty-five to ninety 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 2004-2005 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 are currently 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, Due to a desire to fully examine all options to best meet the needs of this unique school and program, and after consulting with the City Attorney's office, 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, School and District staff members are 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, 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 2004-2005 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 2004-2005 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.

Resolution 0304R-019

by Director Morales

WHEREAS, The Milwaukee Public Schools (MPS) provides medical benefits to thousands of its employees and retirees; and

WHEREAS, The cost of providing these benefits has risen dramatically in recent years, due in large part to the increase in the cost of prescription drugs, contributing to the budget crisis which the District now faces; and

WHEREAS, Rising healthcare costs in MPS increase the burden on Milwaukee taxpayers and divert funds from vital educational programs; and

WHEREAS, Pharmaceutical companies charge less for prescription medications in Canada than they do in the United States; and

WHEREAS, In an effort to control its burgeoning healthcare costs, the State of Wisconsin, like many states across the country, has approached the federal government about revising its regulations which prohibit state and local governments from purchasing prescription medications directly from Canadian sources; and

WHEREAS, Any arrangement that allows governmental agencies to procure prescriptions at lower prices ultimately benefits all taxpayers; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors hereby endorses the efforts of the State of Wisconsin to revise federal regulations that prohibit state and local governmental units from purchasing prescription medications from Canada; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors shall send a letter expressing its endorsement of the State's efforts to each of the elected officials who represent the children, parents, and employees of MPS at the federal level.

Referred to the Committee on Legislation Rules and Policies.

Resolution 0304R-020

by Director Hardin

WHEREAS, Palmer Elementary School has experienced a decline in student enrollment from 550 students in 1998-1999 school year to 224 students for the 2003-2004 school year; and

WHEREAS, Recent real estate development in the Palmer attendance area has significantly changed the student demographics of the area; and

WHEREAS, One factor which has contributed to the decline in student enrollment at Palmer is the fact that families that once resided in the Palmer attendance area are unable to return to Palmer because their new residences are outside the blue transportation region; and

WHEREAS, A review of data regarding the performance of students at Palmer on the Wisconsin Knowledge and Concepts Examination (WKCE) indicates that Palmer has maintained steady improvement in all areas of academics and that Palmer is *not* in need of improvement under the guidelines of the No Child Left Behind Act; and

WHEREAS, The Palmer School community and governance council have expressed an interest in maintaining the viability of Palmer School and have supported the K-8 grade organization as well as the extended transportation service for the school; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors supports Palmer School's principal, governance council, and school community in maintaining Palmer School as a viable school that serves as a anchor in the community; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors directs the Administration to work with Palmer School to bring forth to the Board by December 2003 a plan to expand Palmer's grade organization from K-5 to K-8; and be it

FURTHER RESOLVED, That the Administration work with Palmer School to develop and extend transportation service, without significantly increasing the cost of transportation, to benefit the Palmer students who move out of the transportation region, beginning with the 2004-2005 school year.

Referred to the Committee on Innovation/School Reform and to the Committee on Finance/Personnel.

Resolution 0304R-021

By Director Morales:

WHEREAS, The State of Wisconsin has the duty to create educational opportunities for all children in this state, which in the end can create a more diverse and educated workforce; and

WHEREAS, when the youth of today realize the opportunities that are afforded them through higher education, drop-outs and habitual truancy will decrease; and

WHEREAS, Assembly Bill 95 introduced by State Representatives. Colon, Krawczyk, Zepnick, Young, Berceau, Pocan, Hahn, J. Lehman, Townsend and Turner, cosponsored by Senators Carpenter, Risser and Chvala would allow children of aliens who are not legal permanent residents of the United States to pay resident tuition for the University of Wisconsin System and the Wisconsin Technical College System if they meet strict criteria; and

WHEREAS, The government is currently obligated to educate all children from kindergarten through 12th grade, but when it comes to college, countless undocumented students are not afforded the same benefit that all other Wisconsin residents receive; and

WHEREAS, These children, who would otherwise qualify for college due to their grades and test scores, are prohibited from attending the UW System due to the high cost of out-of-state tuition; and

WHEREAS, The difference between in-state and out-of-state tuition at the UW-Madison campus is over $14,000 per year, which makes the cost of higher education prohibitive; and

WHEREAS, This provision would not produce special privileges or exceptions for any class of people, but instead would create a level playing field where educational opportunities are available for those that meet even stricter residency standards than for Wisconsin residents attending UW System schools; and

WHEREAS, If leaders, educators, and parents encourage Wisconsin's children to achieve their dreams by attending college, then a mixed message is sent to those who are undocumented through no fault of their own; and

WHEREAS, The University of Wisconsin System is striving to enroll a more ethnically diverse student population, then the state government should be doing everything within its power to reach that goal;

WHEREAS, In March of 2002, the Board approved resolution 0102R-045 and directed the Administration to support similar legislation offering in-state tuition rates at University of Wisconsin System schools, but not Wisconsin Technical College System schools, for all prospective and qualified students, including undocumented students with verified residency now, therefore, be it

RESOLVED, That the State of Wisconsin has the responsibility to create an equal opportunity by offering in-state tuition rates; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors support legislation consistent with federal law that assists in achieving this goal; and be it

FURTHER RESOLVED, That the Board direct the Administration to support legislation consistent with federal law that assists in achieving this goal.

Referred to the Committee on Legislation, Rules and Policies.

Director Horton moved to discharge the Committee on Finance/Personnel from further consideration of Resolution 9899R-099 and to refer the resolution to the Committee on Special Education.

The motion prevailed, the vote being as follows:

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

Noes—None.

Director Johnson moved to discharge the Committee on Innovation/School Reform from further consideration of Resolution 9899R-027 and to refer the resolution to the Committee on Special Education.

The motion prevailed, the vote being as follows:

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

Noes—None.

Director Johnson moved to discharge the Committee on Innovation/School Reform from further consideration of Resolution 0203R-006 and to refer the resolution to the Committee on Special Education.

The motion prevailed, the vote being as follows:

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

Noes—None.

The Board recessed from 8:12 to 8:38 PM.

The Board adjourned at 9:23 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
OCTOBER 30, 2003

Special meeting of the Board of School Directors called to order by President Spence at 7:17 PM.

Present—Directors Blewett, Dannecker, Horton, Johnson, Morales, O'Neil, and President Spence—7.

Absent and excused—Directors Balistreri and Hardin—2.

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

October 27, 2003

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Jeff Spence, a special meeting of the Milwaukee Board of School Directors will be held at 6:00 p.m., Thursday, October 30, 2003, 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 appeals of disciplinary actions 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 Johnson 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 Blewett, Dannecker, Horton, Johnson, Morales, O'Neil and President Spence—7.

Noes—None.

The hearing was closed at 7:20 PM.

Director Dannecker moved that the Board retire to executive session. to deliberate the matter under the provisions of Section 19.85(1)(a), Wisconsin Statutes.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Dannecker, Horton, Johnson, Morales, O'Neil and President Spence—7.

Noes—None.

The Board retired to executive session at 8:21 PM.

The Board reconvened the hearing at 9:20 PM.

At 9:58 PM, the Board adjourned pending the submission of written briefs.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
NOVEMBER 20, 2003

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

Present—Directors Balistreri, Blewett (7:01 PM), Dannecker, Hardin, Horton, Johnson, Morales, O'Neil, and President Spence—9.

Absent—None.

President Spence asked the Board and the audience to share in a moment of silence in memory of Da-joun Garner, a freshman at Madison University High School, who died tragically on November 9, 2003.

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:

Paul R. Zettel,
Teacher,
Riverside University High School

Mr. Paul R. Zettel, who has been a teacher in Milwaukee Public Schools for 16 years, currently is a health education instructor at Riverside University High School. He was destined for a career in urban economics and law when his mother mentioned to him that teachers "change the world one student at a time." This statement, coupled with his own positive experiences as a student in Milwaukee Public Schools, changed the course of his career. The students of Milwaukee have been the beneficiaries.

Twenty years into teaching, Mr. Zettel often reflects on the importance of an empowering curriculum in changing the world one student at a time. He was an early proponent of aligning curriculum to the national standards for health education as well as authentic assessment. He has found authentic assessment to be effective in providing students with the opportunity to analyze concepts and information while illustrating the levels at which they have mastered the material.

Throughout his career, Mr. Zettel has consistently sought out the top professionals in his field to identify and study the best techniques for teaching health education. Mr. Zettel continues to seek the top professionals in his field in a quest for continuous improvement, with one difference — he now joins their ranks as one who is sought out by his own peers in their quests for continuous improvement. He is a team player who fosters a collaborative spirit among his peers because he believes "we give lessons because we are here for the kids so they can be successful in the classroom and beyond."

Mr. Zettel has provided his students with a variety of enriching opportunities that reach beyond the walls of his classroom, including the development of a career homeroom for students who want to be involved with awareness projects on issues that affect youth; Peers With Impact, a program that trains high-school students to give workshops to elementary- and middle-school students about the dangers of alcohol, tobacco, and other drugs; annual participation in community-based events such as *Take Back The Night*; canoe trips in partnership with the Urban Ecology Center; and implementation of a sexual-assault-prevention program that provides students with the skills to recognize danger and to prevent themselves and others from becoming victims.

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

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Special Recognition

The fourth annual International Education Week, held November 17-21, 2003, is jointly sponsored by the U.S. Department of State and the U.S. Department of Education.

Americans have recently experienced several world events that leave us with little doubt that we are living in an interconnected world. The need for understanding other cultures, languages, and global issues and for acquiring skills to be successful global citizens has become increasingly more significant.

To better understand this new 21st-century world, it is necessary to expose our students to languages, cultures, and challenges outside our borders. It is necessary for them to understand world issues and their connections to them. One way to do this is through reading, which is a very sophisticated and powerful tool that can open up new worlds for all students. One can read a book by an author from another place and culture different from one's own and can experience life in that culture through the words of those whose experiences are different from one's own. Another powerful way is through personal contact with persons from other parts of the global community.

As the nations of the world become more interdependent, it becomes increasingly important that students develop a sense of global citizenship. Educational exchange programs provide opportunities for students and teachers to become ambassadors of their home countries and to personally experience other countries and cultures. Through such experiences, students develop an appreciation for the richness and variety within the human community and they gain a comparative perspective on their own life experience. They learn to relate with dignity, respect, and understanding to others' cultural traditions, and "begin to walk in someone else's shoes." These students develop new perspectives and gain a greater understanding and appreciation of the world community.

Through these experiences, they develop lasting bonds with their host families, school communities, and friends. Through immersion, students may acquire other languages that influence their future educational choice and careers.

Opening our schools, homes, and communities to students and teachers from other places in the world allows our students, teachers, and communities to learn about those with whom we share the world.

This year, Milwaukee Public Schools has hosted teachers from China, England, and Japan, guests from the U.S. Department of State, and 52 international-exchange students from five continents and 16 countries.

The Milwaukee Public Schools recognize the following Milwaukee Public Schools international students, international teachers, host schools, host families, and international exchange programs for their contributions to promoting friendship, peace, and understanding through international education and exchange:

American Councils for International Education (ACCELS) — Rebecca Kron, Program Representative
Sergiy Chmykhov, Ukraine, Casimir Pulaski High School
Host Family: Mr. Roman Sowinski

Yekaterina Netayeva, Russia, Casimir Pulaski High School
Host Family: Mr. and Mrs. John Peters

Chingiz Torobekov, Kyrgyzstan, Casimir Pulaski High School
Host Family: Mr. and Mrs. John Peters

AFS-USA, Inc. —Claudette Finke and Patricia Walzak, Program Representatives
Helge Guldvik, Norway, Milwaukee High School of the Arts
Host Family: Mr. and Mrs. Mr. and Mrs. Brandon Klotz

Julia Kreming, Germany, Milwaukee High School of the Arts
Host Family: Mr. and Mrs. D. Cable

Sirikan Charoensiri, Thailand, Milwaukee School of Languages
Host Family: Ms. Gloria Hawkins-Oatis

Daniel Cacesi, Brazil, New School of Community Service
Host Family: Ms. Mary Kay Ruehl

Ka Wing J Chenong, Hong Kong, Riverside University High School
Host Family: Mr. and Mrs. Mark Trafton

Thimphon Wiphusana, Thailand, Riverside University High School
Host Family: Mr. and Mrs. Russell Bronson

ASSE International Student Exchange Programs — Debbie Goetzke, Program Representative
Annette Stuken, Germany, Alexander Hamilton High School
Host Family: Mr. and Mrs. Michael Banch

Center for Cultural Interchange — Marge Ryan and Dianne Koebke, Program Representatives
Yeong Whee Kim, Korea, Bay View High School
Host Family: Mr. and Mrs. Ralph DeVito

Hee-Jae Koo, Korea, Bay View High School
Host Family: Mr. and Mrs. Tim Gallion

EF Education Foundation — Kristine Balazs, Program Representative
Neele Gellermann, Germany, Alexander Hamilton High
Host Family: Mr. and Mrs. Kendel Feilan

Kelly Rebbeck, Australia, Riverside University High School
Host Family: Mr. and Mrs. Kenneth Molli

FACE the World — Alyssa Forman, Rose Tappa, Linda Tomsevic, Beth Ukasick, Carol Zolinski, Program Representatives
Vilma Jurkute, Lithuania, Alexander Hamilton High School
Host Family: Mr. and Mrs. Alfred Gretzinger

Ji-Young Kang, Korea/Germany, Alexander Hamilton High School
Host Family: Ms. Darlene Page-Hoongrajok

Tuan Manh Nguyen, Vietnam, Alexander Hamilton High School
Host Family: Mr. and Mrs. Andy Tran

Sabine Sittig, Germany, Alexander Hamilton High School
Host Family: Mr. and Mrs. Alfred Gretzinger

Marc Weber, Germany, Alexander Hamilton High School
Host Family: Mr. and Mrs. Ken Zolinski

Thanh Do Thanh Huynh, Vietnam, Bay View High School
Host Family: Mr. and Mrsw. Jack Wichgers

Maria Carolina Dutra, Brazil, Casimir Pulaski High School
Host Family: Mr. and Mrs. Chris Tomsevics

Tae Min Kwak, Korea, Casimir Pulaski High School
Host Family: Ms. Therese McGurty

Frank Czyzewski, Germany, Harold S. Vincent High School
Host Family: Ms. Druzella Pierce

Clarissa Maus, Germany, Harold S. Vincent High School
Host Family: Mr. and Mrs. Anthony Hodnett

Jin Young Ahn, Korea, Madison University High School
Host Family: Mr. and Mrs. Steven Rodriguez

An Thien Dao, Vietnam, Madison University High School
Host Family: Mr. and Mrs. Andy Ukasick

Ye Jin Kim, Korea, Madison University High School
Host Family: Mr. and Mrs. David Ihde

Christin Matusch , Germany, Madison University High School
Host Family: Ms. Linda Steinhauser

Dan Quy Nguyen, Vietman, Madison University High School
Host Family: Mr. and Mrs. Tom Mai

Ju Jin Park, Korea, Madison University High School
Host Family: Mr. and Mrs. Russ Venable

Javier Garate, Spain, Milwaukee High School of the Arts
ost Family: Mr. Joseph O'Malley and Ms. Anne Pasero

Wichian Chattakulchai, Thailand, Milwaukee School of Languages
Host Family: Mr. and Mrs. Michael Bavuso

Pierre Dumont, Germany, Milwaukee School of Languages
Host Family: Ms. Suzanne Hinkle

Ragner Herberth, Germany, Milwaukee School of Languages
Host Family: Mr. and Mrs. Mike Unrein

Tim Sommermeier , Germany, Milwaukee School of Languages
Host Family: Ms. Denise Taylor

Christian Ziesche, Germany, Milwaukee School of Languages
Host Family: Mr. and Mrs. Paul Conway

Felix Bernhardt, Germany, South Division High School
Host Family: Mr. and Mrs. Bob Hallfeld

Thi Ba Trinh, Vietman, South Division High School
Host Family: Ms. Carin Rechilicz

Student American International (SAI) — Brenda Price, Program Representative

Stephanie Treatlein, Germany, Rufus King High School for the College Bound
Host Family: Mr. and Mrs. Dennis Smith

Youth For Uuderstanding USA (YFU) — Jim and Joanne Miller, Janaan Dunn, Vicki Hatch, Program Representatives

Kristina How, Australia, Harold S. Vincent High School
Host Family: Mr. and Mrs. Kevin Hatch

Torsten Leibrich, Germany, Harold S. Vincent High School
Host Family: Mr. and Mrs. Kevin Hatch

Yo-Don Park, Korea, Milwaukee High School of the Arts
Host Family: Mr. and Mrs. Scott Riedijk Johnson

Dinara Kovalenko, Kyrgyzstan, Milwaukee School of Languages
Host Family: Mr. and Mrs. Scott Paulson

Zhanar Kusainova, Kazakhstan, Milwaukee School of Languages
Host Family: Mr. and Mrs. James Miller

Nele Odefey, Germany, Milwaukee School of Languages
Host Family: Mr. and Mrs. Paul Jewell

Rebecca Rahn, Germany, Milwaukee School of Languages
Host Family: Mr. and Mrs. James Miller

Yphares Suttmiard, Thailand, Milwaukee School of Languages
Host Family: Mr. and Mrs. Paul Jewell

Toru Takahaski, Japan, Milwaukee School of Languages
Host Family: Mr. and Mrs. Thomas Rohne

Matilda Moro, Ghana, Riverside University High School
Host Family: Mr. Olaoele Femi and Ms. Aclenike Ibitoye

Sebastian Kock, Germany, Rufus King High School for the College Bound
Host Family: Mr. and Mrs. Michael Roseberg

Maria Villarroel Gonzalez, Chile, Rufus King High School for the College Bound
Host Family: Mr. and Mrs. Joseph Gruba

Outbound Milwaukee Public Schools Students

Punita Chawda, Rufus King High School for the College Bound
Ladish Company AFS Scholarship to Japan

International Teachers:

U.S.-China Teacher Exchange Program, National Committee of U.S. — China Relations (One year)

Ms. Dongmei Zhou, Academy of Accelerated Learning
Mr. Cui Xianwen, Milwaukee School of Languages

Wisconsin Japan Education Connection (One month)

Mr. Masaya Onuma , Fairview School
Host Family: Bob and Kathy Lewandowski

Ms. Tomomi Endo, Pierce Elementary School
Host Family: Mary Kae Nelson

Mr. Daisuke Shiba, Kosciuzko Middle School
Host Family: Robert and Melissa Werner

Mr. Shigeki Yaman, Lloyd Street Elementary School
Host Family: Phyllis Bankier and Ted Tousman

Mr. Koya Yamasaki, Milwaukee School of Languages
Host Family: Rae Brown

Ms. Mari Nakai, Neeskara Elementary School
Host Families: Tim and Anne Desotelle and William and Sheila Kerley

Other Awards and Commendations

Staff/Departments

The Division of Recreation and Community Services was selected by *Sports Illustrated* magazine and the National Recreation and Park Association as the #1 Sportstown for the State of Wisconsin. To celebrate the magazine's 50th anniversary, *Sports Illustrated* teamed with the National Recreation and Park Association to recognize one city in each state with the Sportstown honor. The Recreation Division earned this recognition for the city by submitting a 5,800-word essay about the comprehensive sports programming it provides for infants through senior adults. On hand to accept the award were Superintendent William Andrekopoulos, School Board President Jeff Spence, Common Council President Marvin Pratt, and Recreation Director Mary Gissal. The award will be displayed at MPS Central Services, City Hall, and other prominent locations throughout the City of Milwaukee.

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APPROVAL OF MINUTES

The minutes of the regular and special Board meetings of October 1 and 28, 2003, were approved as corrected.

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COMMUNICATIONS FROM THE SUPERINTENDENT

(Item A) Approval of Participation in Athletic Competitions on Sundays

Office of
Superintendent of Schools

TO THE BOARD OF SCHOOL DIRECTORS:

The Wisconsin Interscholastic Athletic Association has a bylaw stating that a school shall not participate in contests on Sunday, unless the board of education or the governing body of all participating institutions approves such participation. Milwaukee Public Schools has two schools participating in weekend boys' basketball tournaments, which may require Sunday participation. Rufus King High School could play on Sunday, December 12, 2003; Sunday, December 27, 2003; and Sunday, January 18, 2004. Washington High School has a tournament scheduled for Sunday, January 18, 2004.

We are requesting that the Milwaukee Board of School Directors approve the participation of these two schools on the dates listed.

If you have any questions, please feel free to contact Mr. Bill Molbeck, Commissioner of Athletics, 475-8219.

Respectfully submitted,

William G. Andrekopoulos
Superintendent of Schools

Director Johnson moved that the Board approve the Superintendent's request, and that the Board give approval for Sunday participation for all sports teams for the remainder of the school year.

The motion prevailed, the vote being as follows:

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

Noes—None.

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COMMUNICATIONS FROM THE BOARD CLERK

(Item A) Action on a Charter School Petition from Kamoni Preparatory Academy

On October 24, 2003, the Kamoni Preparatory Academy submitted a petition to become an MPS instrumentality charter school for the 2004-2005 school year. On Wednesday, November 5, 2003, members of the MPS Charter School Review Panel, along with the Superintendent's Charter School Review Team, met to review the charter school petition. The Review Panel's report is provided below.

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,

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

Analysis

1. The MPS Charter School Review Panel, with the concurrence of the Superintendent's Charter School Review Team, recommends that the concept of the petition by Kamoni Preparatory Academy for instrumentality charter status with Milwaukee Public Schools not be approved at this time. Some of the factors contributing to the decision not to recommend the Kamoni Preparatory Academy are that:

   a. the petition lacked clarity about how the concept would be carried out;

   b. the petition did not clearly identify the curriculum;

   c. the Panel was unsure of how the military aspect of the program would connect to the curriculum;

   d. the petition failed to specify how administrative aspects of the school would be carried out;

   e. there was no evidence in the petition of the school's having developed a budget that would afford it the opportunity to carry out an extended-day program.

Strategic Plan Compatibility Statement

2. 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

3. The recommendation is consistent with Wisconsin Statute 118.40, Charter Schools, and Administrative Policy 9.12, Charter Schools.

Fiscal Impact Statement

4. If the Board approves the charter school petition, the FY 2005 budget will allocate funds to the MPS instrumentality charter in the same manner as it does to other non-contracted MPS schools.

Recommendation

The MPS Charter School Review Panel, with the concurrence of the Superintendent's Charter School Review Team, recommends that the concept of the Kamoni Preparatory Academy petition not be approved at this time.

Director Dannecker moved that the Board resolve itself into a Committee of the Whole for the purpose of giving hearing on the Kamoni Preparatory Academy petition.

The motion prevailed, the vote being as follows:

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

Noes—None.

The Board resolved itself into a Committee of the Whole at 7:35 PM.

The Board rose from the Committee of the Whole at 8:50 PM.

President Spence, who chaired the Committee of the Whole, reported that the Committee had given hearing to interested parties on the matter of the charter school petition from Kamoni Preparatory Academy.

Director Danecker moved that the Board defer voting on this matter for one month.

The motion prevailed, the vote being as follows:

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

Noes—President Spence—1.

Temporarily absent—Director Blewett—1.

* * * * *

REPORTS OF STANDING COMMITTEES

Separate consideration was requested of the following items:

Innovation/School Reform Committee, Item 5, Implementation framework for the High School Redesign Initiative, "The Blueprint for Milwaukee New Vision High Schools;"

Legislation, Rules and Polices Committee, Item 3, a resolution regarding Board election cycles;

Finance/Personnel Committee, Item 1, monthly finance and facilities matters; and
Finance/Personnel Committee, Item 9, changes to Administrative Policy 3.09, Purchasing and Bidding Requirements.

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

The motion prevailed, the vote being as follows:

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

Noes—None.

Temporarily absent—Director Dannecker—1.

COMMITTEE ON INNOVATION/SCHOOL REFORM

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

TO THE BOARD OF SCHOOL DIRECTORS:

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

(Item 1) Action on a Charter School Petition from the Humboldt Park K-8 School

Background

On October 30, 2003, the Humboldt Park K-8 School submitted a petition to become an MPS instrumentality charter school for the 2004-2005 school year. On Wednesday, November 5, 2003, members of the MPS Charter School Review Panel, along with the Superintendent's Charter School Review Team, met to review the charter school petition. At that meeting, staff members, students, parents, and community members demonstrated their passion, commitment, and support for the Humboldt Park K-8 School petition.

Analysis

1. Following the demonstration, both Panel and Team members decided to recommend the concept of the Humboldt Park K-8 School petition to become an MPS instrumentality charter school. Both the Panel and the Team believe that the Humboldt Park K-8 School petition has the components necessary to establish a successful charter school. Some of the factors contributing to the endorsement are that the Humboldt Park K-8 School:

a. has a dedicated staff willing to take ownership of the Humboldt Park K-8 School concept;

b. has a small class size and personal environment that is very attractive to a number of Milwaukee parents and students;

c. uses the team approach to providing individualized learning plans for each student;

d. thoroughly and properly implements the Direct Instruction teaching and learning model, with constant monitoring and evaluation;

e. has developed the supportive infrastructure of students, staff, parents, and community stakeholders necessary to achieve its goals;

f. has proposed a program that would fill a gap in MPS, in that it provides small class size and highly individualized instruction; and

g. has developed the PCTC (Parent, Community, Teacher Council), which has increased parental involvement and attendance. The Council was also very active in the decision to change the curriculum of the school.

2. The MPS Charter School Review Panel, with the concurrence of the Superintendent's Charter School Review Team, 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, funds will be allocated from the FY2005 budget to MPS instrumentality charters in the same manner as other non-contracted MPS schools.

Committee Recommendations

Your Committee recommends that the Board:

1. approve the concept of the Humboldt Park K-8 School petition at this time; and

2. authorize the Office of Diversified Community Schools, in consultation with the Board's designee and the Office of the City Attorney, to begin contract negotiations with representatives from the Humboldt Park K-8 School in anticipation of the establishment of an MPS instrumentality charter school for the 2004-2005 school year.

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

* * * * *

(Item 2) Action on a Charter School Petition from the Genesis School of Business, Technology/Trade, Health and Human Services High School

Background

On October 30, 2003, the Genesis School of Business, Technology/Trade, Health and Human Services High School submitted a petition to become an MPS instrumentality charter school for the 2004-2005 school year. On Wednesday, November 5, 2003, members of the MPS Charter School Review Panel, along with the Superintendent's Charter School Review Team, met to review the charter school petition. At that meeting, staff members, students, parents, and community members demonstrated their passion, commitment, and support for the Genesis School of Business, Technology/Trade, Health and Human Services High School petition.

Analysis

1. Following the demonstration, both Panel and Team members decided to recommend the concept of the Genesis School of Business, Technology/Trade, Health and Human Services High School petition to become an MPS instrumentality charter school. Both the Panel and the Team believe that the Genesis School of Business, Technology/Trade, Health and Human Services High School petition has the components necessary to establish a successful charter school. Some of the factors contributing to the endorsement are that the Genesis School of Business, Technology/Trade, Health and Human Services High School:

a. has a dedicated staff willing to take ownership of the Genesis School of Business, Technology/Trade, Health and Human Services High School's concept;

b. has a small class size and personal environment that is very attractive to a number of Milwaukee parents and high school students;

c. uses the team approach to providing individualized learning plans for each student;

d. has developed valuable partnerships with business and area institution of higher learning to establish internships and job-placement opportunities for students;

e. has developed the supportive infrastructure of students, staff, parents, and community stakeholders necessary to achieve its goals;

f. has proposed a program that would fill a gap in MPS, in that it provides small class size and highly individualized instruction which targets students who are not likely to succeed in large high schools; and

g. has created a community of learners and increased parental involvement through partnerships and the use of its community learning center.

2. The MPS Charter School Review Panel, with the concurrence of the Superintendent's Charter School Review Team, 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, funds from the FY2005 budget will be allocated 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 Genesis School of Business, Technology/Trade, Health and Human Services High School petition at this time; and

2. authorize the Office of Diversified Community Schools, in consultation with the Board's designee and the Office of the City Attorney, to begin contract negotiations with representatives from the Genesis School of Business, Technology/Trade, Health and Human Services High School in anticipation of the establishment of an MPS instrumentality charter school for the 2004-2005 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 School of Entrepreneurship (MSE)

Background

On October 28, 2003, the Milwaukee School of Entrepreneurship submitted a petition to become an MPS instrumentality charter school for the 2004-2005 school year. On Wednesday, November 5, 2003, members of the MPS Charter School Review Panel, along with the Superintendent's Charter School Review Team, met to review the charter school petition. At that meeting, staff members, students, parents, and community members demonstrated their passion, commitment, and support for the Milwaukee School of Entrepreneurship petition.

Analysis

1. Following the demonstration, both Panel and Team members decided to recommend the concept of the Milwaukee School of Entrepreneurship's petition to become an MPS instrumentality charter school. Both the Panel and the Team believe that the Milwaukee School of Entrepreneurship's petition has the components necessary to establish a successful charter school. Some of the factors contributing to the endorsement are that the Milwaukee School of Entrepreneurship:

a. has a dedicated staff willing to take ownership of the Milwaukee School of Entrepreneurship's concept;

b. has a small class size and personal environment that is very attractive to a number of Milwaukee parents and high school students;

c. uses a teacher-collaborative approach for a shared-decision-making model and has developed an IIP (individualized instructional plan) for each student that will guide the students' learning experience;

d. has completed eight successful years as an innovative high school;

e. has developed the supportive infrastructure of students, staff, parents, and community stakeholders necessary to achieve its goals;

f. has proposed a program that would fill a gap in MPS, in that it provides small class size and highly individualized instruction which targets students who are not likely to succeed in large high schools;

g. has developed valuable partnerships for the purpose of teacher training, internships, and employment opportunities for students.

2. The MPS Charter School Review Panel, with the concurrence of the Superintendent's Charter School Review Team, 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, funds from the FY2005 budget will be allocated 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 School of Entrepreneurship'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 School of Entrepreneurship in anticipation of the establishment of an MPS instrumentality charter school for the 2004-2005 school year.

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

* * * * *

(Item 4) Action to Approve Grade-Level Changes from K through 5 to Grades K through 8 at Franklin Elementary School

Administration's Analysis

1. Prior to the Neighborhood Schools Plan, 11 schools were K-8. 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 Board action. Currently there are 30 K-8 schools, 21 in transition to become full K-8 schools, and 2 that will begin the K-8 transition in Fall 2004. In 2004-2005, we will have 53 K-8 schools, including 18 in transition.

2. The September 2003 enrollment count for Benjamin Franklin Elementary School was 477. In 1998 the school had an enrollment of 627. The school currently serves students in three-year-old Head Start through grade five.

3. The Franklin School Governance Council has endorsed the expansion of the school to become a K-8 school by a vote of 11 to 1. The proposed expansion was discussed at great length with parents during the most recent three P.T.O. meetings (September 5, 9, and October 14, 2003). The majority of parents agreed that expanding to a K-8 program would be advantageous to Benjamin Franklin families. The Franklin staff discussed the proposed expansion, and 35 of 40 participants expressed support.

4. The school enrollment would be increased by adding 30 grade-six students in 2004-2005, 30 grade-seven students in 2005-2006, and 30 grade-eight students in 2006-2007. Funding to support staffing, educational materials, supplies, safety measures, and any limited capital improvements will be provided through the Benjamin Franklin School's operating budget. The facility can accommodate the proposed expansion. The school currently has three fifth-grade classes. An internal lottery conducted under the guidance of the Division of Student Services will be held, if necessary, for continued enrollment in the one sixth-grade class for 2004-2005.

5. The Benjamin Franklin staff believes they can offer a high-quality middle-grades educational program. Grade-four WKCE results have shown consistent increases in the number of students performing proficient or above in reading and language arts. Last year, Franklin students matched the district average of students proficient or above in reading and exceeded the district average of students proficient or above in language arts. In the last three years, Franklin students have exceeded the district average of students proficient or above on the WKCE mathematics test. Franklin students also exceeded the district average of students proficient or above on the WKCE science and social studies tests. (See the attached graph.)

Strategic Plan Compatibility Statement

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

Statute, Board Policy or Rules Statement

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

Fiscal Impact Statement

8. Benjamin Franklin 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. Franklin 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 2008-2009 school year.

9. At a Board planning session on November 11, 2000, the Board and the Administration discussed the implementation of the Neighborhood Schools Plan. As part of that discussion, the Board requested that specific criteria be established that could be applied when considering proposals from schools not included in the Neighborhood Schools Plan. The criteria established specify that no supplemental operating funds to cover any start-up costs, capital improvements or facility leasing, safety measures, or other operations will be available for schools not included in the Neighborhood Schools Plan.

10. In accordance with the criteria established, Franklin will have responsibility for all start-up costs. The school had a FY03 deficit of $62,800 and has a plan for deficit reduction. They will have to shift necessary funds from within their school's budget allocations to cover any start-up costs.

Implementation and Assessment Plan

11. The implementation timeline is:

Grade 6 2004-2005

Grade 7 2005-2006

Grade 8 2006-2007

12. Assessments will follow the District's assessment program.

Committee Recommendation

Your Committee recommends that the Board approve the grade change at Benjamin Franklin School from K-5 to K-8.

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

* * * * *

(Item 5) Action on a Recommendation to Approve the Implementation Framework for the High School Redesign Initiative, "The Blueprint for Milwaukee New Vision High Schools"

Background

1. The effort to significantly improve graduation rates in Milwaukee Public Schools is designed to accomplish the Milwaukee Board of School Directors' strategic goals of student achievement, student success in further education and employment, and family satisfaction.

2. Upon appointment in August of 2002, the Superintendent launched a study of best practices and successful high-school models in the Milwaukee area and across the country to develop a plan to revitalize and redesign secondary education and accomplish the Board's strategic goals. The study of best practices and site visits to successful urban high schools revealed a pattern of success in small high schools with unique educational missions and in large, comprehensive high schools converted to campuses of small, autonomous schools sharing a building.

3. In January of 2003, the Administration launched an effort to develop new, small high schools in Milwaukee and to convert large, comprehensive high schools into multiplex facilities. This effort, which became known as the High School Redesign Initiative, involved more than 100 representative stakeholders in planning and information sessions that contributed to the development of the initiative. The High School Redesign Team benefited from the Milwaukee Partnership Academy's participation, which contributed much-needed expertise and a broad community perspective. One of the efforts of the High School Redesign Team also included the pursuit of additional resources to support the initiative.

4. Parallel to the activities of the High School Redesign Team were parent mobilization efforts to launch a small college-preparatory high school on Milwaukee's south side and efforts to start new, small charter high schools and to extend current middle-school programs into small high schools. These efforts, which were all Board-approved, informed the development of the High School Redesign Initiative and established momentum to fully implement a move to small high schools. The Board-approved small high schools are Malcolm X and Edison Middle Schools, ALAS and Professional Learning Institute charter schools, and the Town of Lake High School, housed in the Sholes facility.

5. The summer of 2003 included the announcement of a grant award from the Bill and Melinda Gates Foundation to support the implementation of small high schools in Milwaukee. These funds are being used to support implementation or planning of the new, small high schools approved by the Board and to support the development of a plan designed to facilitate the move to small high schools in Milwaukee.

Administration's Analysis

6. Significantly improving graduation rates in all Milwaukee Public Schools high schools is a top priority of the Superintendent. This priority is tightly aligned to the Milwaukee Board of School Directors' strategic goals of student achievement, student success in further education and employment, and family satisfaction.

7. The Blueprint for Milwaukee's New Vision High Schools is the implementation framework through which secondary education delivery systems will be redesigned to significantly improve graduation rates in Milwaukee Public Schools high schools.

8. The Blueprint draws on the experience of the District's shift to K-8 elementary schools and neighborhood schools. This shift is in alignment with small high schools, given that the transition to a large high school has been through a middle or junior high school, while student transition to a small high school is more appropriately supported through the K-8 model currently being implemented district wide.

9. The development of the Blueprint includes many hours of discussion with representatives from all stakeholder groups in the Milwaukee community. Teachers, students, parents, community partners, union leadership, and school administrators have contributed in significant ways to the implementation plan. The development of the Blueprint draws on this wealth of experience and, through it, articulates the rationale and the research foundation upon which a move to small high schools is based.

10. The Blueprint calls for the planning and opening of 30 new, small schools with unique educational missions, and for the conversion of seven existing comprehensive high schools into multiplex facilities of small schools sharing a building. Small high schools are autonomous schools with separate governance councils, leadership structures, staffs, students, budgets, educational plans, and space in a building if in a shared facility.

11. The Blueprint identifies core principles that unite the best practice for school design and implementation with the District's capacity builders and ongoing reform initiatives. These core principles will be used to guide the development of all new, small schools and serve as a platform for continued development of the Blueprint's implementation activities. The core principles are strong academic rigor, small supportive structures, and effective accountable leadership.

12. The Blueprint identifies core activities intended to support the ongoing development of the Blueprint as well as to provide mechanisms to continually engage community voices, develop teacher and leadership capacity to work in small high schools, and to align Central Service activities to the needs of staff in the new, small high schools. The core activities provide a platform to set goals and benchmarks related to the initiative and also provide a reporting mechanism to update the Board and the larger community about the initiative's progress.

13. The Blueprint creates the mechanisms thorough which evaluation of the initiative's activities, progress reports, updates and refinement of activities will be brought to the Board as informational reports each year for 5 years.

14. The Blueprint articulates the expectations that each new, small school or new school start-up in a multiplex facility will be brought forward for full Board approval in December 2003 for schools starting in September 2004. Beginning in July of 2004 and occurring in each July thereafter, new small schools or new school start-ups in multiplex facilities will be brought forward for full Board approval for schools starting in the September of the following calendar year.

15. The Blueprint articulates how grant funds will be used to support teacher and community planning and implementation teams that engage in the process to start new small high schools and to convert existing comprehensive high schools into multiplex facilities.

Strategic Plan Compatibility Statement

16. The Blueprint for Milwaukee's New Vision High Schools implementation framework is consistent with the MPS Strategic Plan, Goal 1, Student Achievement; Goal 2, Student Success in further Education and Employment; and Goal 3, Family Satisfaction as measured by their choices in the education marketplace.

Fiscal Impact Statement

17. The implementation of the High School Redesign Initiative requires all schools to be funded through the District's per-pupil and site allocation process. Additional resources supporting year-one implementation needs of new high schools may be supported through grant funds. The District will provide no additional individual school or building operations support.

18. It is expected that all new, small high schools will be housed in current Milwaukee Public School facilities, except those that are non-instrumentality charter schools. Funding of $3,334,665 has been provided in the Construction Fund for building modifications that may be required.

19. The District will provide the new schools with MPS-adopted grade-level-appropriate textbooks by reallocating books from other locations. In any year when the anticipated number of adopted textbooks required exceeds the number of textbooks available for redistribution, funds will be budgeted in the Textbook Adoption account to supplement redistribution. The approximate per-pupil cost for textbooks is $455 (based on an average book cost of $65 dollars and a 7-subject class load). Books for 100 students would require a supplement of $45,500.

20. School bank accounts and student activity funds of schools converted to multiplexes will be redistributed to successor schools within the building on a per-pupil basis. Surpluses and deficits will be redistributed in a similar manner. High schools that are phased out and that house independent small schools will have their deficits and surpluses monitored and controlled centrally during the phase-out process and incorporated within the phased-out school's budget as much as possible.

21. Costs associated with the moving and storage of records or other material from closed schools will be the responsibility of the District and are anticipated to be absorbed within existing department budgets.

Implementation and Assessment Plan

22. Implementation is ongoing, with yearly goals and benchmarks to be presented to the Board in November of funding cycle one and each July for funding cycles two through five.

Committee Recommendation

Your Committee recommends that the Board approve:

1. "The Blueprint for Milwaukee's New Vision High Schools" as the implementation framework to accomplish the goal of significantly improving graduation rates through the opening of new, small high schools and the conversion of comprehensive high schools into multiplex facilities of small high schools sharing a building; and
2. "Year 1 Implementation Activities" associated with the "The Blueprint for Milwaukee's New Vision High Schools" as identified below.

Year 1 Implementation Activities

Goals:

- To improve educational performance of high-school students through the implementation of new, small high schools where average daily attendance is higher than the district average and where students, staff, and parents report improved school satisfaction.
- To implement a process to develop, open, and support four unique, small high schools and to convert two comprehensive high schools into multiplex facilities of small schools sharing a building with attendance and 10th-grade status attainment above the district average;
- To engage high-school and middle-school youth, teachers, parents, and community partners in the process of designing new small high schools;
- To complete a process that will identify design teams for up to six new small high schools set to open in September 2004 and two teams in current comprehensive high schools that will convert into small schools sharing a building, also set to open in September 2004;
- To develop and implement a process through which a current district facility will be identified as a new site for Milwaukee High School of Arts and be prepared as a site for arts program expansion as a multiplex arts facility in or near the city's central arts corridor;
- To complete a process that will identify design teams to:
  - Open new, small high schools in September 2005
  - Begin the conversion of two comprehensive high schools into small schools sharing a building, set to open in September 2005

- Begin the conversion of one comprehensive high school into small schools sharing a building through both the development of small schools designed by the current staff and small schools designed by staff external to the facility, set to open in September 2005.

To develop and implement a process to review, evaluate, and change Central Services' policy and procedure to best support the implementation of new, small high schools and to better service all schools.

Benchmarks:

1. Development of user handbooks that support design and implementation teams of new, small high schools and schools sharing a building;
2. Support strategies and document improved average attendance rate in new, small schools and multiplex facilities in conversion planning;
3. Successful implementation of a high school youth summit and the development of a youth led middle school education program about high school redesign;
4. Successful engagement of parents and community members in the redesign conversation through community presentations and workshops;
5. Support the implementation of new, small schools and of programs in conversion to small schools in multiplex facilities;
6. Documentation of greater than the district average of students moving from grade nine to grade ten;
7. Identification of a current comprehensive high school prepared to convert to multiplex facilities through small school planning and implementation grant funds acquired by current staff and the housing of several new, small schools with funds acquired by design teams external to that facility;
8. Identification of a current district facility requiring only limited facility modification to house the Milwaukee High School of the Arts

Target Date	**Activities**	**Responsible**
October 2003	**Community Engagement**	
	Recruit youth from metro-area high schools to develop and facilitate a "Youth Summit" creating a video document that defines teen ideas and vision for new high schools	Work Group, Initiative coordinator, TALC
	Announce new, small school design teams and multiplex facility teams receiving planning grants that are set to open in September 2004. (ALAS, Community School, North Division, Bradley Tech)	Superintendent
	Announce new, small schools receiving implementation grants for schools opened in September 2003 (Edison, Malcolm X, Professional Learning Institute, Town of Lake)	
	Invite school planning teams to discuss redesign options for multiplex development set to open in September 2005.	Superintendent, Initiative coordinator

Target Date	Activities	Responsible
	Identify schools that will pursue small school planning and implementation funding and multiplex planning and implementation funding that support conversion to multiplex set to open in September of 2005. (Washington High School — multiplex funding; South Division — multiplex funding; Marshall High School — small school funding)	Superintendent, Initiative coordinator
	Inform middle school guidance counselors of new high school options likely to be available in September 2004	Initiative coordinator, Director of Guidance
	Publish first draft of Milwaukee's New Vision Blueprint for review, feedback and revision	Initiative coordinator, Work Groups, Superintendent
	Engage in planning to identify funding needs that support building modification, small school start up and school phase out	Superintendent, Initiative coordinator, Finance Department
October 2003-July 2004	**Enhanced Service Delivery**	
	Design and implement a multi-year process to review all district policy and procedure requiring change to support the move to small high schools and map the activities to make appropriate changes and bring each forward to the Board for approval.	Superintendent, Initiative coordinator
	Provide regular reports and receive feedback from the Milwaukee Partnership Academy executive and implementation teams.	Initiative coordinator, TALC, MPA
	Hold weekly meetings of the Coordinating Committee to manage regular initiative activities and events.	Initiative coordinator, TALC
October 2003-September 2004	Implement and complete facility modification processes at North Education Complex and Sholes Education Complex to facilitate multiplex implementation.	Initiative coordinator, school staff, facilities staff
November 2003	Reinitiate the High School Redesign Team and Work Groups to complete identified tasks – focus on development of the small school handbook and schools sharing a building guide.	Work Group members, initiative coordinator, TALC
	Present the final draft of Milwaukee's New Vision Blueprint to the Milwaukee Board of School Directors	Superintendent, Initiative coordinator
December 2003	Present petitions to open new, small high schools and convert programs in planning in multiplex facilities to open as new, small high schools to the Milwaukee Board of School Directors seeking approval to open as new schools in September 2004.	Superintendent, Initiative coordinator, Office of Diversified Community Schools
November 2003-July 2004	**Enhanced Service Delivery**	
	Design and implement processes to align major district initiatives, grants and reform efforts.	Initiative coordinator, MPA

Target Date	Activities	Responsible
November 2003-July 2004	**Enhanced Service Delivery** Develop and implement a twice-monthly conversation of the Implementation/Problem Solving committee through which Central Service delivery system changes will be made and through which specific small school problems will be solved.	Initiative coordinator, Department directors or designees, TALC
November 2003 – July 2004	**Community Engagement** Present a plan to the United Neighborhood Centers of Milwaukee asking for support to promote and sponsor four town hall meetings and multiple workshops through which parents and community members will be informed about high school redesign and participate in the design of new, small high schools.	Superintendent, Initiative coordinator, TALC
November 2003-June 2004	**Teacher Development** Develop and implement presentations to all middle and high school staffs to inform, educate and invite further participation in the development of new, small schools.	Initiative coordinator, TALC
December 2003-July 2004	**Teacher Development** Develop and implement a workshop series and learning network for teachers interested to developing new, small schools	TALC
December 2003-July 2004	**Leadership Development** Develop and implement a workshop series and learning network for teachers and administrators interested in leading new small schools	Initiative coordinator, TALC
December 2003-January 2004	**Leadership Development** Identify the range of small school leadership structures and teacher or administrator positions available to small high school design teams and recommend new structures and positions as needed.	Initiative coordinator, Central Services staff
January 2004	Release small school and multiplex conversion RFPs for schools opening in 2005	Initiative coordinator, TALC
February-March 2004	Evaluate small school and multiplex conversion proposals and interview design team members	
March 2004	Announce small school and multiplex conversion planning grants for schools set to open in September 2005	Superintendent, Initiative coordinator, TALC
March-July 2004	Implement small school and multiplex conversion planning support and development sessions through TALC	TALC

Target Date	**Activities**	**Responsible**
July 2004	Present multiplex programs-as-schools conversion to the Board for approval as new schools opening in fall 2005	Superintendent, Initiative coordinator
	Present small schools approval to the Board for new schools opening in fall 2005	
	Facility planning process initiated for multiplex facility modification for small schools opening in September 2005	Initiative coordinator, School staff, Facilities staff
	Present Blueprint activities for funding cycle 2 to the Board for approval	Superintendent, Initiative coordinator, TALC

Director Blewett moved the that Board approve the Blueprint, with the following additions:

1. The Administration will develop guidelines for involving, monitoring, and assessing MPS high-school personnel in the implementation of the proposed "Blueprint for Milwaukee's New Vision High Schools" so that recent gains in attendance and completion of academic programs and gains in academic achievement do not get lost; and
2. The Administration will develop a fiscal-impact statement that includes the probable realignment of personnel, including all administrative positions, such as principals and teachers-in-charge, with a salary schedule for positions that will be created in the redesign.

The motion prevailed, the vote being as follows:

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

Noes—Director Horton—1.

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COMMITTEE ON SPECIAL EDUCATION

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

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Special Education presents the following report:

(Item 1) Monthly Report on Special Education Compliance

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

Administration's Report

1. Service Information

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

      Population Served 16,170

   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.

	9/03	10/03
Initial Evaluations (Complete)	92	220
Active Initial Referrals	330	893
Re-evaluations (Complete)	0	271
Active Re-evaluations	85	675

2. Data-management Services (SSIMS)

Special Services Information Management System (SSIMS)
Project Status Report as of October 31, 2003

SSIMS (Encore) Database

- Encore database version 5.0 loaded to MPS servers on June 12
- Encore database version 5.1.7 loaded to MPS servers on August 15
- Encore database version 5.1.13 loaded to MPS servers on September 29
- Encore Release 6.0 scheduled to be loaded to MPS servers in December 2003

SSIMS Training

- Encore and Forms training took place in August and September 2003
- Encore data entry training took place in September and October 2003
- Encore and Forms training schedule being developed for the remainder of 2003 and into early 2004

Interfaces

- Initial data load completed in August 2003
- Inbound daily interface processing (eSIS to Encore) running nightly
- Outbound daily interface (Encore to eSIS) ready to be moved into production

IEP Forms

- Coding for the initial IEP forms (80 pages) is complete
- SSIMS team is performing final phase of User Acceptance testing of all 80 pages
- IEP forms have been incorporated into the Encore database application

Reports

- There are currently 37 school/district standard reports in Encore
- An additional 12 reports will be available in Encore release 6.0
- Two executive summary reports and one school-based report are currently being developed

December Child Count

- Child-count data has been extracted from Encore to begin data preparation for reporting to DPI
- Child-count audit reports are being developed to ensure data accuracy

Encounter Tracker (ET)

- ET Business Process Analysis document approved by MPS on March 14, 2003
- ET application scheduled to be delivered to MPS in December 2003 for testing

Forms Updating Encore Database (FTI)

- Data mapping for the initial IEP form pages is complete
- FTI coding scheduled to be completed in November 2003

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

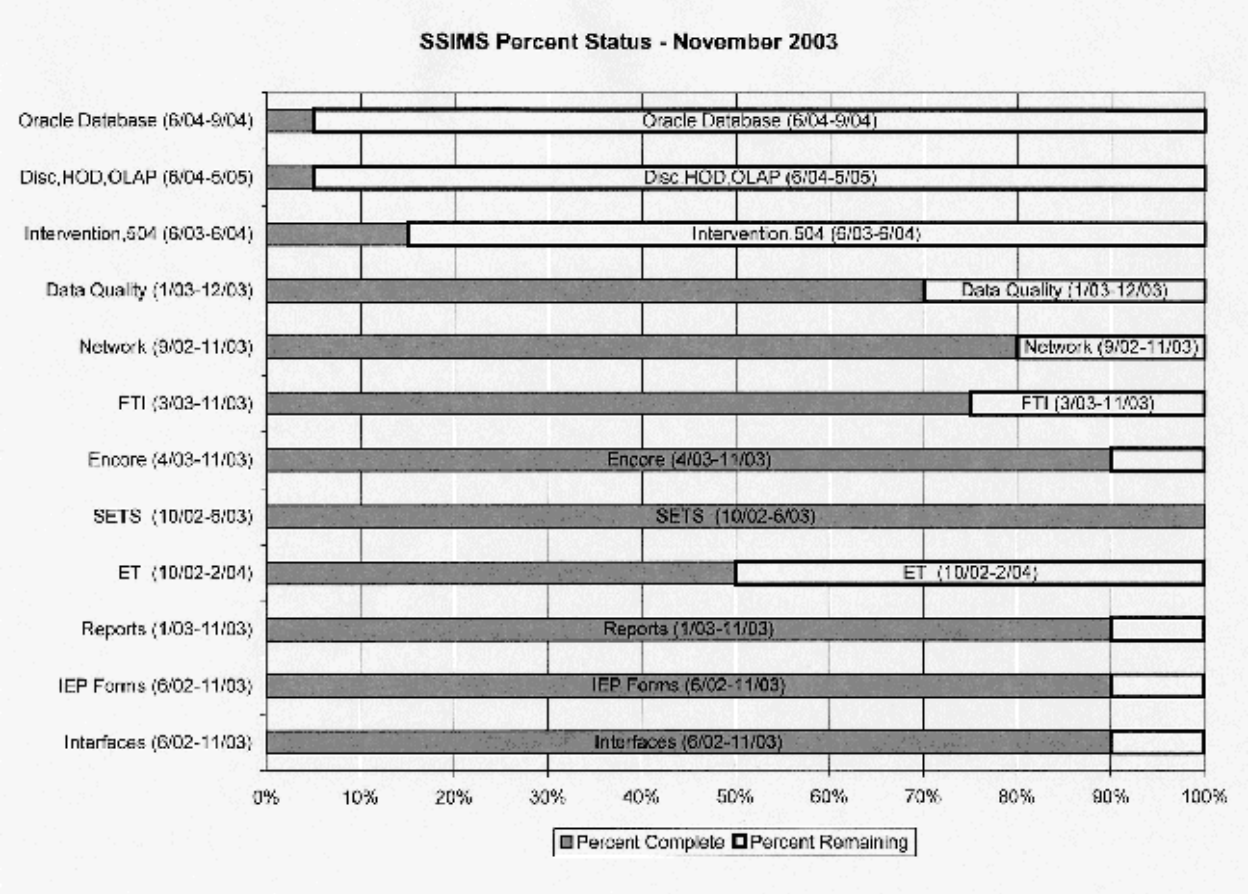
- SSIMS team meeting with Technology to discuss logistics of MPS school network access
- SSIMS Network Readiness Survey sent to MPS traditional and charter school principals
- Survey results have been evaluated and given to Technology

SSIMS Data Quality

- A SSIMS data-quality committee has been formed to evaluate and monitor SSIMS data
- SSIMS data is being compared with eSIS data to verify accuracy

Rollout Schedule

- Encore database was delivered to MPS June 2003
- As of September 2003, IEP data is being entered into the Encore database daily
- Forms implementation is scheduled for December 2003
- Encounter Tracker is scheduled for implementation in February 2004
- Intervention, 504, Discipline, HOD, OLAP module implementation scheduled for 2004/2005



3. Information Update: 2003 Extended-School-Year Report

Extended-School-Year (2003)
(References are to charts and figures in attachments)

Extended-School-Year (ESY) Services are recommended as a part of a student's Individualized Education Plan (IEP) and if recommended, are a mandated service under the Individuals with Disabilities Education Act (IDEA). A student would be recommended for ESY if the IEP Team believed 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 that school is not in session.

ESY services were provided to a total of 895 students during the Summer 2003 session. This was an increase of 61 students from the previous year (Figure 1). There was a substantial increase from previous years in services to students with significant learning disabilities. There was also an increase in students who required home-bound instruction as a part of their ESY services. The number of middle- and high-school-level students requiring ESY increased 40% (see Chart 3). The area of early childhood also continued to increase in enrollment (see Figures 2 and 3).

There appears to be a slight decrease in the number of students who required specialized transportation routes. Specialized transportation routes are necessary for students in wheelchairs, walkers, or strollers or who require a nurse or aide to travel with them (Figure 10). There also appears to be a decrease in the need for related services (see Figures 4 and 5).

In previous years, Special Education students whose IEPs did not recommend ESY services, but whose parents or teachers believed they needed the additional academic support, were enrolled in the regular education summer school session. Special Education teachers were assigned to the schools to assist in their education. The Special Education teachers worked with the regular education teachers to modify or adapt the curriculum, but the lessons were not driven by an IEP.

In the summer of 2002, there were 10,200 elementary level students enrolled in the summer school session. Of that number, 414 students were enrolled in the regular education summer school session with Special Education support but not enrolled in ESY. Due to the fact that there was no traditional summer school session this year for the elementary- and middle-school-level students, there appears to be a significant increase in the number of students who now need ESY to maintain their skills (see Figures 2, 3, and 7).

Based on enrollment data from previous years, it can be anticipated that the need for Extended-School-Year will continue to increase.

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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:

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

(Item 1) Consultant's Follow-up to the Administration's Response to a Report on Options for Student Transportation Services

Your Committee reports that having received the following informational report from Mr. Neil Pogorelsky, Lead Consultant for HDR, Inc., and that Mr. Pogorelsky participated, via teleconference, in a discussion of that report during your Committee's meeting.

Background

At its meeting on June 26, 2003, the Board referred the following resolution 0304R-007 by Directors Morales, Blewett, and Hardin to the Finance and Personnel Committee:

WHEREAS, The Milwaukee Board of School Directors sponsored a study by Elliot D. Sclar, Ph.D., entitled "The Comparative Costs of Transportation Service Alternatives," which was delivered to the Board in December 2002; and

WHEREAS, The study stated that, if MPS chose to return to a completely in-house school bus operation or to transition to MPS fleet ownership with outside management, significant benefits would accrue to the school district, including reduction in labor turnover, improvement in working conditions for employees, the use of more recent and environmentally sound vehicle, an increase in flexibility and accountability, and the elimination of profits for private companies at the expense of public tax money; and

WHEREAS, The transition from the current system to provision of the entire student transportation system in-house will involve many steps and require the resolution of many procedural and logistical questions; and

WHEREAS, MPS will continue to use the student transportation services of private bus contractors during this transition period; and

WHEREAS, The public has a right to know what the public's money is being spent on in these transportation contracts; now, therefore, be it

RESOLVED, That the Board ask Dr. Elliot D. Sclar to present the findings of his study to the Board and that the Administration prepare a response to the study; and be it

FURTHER RESOLVED, That the Board direct the Administration to bring the District's student transportation services in house; and be it

FURTHER RESOLVED, That, if any part of the provision of student transportation services may not be done in-house before the 2004-2005 school year, the Administration require all future quotations and bids for private provision of these services to include a specific accounting for each price component of the bid, to include the formulas for calculating costs for each, and a list of all cost items the contractor is including in determining his/her quotation or bid.

On September 23, 2003, the Administration presented the following response to the resolution to the Board's Committee on Finance/Personnel.

Administration Analysis

1. The Administration has reviewed the Sclar Report and does not concur that a MPS-staffed transportation system is a cost-neutral or less-cost option. The Sclar Report omits or significantly underestimates the cost of an MPS-staffed system. For example, land acquisition costs are not included, and benefit costs are calculated using a factor of 40% of wages, rather than the 61% currently budgeted by MPS for equivalent positions. The current arrangement provides a high degree of safety and service for MPS students and their parents. The contracted system also provides the District with a great degree of flexibility.

2. In preparation for the FY05 budget, the Administration will prepare an analysis of pupil transportation and offer the School Board options to consider for reducing transportation costs. This analysis will be completed for the November 2003 Board meeting schedule.

3. The Administration has organized this analysis in two sections, safety and performance and costs. The Administration will also address a few items in the report that are not related to safety or cost.

4. Safety and Service Performance

   a. Safety: One reason the Board initiated the study was a concern that the safety of students and the transportation services provided were substandard due to a high turnover rate among bus drivers. An assumption behind a MPS-operated transportation system, with MPS-employed bus drivers, is that a significant reduction in bus-driver turnover would result in improved safety and service. The report does not present any facts or data to support this claim and only briefly references this idea in a few sentences on page ES-4. The Administration believes this assumption is not valid.

      (1) MPS has made significant progress in improving the safety and service levels of pupil transportation. Since FY97, the number of school bus accidents decreased 47%, from 487 in FY97 to 258 in FY03. The number of "reportable" accidents — i.e., those in which vehicles sustained$500-$1,000 in damage — decreased 62%, from 159 in FY97 to 60 in FY2003. For FY03, there was a 19% decrease in school bus accidents

      (2) Since the pool of prospective drivers would comprise current bus drivers, one could assume that the quality of individuals would be the same. During recent public testimony, both the public and the Board commented on how well bus drivers perform a difficult job. With some exceptions, MPS receives few complaints about the quality of bus drivers.

b. Service Performance

(1) Fourteen (14) bus contractors provided transportation services in FY03. Each contractor's performance is evaluated using a TQM-based Contractor Evaluation process which the Sclar Report states is "….a reasonable and equitable system of Total Quality Management (TQM) evaluations to manage their [MPS's] contractors" (ES-1). The evaluation combines quantitative data with a qualitative measurement developed by Pupil Transportation Services (PTS). Some FY03 results are listed below:

(a) On-Time Performance: Average percent of buses arriving on-time was 95.5% in FY03.

(b) Ten companies scored the equivalent of an A or B grade.

(c) Contract Audit: All companies met all contract requirements

(d) School and PTS Appraisal Survey Score: 1.19 (2=A, 1=B, 0=C, -1=D, -2=F)

(2) The Sclar Report states that an MPS-operated system would enable the District to accelerate replacement of old buses with new, more cleanly operating diesel buses. By transportation contract, the average bus age can be no more than 8.5 years, with a maximum age of 10 years. Therefore, the current fleet was purchased in the mid-nineties or later. By FY06, all buses will be equipped with catalytic converters and use ultra-low sulfur fuel.

(3) The Sclar Report cites a recent study by the Hunger Task Force of Milwaukee that found the top reason that students failed to participate in the School Breakfast Program is because of school busing. The Sclar Report states, "Due to the flexibility of in-house operation, such programs would permit more students to participate" (ES-8). Under either a contracted or an in-house operation, bus schedules would be developed by MPS transportation staff. MPS determines when buses arrive and depart. The major difficulty in providing breakfast is staffing for pupil supervision at the schools.

(4) Based on safety and performance data, a move to an MPS-staffed transportation system is not warranted.

5. Transportation Costs. For FY02, MPS transportation costs were $56 million. The Sclar Report projects transportation costs between $50.5 million and $62.2 million for an MPS-operated system, depending on the benefit package provided to bus drivers. The Sclar Report estimates costs at $55 million, using the 51% benefit cost factor (p. 1). The Administration will review three cost areas: benefits and wages, construction and equipment costs, and staffing costs.

a. Benefits and Wages

(1) The Sclar Report assumes the benefit package accepted by the bus drivers would be significantly less valuable than that provided to other MPS staff. A more realistic assumption is that the benefit package provided to bus drivers would be equivalent to the package provided to all other employees. That benefit cost is 55% of wages district-wide in FY04. For departments with larger concentrations of lower-wage employees, the benefit rate is much higher. In School Nutrition Services, for example, the benefit rate is 61% of wages.

(2) Bus drivers, who would make up the bulk of the employment force of an MPS-operated system, likely would receive wages that are relatively low. The Sclar Report assumes a benefit rate no higher than 51% of wages. That is significantly lower than is likely in reality. At a 51% benefit rate, the Sclar Report projects costs at $62.2 million, considerably higher that the $56 million expended in FY02. Therefore, even the high-end $62.2 million cost projection for an MPS-staffed transportation program is probably too low, even if all of the Sclar Report's other projections and assumptions are correct.

(3) The Administration believes that the Sclar Report underestimates wage costs. The rates used in the analysis are "starting" wage rates based on a multi-district average, minus 50% of one standard deviation. The net effect is that wages will start at a higher level and increase considerably over the years. One example is wage rates for mechanics. The Sclar Report calculates the mechanic wage rate at $14.72. The entry-level rate paid to MPS mechanics is $16.51. The high range for MPS mechanics is $20.76. Using a median rate of $18.63 would increase the wages of mechanics by $3.91 per hour, or $496,577 annually.

b. Construction and Equipment Costs

(1) The report does not include the cost of land acquisition. These were not included in this cost estimate, the report said, because the researchers had no basis for estimating MPS's opportunities for acquisition of property (p. 2).

(a) Land acquisition costs for Neighborhood Schools Initiative (NSI) projects provide a reference point for determining land costs. NSI budgeted $1.5 million in land-acquisition costs for a school requiring about 7 acres. A 300-unit operation would require about 15acres, doubling land costs to $3 million per bus terminal; therefore, costs for acquiring land are projected at roughly $12 million for the four (4) terminals projected. This is a conservative figure, assuming that readily available land in large amounts can be acquired. On an annualized basis, land costs add $929,013 to the cost of operations, assuming a 30-year loan at a 6.5% interest rate.

(b) The Administration reviewed the land acquisition requirements with the City's Department of Community Development (DCD). DCD indicated that parcels the size and type needed for large bus operations are very scarce within the city. Furthermore, DCD indicated that the City of Milwaukee would not support a proposal for property-tax-exempt bus facilities of the size needed by MPS. The District would need the City's approval or have to hold a referendum to obtain approval from the voters to borrow the capital funding required.

(2) The Department of Facilities and Maintenance Services (DFMS) has reviewed and deemed reasonable the Sclar Report's estimates of construction costs; however, a number of items were omitted. DFMS has provided these figures.

(a) The estimated cost of purchasing radios and base-station equipment is $450 per radio, or $540,000, plus $180 per radio, or $216,000, annually for repeater service and $54,000 per year in replacement and maintenance costs. Over a three-year period, costs for radios would be $1.3 million. Leasing the equipment would lower costs to $886,800 over three years.

(b) The estimated cost of installing block-heater plug-ins for buses is $200 per bus, or $240,000. An electrical power upgrade may also be required, which is not included in the cost estimate.

(c) The estimated cost of fuel tanks and dispensing fuel is $55,000 per below-ground tank and dispensing equipment. For four terminals, 8 tanks would be required, for a total cost of $440,000. This does not include installation fees or any cost associated with remediation. Additional insurance costs are also not included in the estimate.

(3) The Administration estimates that an additional $13,566,800 will need to be added to the construction costs to fund land and additional equipment costs. On an annualized basis, this would increase costs by $1,050,311. Over the 30-year program cycle, construction and equipment costs will cost the District $31,509,348.

c. Staffing

(1) The Sclar Report calculates staff costs by translating positions into full-time equivalents (FTEs), using a 6-hour day for bus drivers and terminal staff. While this methodology is feasible for bus drivers, it underestimates costs for the other staff positions. The methodology calculates labor costs based on 2,080 hours per FTE. The Administration assumes these non-driver positions would be 10-month positions, or 1,600 hours per FTE. To calculate costs, the Administration will use the Sclar Report's wage rates and the 51% labor burden.

(a) Field Supervisors: The Sclar Report budgets 31,200 hours, or 15 FTE, for field supervisor positions. Current transportation specifications require a 50-to-1 supervisor-to-driver ratio, or 24 field supervisor positions. Supervisors would have 10-month positions, working 8-hour days, for a projected total hours of 38,400. Staffing at current levels would increase costs by $147,271 annually.

(b) Dispatch Staff: MPS operates buses from 6:00 a.m. to 8:00 p.m. Dispatch staff work a full 8-hour day. The Sclar Report includes costs for only 3 dispatch FTEs, or 6,240 hours. A survey of bus companies shows an average of one dispatch staff for every 60 buses. Lakeside Bus Company operates 300 buses and employs six full-time dispatchers; therefore, for 1,200 buses, 20 dispatch staff, or 32,000 staff-hours, is required. The additional cost for dispatch staff is $519,200.

(c) Management/Administration Staffing: The report suggests 18,720 hours for administration and management. At a minimum, the Administration projects 5 staff positions per terminal, or 32,000 staff-hours, to handle administrative duties. MPS would be required to assume payroll, recruitment, and other personnel functions. This would increase costs by $489,368 annually.

(d) Training and Safety Staff: The Sclar Report does not identify training and safety staff in its cost calculations. Using the wage rates for field supervisors, the Administration estimates eight training and safety staff would be required, for an additional cost of $262,912 per year.

(2) An additional $1.4 million in staff wage and benefit costs need to be added to the MPS-operated cost estimate.

6. The items listed above will significantly increase the total costs of a district-operated transportation system. The current system provides the District with the service, flexibility, and efficiencies required.

7. The third resolved of Resolution 0304R-007 directs the Administration to require that vendors who submit bids for transportation services provide a detailed accounting of their bid components. When issuing bids, the Board is obligated to accept the lowest cost price from a responsible bidder or to reject all bids. The Board does not have the discretion to reject a vendor with the low bid based on a specific price component. As pricing formulas are proprietary, some bus companies may decline to bid, thus reducing the competitive position of the District. Should the Board desire to include a specific requirement in the bid or in the MPS Specifications and Operating Procedures, it may direct the Administration to do so.

Strategic Plan Compatibility Statement

8. Goal #3: The MPS transportation system provides a safe and responsive bus service for all children. Students and parents have many options of schools to choose from, with transportation provided.

Statute, Board Policy or Rule Statement

9. No Board policy or rule would require modification if the Board accepts the Administration's response.

Fiscal Impact Statement

10. The Administration's analysis demonstrates that a district-staffed bus system is not fiscally feasible. The continuing implementation of NSI and the need to reduce transportation costs require a continual review of transportation policies and practices. To that end, the Administration will prepare an analysis of transportation costs, with options to reduce expenditures, for the November Board meeting schedule.

Implementation and Assessment Plan

11. The Administration will report transportation options to the Board for consideration in FY05. Bus contracts are scheduled for Board approval in April 2004.

Sclar/HDR's Response to Administration's Report

Subsequent to the meeting of the Committee on Finance/Personnel on September 23, 2003, Mr. Neil Pogorelsky, Lead Consultant for HDR, Inc., the management consulting firm with which Dr. Sclar had researched and developed his original report, formulated the following response to the Administration's report:

We [i.e., Dr. Sclar and HDR] have reviewed both the resolution and the Administration Analysis… We provide a response to the analysis below. First, however, I would like to highlight a few key details relating to the drafting of our original report.

Dr. Sclar/HDR was originally contracted to review service alternatives based on the following safety and good-employer issues:

1. Concerns that MPS had insufficient control over qualifications of driver.
2. Concerns that MPS has insufficient direct control over salaries of drivers.
3. Concerns that MPS had insufficient control over driver backgrounds.
4. General student safety concerns.

We were tasked to study alternatives that might address some or all of these concerns. Relating to cost, our direction was that, while MPS was not necessarily looking to spend more on transportation than is currently spent, the Board would consider more expensive alternatives that would address the issues highlighted.

Essentially, the Board requested our study because its educational mission does not start in the classroom each day, but extends to the rides to and from school. The goal of our study was to assess the feasibility of self-providing school transportation, based on the belief that such a system would grant the Administration greater control over the quality of students' experiences. Our report and the Administration's response both demonstrate that such a system is feasible. The Administration identifies roughly $3.4 million in additional costs they consider necessary to successfully self-provide transportation. Though we dispute some of these costs below, let's assume for a moment that the Administration has correctly identified the necessary additional costs. Dr. Sclar/HDR provided six cost levels for self-provision, based on [year] 2000 transportation requirements. In that year, MPS spent almost $57 million on transportation. Our estimates for self-provision ranged from $50.6 million to $62.2 million, depending on wage and benefit levels. Given the Administration's new estimates, that cost range would be $54 million to $65.6 million, still potentially cost-neutral as compared to actual expenditures for 2000.

Finally, I would like to emphasize that our study concluded by recommending a mixed system or slow transition to an in-house system. MPS does not need to purchase 1,000 buses tomorrow and start running them the next day. A prudent course would be to select a system of routes and pilot a move to self-provision, using independent evaluation to measure the impact of the change. Having the capacity to move to greater self-provision will only serve to strengthen your ability to control the contracted system, adding additional competitive pressure to the process. Partially de-privatizing will allow the Board to effectively assess whether this change will really help it meet the policy goals it laid out when requesting this study.

More specific responses to the Administration's comments are provided below:

To meet the Board's request, Dr. Sclar/HDR studied cost and service levels in comparable systems, then we reviewed the current operational/contracting structure and costs, and finally we estimated the feasibility and cost of three alternative provision options which were developed based on discussions with operational staff, Board members, and our own professional experience. Our review highlighted several issues.

First, due to policy choices and requirements (school choice, desegregation, etc.) Milwaukee's school transportation costs are out of line with other districts of comparable size. However, this cost difference is not because the system is poorly managed. In fact, our report commended the current management system for being highly efficient. Given the potential for inefficiency typically built into contracted systems, MPS's contracting system was far and away the best managed based on our early review of several districts. Contracts are frequently turned over, as are operators. Costs, routes, and service are routinely examined. Cost controls are built into the contracting process.

Second, the Administration is aware of the Board's concerns as highlighted above and is attempting to mitigate potential problems through the current contracting system. However, the Administration is limited, for both technical and legal reasons, in its ability to address these issues through a contracted system. For example, the current service contracts mandate a minimum wage for drivers that must be paid by the operators. However, MPS does not have the legal authority to mandate this rate when contracted drivers are working on other-than-MPS routes. Contractors may effectively circumvent MPS living-wage requirements by rotating drivers or by paying variable rates based on route. MPS cannot mandate minimum benefits or full-time status for drivers employed by contractors. As with school choice, the contracted service and/or self-provision of transportation services are policy decisions. Dr. Sclar/HDR recommended self-provision, not based on cost reduction (though we continue to assert that this is a cost-neutral option), but rather because our direction from the Board was to determine the feasibility and cost of these policy decisions, based on the assumption that self-control of hiring decisions would improve the safety issues highlighted. It is our professional opinion that higher pay improves turnover, based on studies we have performed elsewhere and in other sectors. This is certainly a studyable issue. It is just not the issue we were originally asked to address.

Finally, specific to the Administration's response, we would like to highlight the following.

Areas of agreement

It should be noted that our cost report is largely based on information provided by the Administration. The Administration was extremely helpful both in providing the necessary information and in reviewing conclusions and providing constructive feedback. Many of the issue(s) highlighted by the Administration are accurate and deserve further consideration. If they were not considered in our original report, it is because they were outside of the scope of the Board's request, and not because they do not merit consideration.

These issues include:

1. Safety and Performance

   Our report did not assess MPS trends in safety improvements. Our study did not comprehensively address the relative safety-related merits of different provision systems. Rather we were tasked with determining the feasibility of options already identified by the Board as potentially preferable for safety- and good-employer-related reasons (as highlighted above).

2. Service Performance

   Dr. Sclar/HDR did not comprehensively study current service performance beyond what was necessary to understand MPS's transportation costs and the likely cost of alternative provision. We do concur that that the current system is well run and compares well to other contracted systems (in other districts), but believe that any contracted system, no matter how well run, may not provide the level of staffing control that the Board has indicated that it desires.

3. Impact of the NSI

Dr. Sclar/HDR was not tasked with examining the impact of the NSI, though we did review reports related to the initiative, once so directed by the Board. We believe that NSI may help the district contain costs related to the school-choice policy decision, but cannot speak with authority on this issue, as it was not a primary issue of concern for our feasibility study. However, we would like to reiterate that a less costly contracted system (while desirable) will not address the safety and good-employer concerns highlighted above and that motivated our study. Furthermore, the NSI will likely have an equivalent cost-reduction impact on a potential self-provision system as it will on the current contracted system. The cost of a self-provision system is largely driven by route number and distance requirements. This is also true of a contracted system. Any initiative that reduces route numbers and distances should bring down costs for both system types. However, this issue does deserve further consideration.

4. Issues related to costs

The Administration has correctly pointed out that our cost model does not include land-acquisition costs, as is also highlighted in our original report. We have no basis for accepting or rejecting the Administration's land-acquisition cost estimates, but would like to point out that the land requirements for a transportation system are different from those of a school facility and may lead to cost differences from the estimates provided by the Administration and included in the comments.

The Administration has also highlighted some capital costs related to radios, block heater plugs, and fuel dispensing. We generally accept that additional costs beyond the initial estimate may be required for these elements, though a significant allowance for clearing, prep, and remediation was included in the capital facility estimates. As with the land-acquisition costs, we have no basis for making a prediction of costs related to specific sites, and an allowance method was used to capture contingency risks. This allowance may under- or over-estimate actual costs, depending upon the specifics of the site in question.

Areas of Disagreement

The bulk of the Administration's comments largely concerned our cost-estimation formulas. These comments are of a larger concern for us, as they directly relate to the issues we were tasked with studying. We do not necessarily object to all of the issues raised by the Administration related to costs, and we are pleased to see that the Administration validated several of our conclusions. This section highlights only those areas of disagreement and provides the basis for our position.

1. Benefits and Wages

Our report highlighted the costs related to several benefit and wage-level options, ranging from comparatively generous to starting level. A reasonable question to ask about these estimates is "comparative to what?" Wage and benefit levels were estimated based on a variety of sources, including Bureau of Labor Statistics wage statistics, Amalgamated Transit Union compiled benefit and wage averages by region, US DOT statistics, and current MPS wage and benefit levels and contractor wage requirements. These data provide a well-rounded and reasonable picture of wage and labor demand, industry practice, and employee expectations in the school transportation industry. The Administration rightly points out that our benefit cost estimates at the "generous" level are less than that which teaching and administrative staff enjoy. However, they are more generous than the school transportation industry average (in which most drivers enjoy few to no non-legally mandated benefits) and are almost certainly better than those offered by most of MPS's current contractors. We can make this second assertion without knowing contractor benefit levels through our examination of industry-wide costs and profit levels and of the current MPS contract system. Most of MPS's current contractors could not meet your highly efficient contracting process, make a profit, and pay significant benefits packages. Your contracting process is too successful to allow your contractors the financial room to do so. We believe that the issue of appropriate

benefits levels will again fall to a policy choice — will the Board be content to offer benefits packages that are generous by industry standards, but that are less than typical of district employees in other job categories, or will the Board feel compelled to offer standardized benefits across all employee categories? This is definitely at the Board's discretion. However, we stand by the estimates in the original report and feel that they do accurately reflect current industry practice and constitute an improvement for your currently contracted workforce. Again, we were not tasked with finding cost efficiencies in your current system, but with estimating the cost of service-provision alternatives.

Areas Requiring Further Review

Finally, the Administration has made some assertions for which we are unable to currently provide responses. First, the Administration has commented upon the causes of failure by students to participate in breakfast programs. This was an issue highlighted for us by the Administration and not a direct object of study. We have insufficient information on this issue to derive a valid conclusion on this issue. Likewise, the Administration has commented on the wage estimates used for mechanics in our estimates. The information provided to us by the Administration did not include wage levels for contractor employees (drivers or mechanics) — as this is deemed proprietary. In lieu of such information, area averages were used. It is unclear from where the Administration has obtained the new estimates, and we therefore have insufficient information to concur with or object to the new estimates on mechanic wages.

In conclusion, let me first thank the Board again for the feedback and for giving us the opportunity to respond. Personally I feel today as I did mid-way through the development of our original report. MPS has a highly efficient contracted system, given the policy decisions in place. MPS's transportation costs are significantly higher than similarly sized districts, not because it is poorly managed, but because school choice leads to transportation requirements far exceeding neighborhood or area school assignment systems. Though we continue to believe that self-provision can be a cost-neutral option for the district, I do not think that cost savings are a good reason for making a change of this magnitude. Rather, I believe the Board should consider the original issues that motivated our study. Is the Board happy with the district's control over who is driving its children to and from school? Does the Board feel that it can be a good employer while contracting out these transportation jobs? If the Board is unsatisfied on either of these grounds, does it believe that the necessary improvements can be made within the current provision system?

In summary, a child's school day begins not the classroom, but upon leaving the home, and the bus ride is a key component of your educational mission. Clearly, this was the rationale behind commissioning our study in the first place. Though we may disagree over a few relatively minor cost issues, Dr. Sclar/HDR and the Administration do agree that the cost of self-provision is in the same ballpark as the current contracted system. We have shown that such a system is feasible and that it does not need to be an all-or-nothing solution. We encourage the Board to consider implementing a pilot effort with independent review to measure the effectiveness of our proposal on the ground.

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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) Report from the Mps Travel Safety Committee on MPS-Sponsored Student Trips in Response to Resolution 0304R-006 by Director Morales

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

Background

1. At its meeting on May 29, 2003, the Board referred the following Resolution 0304R-006 by Director Morales to the Committee on Legislation, Rules and Policies:

WHEREAS, The federal government has established a color code for identifying the current level of terrorist threat; and

WHEREAS, The MPS Administration has established a policy to link travel authorization for MPS staff and students to the federal terrorism threat color code; and

WHEREAS, recent MPS-sponsored trips have been modified, postponed, or cancelled in response to this policy; now, therefore be it

RESOLVED, That the Milwaukee Board of School Directors hold a meeting and public hearing on this travel ban policy by September 2003; and be it

FURTHER RESOLVED, That the Administration prepare a presentation, to be made at this meeting, on the rationale for the travel ban policy, possible alternatives to the policy, and a process for MPS staff, students, and the public to be involved in the refinement and implementation of the policy.

2. At its meeting on August 28, 2003, the Board accepted the Administration's report in response to Resolution 0304R-006, with the stipulation that the Travel Safety Committee investigate:

a. the feasibility of the District's obtaining cancellation insurance on all future travel in order to protect students and staff from forfeiture of funds due to emergency cancellation of trips;

b. the feasibility of issuing a request for bids (RFP) for travel contracts, with the bids to include cancellation insurance; and

c. current legislation regarding travel and the Color Code System.

3. The Administration was to report back its findings to the Committee on Legislation, Rules and Policies during the November Board Cycle and include the status of implementation of the following recommendations:

- the addition of principals to the Travel Safety Committee;
- the addition of a student representative;
- the addition of a parent representative;
- an update of the research on what other school districts are now doing; and
- the determination of whether travel cancellation insurance is viable and/or if a preferred arrangement with one or more travel agents could result in improved cancellation terms and conditions that would mitigate the loss of monies when trips may need to be cancelled.

Administration's Report

1. The Administration is in the process of writing a request for bid (RFP) for travel contracts that would include cancellation insurance. This will be issued before the end of December 2003.

2. Legislative staff is researching to determine if there is any current legislation regarding travel as it affects school-sponsored travel and the Color Code System. To date, no legislative initiatives have been identified.

3. The recommendations of the Travel Safety Committee have been implemented as follows:

a. Principals from an elementary, a middle school, and a high school have joined the Travel Safety Committee.

b. Two student representatives have joined the Travel Safety Committee.

c. A parent representative has joined the Travel Safety Committee.

d. The previous research compiled by the Administration has been updated and is attached under separate cover.

e. The results of the abovementioned RFP will be used to determine the feasibility of the purchase of travel insurance and/or preferred arrangements with one or more travel agents.

4. The Travel Safety Committee has met twice since August 2003 to review and prepare this report.

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(Item 2) Action on Resolution 0304R-021 by Director Morales Regarding In-State Tuition Rates
Background

At its meeting on October 28, 2003, The Board referred the following Resolution 0304R-021 by Director Morales to the Committee on Legislation, Rules and Policies:

WHEREAS, The State of Wisconsin has the duty to create educational opportunities for all children in this state, which in the end can create a more diverse and educated workforce; and

WHEREAS, when the youth of today realize the opportunities that are afforded them through higher education, drop-outs and habitual truancy will decrease; and

WHEREAS, Assembly Bill 95 introduced by State Representatives. Colon, Krawczyk, Zepnick, Young, Berceau, Pocan, Hahn, J. Lehman, Townsend and Turner, cosponsored by Senators Carpenter, Risser and Chvala would allow children of aliens who are not legal permanent residents of the United States to pay resident tuition for the University of Wisconsin System and the Wisconsin Technical College System if they meet strict criteria; and

WHEREAS, The government is currently obligated to educate all children from kindergarten through 12th grade, but when it comes to college, countless undocumented students are not afforded the same benefit that all other Wisconsin residents receive; and

WHEREAS, These children, who would otherwise qualify for college due to their grades and test scores, are prohibited from attending the UW System due to the high cost of out-of-state tuition; and

WHEREAS, The difference between in-state and out-of-state tuition at the UW-Madison campus is over $14,000 per year, which makes the cost of higher education prohibitive; and

WHEREAS, This provision would not produce special privileges or exceptions for any class of people, but instead would create a level playing field where educational opportunities are available for those that meet even stricter residency standards than for Wisconsin residents attending UW System schools; and

WHEREAS, If leaders, educators, and parents encourage Wisconsin's children to achieve their dreams by attending college, then a mixed message is sent to those who are undocumented through no fault of their own; and

WHEREAS, The University of Wisconsin System is striving to enroll a more ethnically diverse student population, then the state government should be doing everything within its power to reach that goal;

WHEREAS, In March of 2002, the Board approved resolution 0102R-045 and directed the Administration to support similar legislation offering in-state tuition rates at University of Wisconsin System schools, but not Wisconsin Technical College System schools, for all prospective and qualified students, including undocumented students with verified residency now, therefore, be it

RESOLVED, That the State of Wisconsin has the responsibility to create an equal opportunity by offering in-state tuition rates; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors support legislation consistent with federal law that assists in achieving this goal; and be it

FURTHER RESOLVED, That the Board direct the Administration to support legislation consistent with federal law that assists in achieving this goal.

Administration's Analysis

1. The resolution calls on the Milwaukee Board of School Directors to support legislation, consistent with federal law, that directs the State of Wisconsin to fulfill its obligation to create equal opportunity by offering in-state tuition rates for all prospective and qualified students, including undocumented students with verified residency. The resolution further asks that the Board direct the Administration to support such legislation. In March of 2002, the Board approved a similar measure, which specified University of Wisconsin system schools. The current resolution provides language which includes the Wisconsin Technical College System.

2. The following information is taken from an August 14, 2003, summary prepared by Ann Morse, Immigrant Policy Project Program Director at the National Conference of State Legislatures.

3. In 1996, the illegal immigration reform law included a provision that prohibited states from "providing a postsecondary education benefit to an alien not lawfully present unless any citizen or national is eligible for such benefit." Immigrants, regardless of legal status, are eligible for free primary and secondary education under a 1982 Supreme Court decision; however, illegal or unauthorized immigrants are ineligible for federally funded higher-education grants and loans. The 1996 provision (Sec. 505) instituted a restriction on states' residency requirements and in-state tuition benefits for higher education, affecting an estimated 50,000-65,000 unauthorized immigrant students annually.

4. In 2002-2003, more than 20 states considered legislation to allow certain long-term unauthorized immigrant students to become eligible for in-state tuition. In 2002, California, Texas, Utah, and New York enacted legislation permitting these students to become eligible if they graduate from state high schools, have two to three years residence in the state, and apply to a state college or university. The student must sign an affidavit promising to seek legal immigration status. These requirements for unauthorized immigrant students are stricter than the residency requirements for out-of-state students to gain in-state tuition.

5. Washington, Oklahoma, and Illinois enacted similar legislation in 2003. (States with legislation under consideration in 2002-2003: Arizona, California, Colorado, Florida, Georgia, Hawaii, Illinois, Kansas, Maryland, Massachusetts, Minnesota, Nebraska, New Jersey, New York, North Carolina, Oklahoma, Oregon, Texas, Utah, Virginia, Washington, and Wisconsin.)

6. At the federal level, members of Congress have introduced bipartisan legislation to repeal the restriction on state residency requirements for higher education. The Student Adjustment Act of 2003 (H.R. 1684) was introduced by 30 cosponsors (15 Republicans and 15 Democrats) on April 9; currently there are 66 cosponsors. In the Senate, S.1545, the Development, Relief, and Education for Alien Minors Act (the DREAM Act), was introduced on July 31, 2003, with 16 cosponsors. The bills would allow certain minor immigrant children to gain legal status and permit states to offer them in state tuition and financial aid.

Statute, Board Policy or Rules Statement

7. Administrative Policy 1.01(2)(a): Vision and Mission — "The Milwaukee Public Schools shall ensure that maximum educational opportunities are provided for all students to reach their highest potential so that: (a) students achieve their educational and employment goals."

Committee Recommendation

Your Committee Recommends that — in accordance with the District's stated goal of ensuring that maximum educational opportunities are provided for all students to reach their maximum educational potential, and to remain consistent with Resolution 0102R-045, which the Board approved in March of 2002 — the Board move passage of Resolution 0304R-021.

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

* * * * *

(Item 3) Action on Resolution 0304R-011 by Director Johnson Regarding Board Election Cycles
Background

At its meeting on August 28, 2003, the Board referred the following resolution by Director Johnson to the Committee on Legislation, Rules and Policies:

WHEREAS, Election cycles and the length of terms of the members of the Milwaukee Board of School Directors are dictated by Section 119.08 of the Wisconsin Statutes; and

WHEREAS, Elections for the Milwaukee Board of School Directors currently are held in the Spring of odd-numbered years; and

WHEREAS, Changing the scheduling of Board elections to the Fall of even-numbered years would align them with elections which traditionally have higher turnouts, resulting in greater voter participation in Board elections; and

WHEREAS, A Fall election would allow Board members to be seated in time to actively participate in the annual strategic planning and budget process from its start; and

WHEREAS, By shifting the bulk of the election campaigning to the summer months, a Fall election schedule would allow Board members, candidates, and the public to focus their energies on educational matters during the majority of the school year; now, therefore, be it

RESOLVED, That the Board direct the Office of Board Governance to develop and report to the Board a plan to move the Board election schedule to the Fall of even-numbered years beginning in 2006; and be it

FURTHER RESOLVED, That the plan to move the Board election schedule include provisions to revise Wisconsin State Statute 119.08, including any necessary adjustments in the terms of Board members for the initial years of implementation.

Analysis

1. In November of 1998, the Office of Board Governance released the *Special Report: School Board Elections and Election Districts*. One section of that report listed six (6) options, as well as factors related to each option, for Board election schedules.

2. Option 1, as identified in the *Special Report: School Board Elections and Election Districts*, was to "Change Board elections to Fall of even numbered years, starting in 2000." Option 1 included a number of factors, several of which, as listed below, would likely be considerations in the development of any plan to move the Board election schedule to the Fall of even-numbered years beginning in 2006:

- National, state, and local elections held in the Fall generate higher voter turnout — 66% in presidential years, 46% in gubernatorial.
- If four-year staggered terms are retained, elections in certain districts will always coincide with presidential elections, while those in other districts will always coincide with gubernatorial elections.

- Board elections would be aligned with partisan elections.
- A decision would have to be made whether to retain staggered terms or initiate common terms for all Board members.
- The proposed change would shorten the length of terms of incumbents by six months.

Strategic Plan Compatibility Statement

3. Moving Board elections to higher-turnout elections should improve public involvement, correlating to Strategic Plan Goal 3 and the ability to measure customer satisfaction with choices in the education marketplace.

Statute, Board Policy or Rules Statement

4. Adoption of this resolution and any plan to alter the Board election cycle would require revisions to Wisconsin State Statutes Sections 8.10 3(i), 8.11 (2m), and 119.08, which dictate both the length of Board terms and the election cycle.

administration's Fiscal Impact Statement

5. Without knowing the specific plan or approach to implementation, it is difficult to determine the fiscal impact of implementing this resolution. If completed with existing staff, there should not be a fiscal impact to complete the plan and report it to the Board.

Implementation Plan options

6. The following options for rescheduling the Board to the Fall of even-numbered years are possible:

   a. If four-year staggered terms are to be retained, the elections can be moved from the spring of odd-numbered years to the fall of even-numbered years to coincide with the presidential and gubernatorial elections. This would involve shortening the terms of current incumbents by six months.

   b. If four-year staggered terms are not to be retained, with all seats up for election at the same time, the elections may be moved to coincide with either:

      (1) the presidential election every four years; or

      (2) the gubernatorial elections every four years.

   Either of these options would have varying effects on the length of terms of the incumbents.

Committee Recommendation

Your Committee recommends that the resolution not be adopted.

Director Johnson moved that the Board direct the Office of Board Governance to develop a document to be presented to the Board:

1. that moves the Board election schedule to the fall of even numbered years beginning in 2008 to coincide with the presidential elections;
2. that all nine board seats are elected on the same day; and
3. that includes all the concerns raised at the Legislation, Rules and Policies Committee meeting in November of 2003, articulates the pro's and con's of any potential action and also includes changes necessary in the legislative process in Wisconsin State Statutes.

Director Morales moved a substitute, that the Board adopt the Committee's recommendation.

The motion to adopt the Committee's recommendation prevailed, the vote being as follows:

Ayes—Directors Balistreri, Blewett, Hardin, Morales and O'Neil—5.

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

* * * * *

COMMITTEE ON FINANCE/PERSONNEL

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

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Finance/Personnel presents the following report:

(Item 1) Action on Monthly Finance and Facilities Matters: Award of Contracts; Authorization to Make Purchases; Acceptance of the Report of Revenues and Expenses; Monthly Expenditure Control Report; Report on Administrative and School Fund Transfers; Report of the Independent Monitor on Participation Performance in the Neighborhood Schools Initiative; and Acceptance of Donations

Award of Contracts

Roof Replacement

Philipp School

Prime Contractor
Roberts Roofing & Siding, Inc.
4929 North Lydell Avenue
Glendale, WI 53217

Low Bidder, Base Bid of.....$71,400.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
Yes	10%	100% DBE	50	15	6	Corporation	0

Funds were budgeted in FY04 account FAR-0-0-980-PP-ECNC (W.O. 2-590641). Project is to begin on May 17, 2004, and is scheduled for completion on July 30, 2004.

Townsend Street School

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

Low Bidder, Base Bid of.....$153,626.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% MBE	135	48	5	Corporation	1

Funds were budgeted in FY04 account FAR-0-0-980-TO-ECNC (W.O. 2-590640). Project is to begin on April 12, 2004, and is scheduled for completion on July 16, 2004.

Golda Meir School

Prime Contractor
Roberts Roofing & Siding, Inc.
4929 North Lydell Avenue
Glendale, WI 53217

Low Bidder, Base Bid of.....$245,000.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
Yes	10%	100% DBE	50	15	6	Corporation	0

Funds were budgeted in FY04 account FAR-0-0-980-GM-ECNC ($241,220) and FAR-0-0-MM2-GM-ECNC ($3,780) (W.O. 2-590605). Project is to begin on April 12, 2004, and is scheduled for completion on August 13, 2004.

Fernwood School

Prime Contractor
Roberts Roofing & Siding, Inc.
4929 North Lydell Avenue
Glendale, WI 53217

Low Bidder, Base Bid of.....$159,000.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
Yes	10%	100% DBE	50	15	6	Corporation	0

Funds were budgeted in FY04 account FAR-0-0-980-FW-ECNC (W.O. 2-590634). Project is to begin on July 5, 2004, and is scheduled for completion on August 27, 2004.

Lloyd Street School

Prime Contractor
Langer Roofing & Sheet Metal Inc.
345 South Curtis Road
Milwaukee, WI 53214

Low Bidder, Base Bid of.....$131,700.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% MBE	125	19	2	Corporation	0

Funds were budgeted in FY04 account FAR-0-0-980-LL-ECNC (W.O. 2-590635). Project is to begin on May 3, 2004, and is scheduled for completion on July 16, 2004.

Masonry Restoration

Fernwood School

Prime Contractor
Abel Building & Restoration
700 West Michigan Avenue
Milwaukee, WI 53233

Low Bidder, Base Bid of.....$257,001.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	15%	15% MBE	25	12	4	Corporation	1

Funds were budgeted in FY04 account FAR-0-0-980-FW-ECNC (W.O. 2-596385). Project is to begin on April 12, 2004, and is scheduled for completion on June 25, 2004.

Construction Contracts

Total construction contract dollars awarded.....$1,017,727.00
Total dollars HUB participation $542,482.75
% of MBE participation.....6.59
% of WBE participation 0.00
% of DBE participation 46.71
% Minority employees within company.....33.51
% Women employees within company 10.51

The following recommendation is made based on proposals received in August 2003:

Printing and Distribution Services

Firm Name
Reprographic Technologies
1630 Miller Park Way
Milwaukee, WI 53214

To retain a full-service printing firm to provide document management for MPS Facilities and Maintenance Services and construction drawing and specification reproduction and distribution for bidding in accordance with the fee structure listed on contractor's proposal.

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	15%	15% WBE	20	0	3	Corporation	1

Funds are budgeted in each project account. Project is to begin on January 1, 2004, for a contract period of a minimum of one year, with the potential for two additional one-year extensions.

Request is being made for authorization to purchase:

New Chiller and Associated Equipment

Granville School

Firm Name
McQuay International
c/o Kasmerchak Gonzalez & Associates
5351 North 118th Court
Milwaukee, WI 53225

For a Base Equipment Cost of $73,760, plus $3,290 for marine water boxes, minus $6,158 for deleting bench test, for a total purchase price of $70,892.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	0%	0%	18	1	3	Partnership	N/A

Funds were budgeted in FY04 account FAR-0-0-MM2-GV-ECNC (W.O. 2-596436). Purchase of equipment Project is to begin upon November 20, 2003, award and is scheduled for delivery on or before February 6, 2004.

Request is being made for authorization to enter into contract negotiations for architectural services for the following projects:

Craig School

Firm Name
Uihlein Wilson Architects
322 East Michigan Street
Milwaukee, WI 53202

For a cost not to exceed $84,480.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	30% MBE 5% WBE	30% MBE 5% WBE	17	1	8	Corporation	6

Funds were budgeted in FY04 account FAR-0-0-MRP-CG-ECNC–ADD4 (W.O. 2-622936). Project is to begin upon November 20, 2003, award and is scheduled for completion in August 2004.

Congress School

Firm Name
Uihlein Wilson Architects
322 East Michigan Street
Milwaukee, WI 53202

For a cost not to exceed $369,600.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	30% MBE 5% WBE	30% MBE 5% WBE	17	1	8	Corporation	6

Funds were budgeted in FY04 accounts FAR-0-0-OBO-CO-ECNC-ADD4 (W.O.2-622851). Project is to begin upon November 20, 2003, award and is scheduled for completion in April 2005.

Professional Service Contracts

Total professional service contract dollars awarded.....$454,080.00
Total dollars HUB participation $158,928.00
% of MBE participation.....30.00
% of WBE participation 5.00
% Minority employees within company.....6.00
% Women employees within company 47.00

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 Purchase Boilers from Combustion Systems of Wisconsin

The Administration is requesting authorization to purchase boilers from Combustion Systems of Wisconsin for McNair School and 53rd Street School. In both cases, the Administration is recommending awarding the bid to the second-lowest bidder because the lowest bidder did not meet MPS bid specifications. The award for each school is $55,346. These boilers are replacement equipment in compliance with the District's cyclic maintenance program.

The budget codes to be charged are:

McNair School: FAR00980MN-ECNC
53rd Street School: FAR0098053-ECNC

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 Non-Exclusive Contract with C. Coakley to Provide Moving and Storage Services

In October 2003, the Board approved entering into non-exclusive contracts with J.C. Triplett and Coakley Brothers to provide moving and storage services to schools after the warehouse closes. The Administration is requesting authorization to also enter into a contract with C. Coakley for the same services. C. Coakley was left off the original list because the evaluation team believed they were restricted to recommending awards to only the two top-ranked vendors. There was no such restriction.

C. Coakley meets the same requirements as the other vendors. An additional vendor means more choices and more competitive pricing for schools. The contract would be non-exclusive and would not guarantee any minimum amount of business.

The District spent $60,000 on moving and storage services in FY02.

Purchasing Request Summary — November, 2003

Total contract dollars to be awarded..... $.55,346
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 and the Expenditure Control Report

Statement of Revenues as of October 31, 2003:

	Adopted Budget	Approved Transfers(1)	Revised Budget	Cur. Month. Revenues	Year-to-Date Revenue	Unrealized Revenue	Percent Realized
School Operations	$884,293,738	$40,283,674	$924,577,412	$912,543	$83,371,347	$841,206,065	9%
Categorically Aided	151,978,748	28,106,753	180,085,501	19,877,807	21,577,431	158,508,070	12%
School Nutrition	29,360,066	789,428	30,149,494	218,877	304,001	29,845,493	1%
Construction	30,233,095	32,855,230	63,088,325	545,042	592,297	62,496,028	1%
Extension	13,599,459	703,927	14,303,386	708,295	935,320	13,368,066	7%
Total All Funds	1,109,465,106	102,739,012	1,212,204,118	22,262,564	106,780,396	1,105,423,722	9%

B. Statement of Expenditures as of October 31, 2003:

	Adopted Budget	Approved Transfers(1)	Revised Budget	Cur. Month. Expenditures	Year-to-Date Exp.&Encumb.	Unexpended Balance	Percent Expended
School Operations	$884,293,739	$40,283,674	$924,577,413	$62,765,460	$305,615,884	$618,961,529	33%
Categorically Aided	151,978,748	28,106,753	180,085,501	19,467,588	52,766,551	127,318,950	29%
School Nutrition	29,360,066	789,428	30,149,494	3,852,779	6,895,054	23,254,440	23%
Construction	30,233,095	32,855,230	63,088,325	3,337,588	53,154,221	9,934,104	84%
Extension	13,599,459	703,927	14,303,386	553,071	3,851,121	10,452,265	27%
Total All Funds	1,109,465,107	102,739,012	1,212,204,119	89,976,486	422,282,831	789,921,288	35%

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

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

Report on Administrative and School Fund Transfers

This report has been attached to the minutes of your Committee's meeting.

Acceptance of Donations

School	Donor	Amount	Gift or Purpose
Audubon	Target Stores	$222	Student Incentives
Burdick	Kinkos	$400	13 boxes of paper for student/teacher use
Burdick	Kerri Waldner and Gerald Maddox	$265	School grounds tree plantings (donation in memory of Mark Grover, volunteer)
Douglass	Ida Snowden	$30	Polaroid Instant Camera for school use
Garfield	Metro Baptist Church	$100	P.T.O. Support
Humboldt Park	Mr. and Mrs. Bittner	$250	Field Trips
North	Reliable Knitting Works	$500	Winter caps
Sixty-fifth St.	Payless Shoe Source	$1,000	Student Incentives
Starms Discovery	Future Milwaukee	$225	Scissors, notebooks, folders, glue
Thirty-fifth St.	Bucks	$663	Student Incentives (Bucks tickets)

Committee Recommendation

Your Committee recommends that the Board authorize the contracts and purchases as listed above and accept the donations as listed above, with appropriate acknowledgment to be made on behalf of the Board.

Director Balistreri moved to adopt the Committee's recommendation.

The motion prevailed, the vote being as follows:

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

Noes—None.

Temporarily absent—Director Hardin—1.

* * * * *

(Item 2) Action on Monthly Personnel Matters: Approval of Classified Personnel Transactions; Approval of Certificated Appointments; Approval of Leaves of Absence; Report on Resignations; and Affirmative Action Reports

Approval of Classified Personnel Transactions

Name and Assignment	Position and Salary	Date
	APPOINTMENTS	
Diana Frank Kagel	School Secretary I $19,442.44/yr.	11-03-03
Kathleen Romero Doerfler	School Secretary I $26,169.11/yr.	10-20-03
Leah Smith Student Services	School Secretary I $31,510.70/yr.	10-22-03
	PROMOTIONS	
Susan James Dept of Human Resources	Human Resources Assistant $33,086.24/yr.	08-21-03
Jeff Post	Network Coordinator 09-18-03	
Bay View	$28,926.61/yr.	
	CHANGES IN STATUS	
Cathy Anderson 81st	Handicapped Children's Assistant $14,609.70/yr.	11-03-03
Rebecca Campbell Milwaukee Spanish Immersion	Handicapped Children's Assistant $14,609.70/yr.	10-15-03
Evelyn Duncan Coney 38th	School Secretary I $26,169.11/yr.	10-27-03
Amber Edgeston Happy Hill	Handicapped Children's Assistant $14,609.70/yr.	10-28-03
LaTonya Evans Lowell	Handicapped Children's Assistant $14,609.70/yr.	10-22-03
Joanne Finch Engleburg	Handicapped Children's Assistant $14,609.70/yr.	10-22-03
Cheryl Hopson Browning	Handicapped Children's Assistant $14,609.70/yr.	10-22-03
Lola James Engleburg	Handicapped Children's Assistant $14,609.70/yr.	10-22-03
Alexandra Smith Milwaukee Spanish Immersion	Handicapped Children's Assistant $14,609.70/yr.	10-15-03
Patricia Smith Fairview	Handicapped Children's Assistant $14,609.70/yr.	10-15-03
Stanley Smith Riverside	Handicapped Children's Assistant $14,609.70/yr.	10-28-03

Approval of Certificated Appointments

Code	Teachers	Division	Salary	Yrs. Exp. Credit	Start Date
r	Antonio L. Avery Social Studies/English/Speech	B	$29,224.00	0	10/16/03
nr	Fatima I. Baig Grade 2	B	$29,224.00	0	09/24/03
nr	Fritz A. Blandon Bilingual — Science/Chemistry/Biology	B	$29,224.00	0	10/07/03
nr	Paul J. Bruck Cross-categorical Special Education	C	$43,067.00	7	10/06/03
r	Elieser Burgos Grade 2 Bilingual	B	$29,224.00	0	10/14/03
nr	Patricia L. Butchart Cognitive Disabilities/Learning Disabilities	B	$29,224.00	0	10/06/03
nr	Marta A. Cooper Bilingual — Cross-categorical	B	$29,224.00	0	10/21/03
r	Shamar L. Cotton Business Education	B	$29,224.00	0	10/16/03
nr	Thomas E. Harding Technology Education	BB	$40,080.00	7	10/20/03
r	Jessica H. Jablonski Grade 5	B	$29,224.00	0	08/28/03
r	Lisa D. Kromraj Orthopedically Impaired	B	$29,224.00	0	08/28/03
r	Holly A. Meier Art	BB	$30,643.00	0	10/16/03
r	Nancy C. Meneese Learning Disabilities	B	$31,299.00	2	10/06/03
nr	Steven Messina Business Education	B	$35,448.00	5	10/13/03
nr	David R. Mundt Technology Education	B	$29,224.00	0	09/22/03
r	John R. Nekich Physical Education	B	$34,066.00	4	10/06/03
r	Alicia C. Nelson Cross-categorical Special Education	B	$29,917.00	1	08/28/03
nr,a	Leigh M. Ragonese Grade 5	BB	$32,820.00	2	10/23/03
r	Ben Spector Physical Education	B	$29,224.00	0	10/06/03
r	Deborah J. Taylor Cross-categorical Special Education	B	$29,224.00	0	11/03/03

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, 2004:		
James Guten	Lloyd	September 8, 2003
Personal Leave, to June 17, 2004:		
Carol Hines	Marshall	February 2, 2004

Report on Resignations

Name	Position	Effective Date
Jane Borge-Eliasen	Teacher	12/19/03
Barbara Bowden	School Nurse	08/17/03
Edward Bronder	Teacher	12/19/03
Ida Butler	Teacher	10/21/03
Patricia Colon	Teacher	10/08/03
Tracie Evans	Teacher	10/13/03
Caroline Gill	Teacher	11/18/03
Judy LeFlore	Teacher	12/06/03
Barbara Logan	AP	10/13/03
Kendra Paar	Teacher	11/02/03
Maria Rajkovic	Teacher	10/28/03
Katharine Reilly	Teacher	11/17/03
Jewell Riano	AP	11/25/03
Nancy Roehnsch	Teacher	01/30/04
Carmen Torres	Teacher	11/03/03
Allegra Troiano	Teacher	10/16/03
Adam VanLin	Teacher	10/02/03
Francesca Veglia	Teacher	08/28/03

Correction to Oct 2003 Report on Resignations Accepted

Karin Steinke	Teacher	10/16/03

Affirmative Action Report

The Affirmative Action Report for October 2003 is attached to the minutes of your Committee's meeting. This is an informational report, and no action is required.

Committee Recommendation

Your Committee recommends that the Board approve the classified personnel transactions, appointments of certificated personnel, and leaves of absence as listed in above.

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

* * * * *

(Item 3) Action on Recommended Administrative Appointments and Promotions

Committee Recommendation

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

2(r)	Francyne Dykes	Assistant Principal Doerfler School	Schedule III, Range 10Z $61,805.72
5(r)	Raymond Yankus	Curriculum Specialist for Career and Technical Education Division of Career and Technical Education	Schedule III, Range 11A $83,747.40
4(r)	Robert Helminiak	Curriculum Specialist —Physical Education/Health Division of Teaching and Learning	Schedule III, Range 11A $88,133.00
5(nr)	Paula Swafford	Benefits Supervisor Division of Benefits and Insurance Services	Schedule III, Range 10A $75,840.00
5(r)	Kristen Gurtner	Staffing Specialist Office of Certificated Staffing	Schedule III, Range 10A $78,688.41
2(r)	Alisia Moutry	Coordinator Block Grant Program Office of Academic Excellence	Schedule III, Range 8A $74,047.82
2(r)	Victoria Frazier	Staff Development Supervisor Division of Professional Development	Schedule III, Range 8A $76,134.00

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
6	Other
r	Resident who must remain resident
nr	Non-resident who must become resident

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

* * * * *

(Item 4) Action on Communication 0304C-001 from Matthew Pietz Proposing the Establishment of Two Major Recreational Centers

Background

At its meeting on October 28, 2003, the Board referred the following communication from Mr. Matthew Pietz to the Committee on Finance/Personnel. The communication requests a hearing regarding a plan to establish two major recreational centers.

TO: MILWAUKEE SCHOOL BOARD

FROM: MATTHEW PIETZ, MILWAUKEE RESIDENT

RE: ESTABLISHMENT OF TWO MAJOR RECREATIONAL CENTERS

Dear Board Members,

Greetings. I am a Milwaukee Resident. I live at 5908 W. ST. Paul Ave.

This letter is my request to be placed on your agenda for the next avaiable opening for consideration of the following community project.

I have begun to establish a group of people and area associations, to form a core group to create two major recreational centers in the City of Milwaukee.

Also contacted are Milwaukee County, the State of Wisconsin, and the federal government.

I am also locating and contacting owners of property that are suitable for this purpose.

The concept I have, is to establish these centers to be comparable to places such as the Dells to our north, and Great America to our south.

I believe that if this community can be brought together for this major project, all our citizenary will benefit.

The types of activities that I envision, are: an offroad type bike area resembling sport competition on television, a waterpark, and various family oriented activities.

I believe that a collective effort can produce a finished work that could possibly become a model for other cities to produce for their citizens.

In general, I am asking each entity to first decide if they would like to be involved, then of course, in what manner.

Regarding who would be the best choice to operate such a center, I believe that your Department of Recreation would be best suited.

I will continue to establish the foundation for this project, through research, contacts, and setting up possible meetings.

Committee Recommendation

Your Committee, having given hearing to Mr. Pietz and other interested parties, recommends that the Board accept his communication and respond in kind.

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

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(Item 5) Report on Staffing for the 2003-2004 School Year

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

Administration's Report

During the past few months, the Office of Certificated Staffing and Office of Classified Staffing have worked collaboratively with schools regarding staffing for the 2003-2004 school year. Information relative to the status of specific staffing areas follows.

1. Certificated Staffing

a. School Administrative Positions

Eleven (11) vacant principal positions were filled in July and August. Two (2) vacant principal positions for the 2003-2004 school year are in the process of being filled.

b. T/AP Positions

Since the start of the current school year, 12 teachers have accessed Teacher/Assistant Principal (T/AP) experiences.

c. Teacher Staffing

There were 847 teacher vacancies as of May 20, 2003. There were 601 fully certified teachers hired as of August 28, 2003. The remaining 246 positions were staffed with interns (190) and permit (56) teachers. On September 19, 2003, after third-Friday adjustments, there were 57 teacher vacancies (special education, bilingual/ ESL/ Spanish; unusual certification combinations, etc.).

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 2003-2004 school year between mid-May and July 31 (period dedicated to the school-based interview process).

d. Initiatives Used to Employ Teachers

A number of initiatives were used to employ teachers for the 2003-2004 school year:

- Student teacher rallies were held in the auditorium of the Central Services Building on December 2, 2002, and March 17, 2003: 109 student teachers attended the rallies; 42 were hired.
- Staffing specialists attended various student teacher seminars at the University of Wisconsin-Milwaukee and Alverno College, at their request, to speak on employment opportunities, the application process, and the school interview process.
- A comprehensive teacher recruitment campaign was launched in April 2003 and concluded in August 2003. The theme was "The Power of ONE. TEACH. Milwaukee Public Schools." This campaign was a collaborative effort among Mercury Communication Partners, Creative Marketing Resources, the MPS Office of Communications and Public Affairs, and the recruitment specialists in the MPS Department of Human Resources (i.e., compiling a list of vendors, providing vendor quotes of costs, photographer, design, layout, and concept). Advertising was done via billboards, radio spots, internet banners, and Milwaukee County Transit bus placards. The billboards and bus advertisements were visible throughout Milwaukee County. A new brochure, designed to reflect the diversity among teachers within our school district, corresponds with the teacher recruitment advertising campaign.
- A recruitment CD-ROM was developed which included information about alternative certification. The disc, which will be used as a recruitment tool throughout the year, directs potential candidates to the correct resources for applying to MPS or an alternative certification program.
- The www.teachmps.org website was redesigned to provide greater functionality and to serve as a resource to job seekers interested in teaching. The website mirrors the theme of our 2003 teacher recruitment advertising campaign.

The first phase of enhancements included information regarding the hiring process, application/licensure requirements, school-based interview process, vacancy list for schools, and alternative certification programs, and an MPS Human Resources contact. Interested applicants are able to submit an online application in an effort to expedite the application process.

The second phase of enhancements to the website included: FAQs, overviews of MPS and the City of Milwaukee, school listing and website pages, benefit and salary information, and a resources-and-links section. We collaborated with the Office of Communications and Public Affairs and Montello Partners in our streaming video that consisted of pertinent information regarding our school district (i.e., job opportunities, benefits, salary, teacher testimonials) as well as our four alternative certification programs. The project started in June 2003 and concluded in August 2003. There have been 106,387 hits in 189 days.

- A Transition to Teaching grant was awarded to the Milwaukee Public Schools for the 2002-2007 school years. The project's goals are to:
  - — increase the number of degreed individuals, representing diverse populations entering and completing a teacher-certification program focusing on non-traditional groups of individuals within the community;
  - — 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
  - — expand the collaboration among existing alternative certification programs in a systematic way ensuring a collegial connection.
- Tuition stipends of up to $2,000 per semester for fall semester 2002, spring semester 2003, and summer semester 2003 were awarded to 36 individuals enrolled in certification programs leading to certification in special education or bilingual education. A total of $79,498.17 was awarded.
- Tuition stipends of up to $2,000 per semester for fall semester 2002, spring semester 2003, and summer semester 2003 were awarded to 16 individuals enrolled in certification programs leading to certification in mathematics or science. A total of $32, 951.46 was awarded.

e. School-Based Interview Process

a. Approximately 594 certified teachers accessed the school-based interview process from May through July 2003. Of these 594 teachers, approximately 498 were current MPS teachers. There were 96 newly hired teachers who were able to interview for positions consistent with their interests and certifications at schools of their choice.

b. The Office of Certificated Staffing assigned contracted teachers who required assignments, but did not secure one through the interview process in the traditional manner (i.e., seniority-based consistent with licensure), to schools not participating in the expanded interview process. The regular interview schedule for schools participating in the expanded interview process commenced October 8, 2003. The Office of Certificated Staffing also provided school-based interview process training for all schools at Vincent and Hamilton High Schools in March 2003.

c. Sixty (60) schools were trained, voluntarily, to use PeopleSoft to enter their lists of members of their interview teams and to open or close their vacancies.

2. Classified Staffing

a. The Office of Classified Staffing is responsible for all of the human-resource activities associated with approximately 6,000 support positions within the school district. The support positions under the jurisdiction of the Office of Classified Staffing include 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.

b. The human-resource activities administered by the Office of Classified Staffing include such things as:

- conducting all of the District's criminal background checks (including of 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 transfer;
- implementing changes in status such as promotions and changes in work year/hours;
- processing grievances at the second step; and
- processing disciplinary actions, etc.

c. A sampling of some of the activities of the Office of Classified Staffing for the 12-month period from July 1, 2002, through June 30, 2003, is as follows:

Wisconsin Criminal Background Checks	5,042
Non-Wisconsin Criminal Background Checks	296
New Hires	603
Leaves of Absence Processed	503
Transfers/Promotions/Reassignments	391
Retirements/Resignations Processed	582
Positive Drug Screens	38
Physical Examinations	926

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(Item 6) Annual Report on Status & Use of the Project Loan Acquisition Network (PLAN)

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

Background

1. In October of 2002, the MPS Board of School Directors approved the implementation of the Project Loan Acquisition Network (P.L.A.N.) and asked that the Division of Finance provide an annual update on the program to the MPS Finance and Personnel Committee. 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.

3. Schools with surpluses due to teacher vacancies or other factors that 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. 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

4. During the first year of the PLAN program, ten schools made deposits totaling $1,370,000 to the central fund. Four schools that were approved for project loans made a total of $163,327 in withdrawals. $1,203,422 of the remaining balance was used to reduce district debt on lease-purchase agreements.

Deposits:

Kluge	$300,000	Hi-Mount Blvd.	$220,000
Doerfler	$200,000	German Immersion	$160,000
Honey Creek	$160,000	Hayes Bilingual	$80,000
Brown St.	$75,000	McNair	$75,000
Juneau	$50,000	New School	$50,000

Loans:

Fritsche	$60,000	Mitchell	$58,327
Congress	$30,000	Maryland Ave.	$15,000

Administration's Analysis

5. In its first year of operation, PLAN was successful in securing $1,370,000 in deposits, and four applicants were awarded loans for school-site projects. Over the past year, the number of schools in surplus positions dropped from 122 to 85. The average school surplus amount has also declined from $109,700 to $75,152. Although the pool of possible depositors has decreased, the Division of Finance, in concert with the PLAN board of directors, is working to secure further deposits, increase the number of schools that are awarded PLAN loans, and increase overall familiarity with the program.

Strategic Plan Compatibility Statement

6. The Project Loan Acquisition Network responds to the MPS strategic plan goal of "maintaining financial stability while decentralizing decision-making authority" (MPS Strategic Plan 2000, p. 9).

Statute, Board Policy or Rules Statement

7. 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

8. 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 are provided to the MPS Board of School Directors.

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(Item 7) Action on a Recommendation to Enter into a Sole-Source Contract with the Next Door Foundation to Support FAST

Background

The Next Door Foundation has been the training agent for the FAST (Families and Schools Together) program for MPS for the last four years. FAST, a research-based program that has proven to address the high-risk behaviors of students and their families, is an early-intervention program for children and families which provides them with a structured, interactive, multi-family group experience. The overall goal of the FAST program is to build resiliency and protective factors for the child considered to be at risk for conduct disorder, delinquency, violence, alcohol and drug abuse, and failure in school.

Administration's Analysis

1. The Next Door Foundation, which is uniquely positioned to provide the services for the FAST training using funds from the state AODA grant, has over 30 years of experience in providing supportive services to children, youth, and their families.

2. The Next Door Foundation will provide leadership and coordination for the implementation of the FAST program in 15 schools (9 elementary schools and 6 middle schools). The Foundation will facilitate administrative meetings and submit reports and information on the implementation of the FAST model through a collaborative effort with FAST trainers and FAST schools. The Foundation will collaborate with the FAST coordinator by providing support training for the family teams at the 15 schools. Through the services of the Next Door Foundation, MPS will receive training on the FAST model at 15 additional schools.

3. The Next Door Foundation has been approved as a sole-source vendor because it is the only organization in Milwaukee that provides the leadership training for the FAST model, and because it has been the fiscal agent for the FAST program for the last five years.

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 market place.

Statute, Board Policy or Rules Statement

5. The work of the Next Door Foundation is consistent with Administrative Policy 7:08, Teaching About Drugs, Alcohol and Tobacco.

Fiscal Impact Statement

6. This item authorizes expenditures. Funds are available in the following accounts: $65,000-SD1 00 ZK4 CI/DW ECTS (State AODA Grant — Contracted Services), and $5,320- GEN 00 SC4 CI ECNS (State Incentive Grant — Consultants).

Implementation and Assessment Plan

7. Upon approval, MPS will enter into a contract with The Next Door Foundation to provide services for FAST for MPS. The Next Door Foundation will be audited by an independent accounting firm in compliance with governmental auditing standards.

Committee Recommendation

Your Committee recommends that the Board authorize the Administration to enter into a contract with the Next Door Foundation to provide services for the FAST (Family and Schools Together) program for MPS for an amount not to exceed $70,320 for November 2003 through June 2004.

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

* * * * *

(Item 8) Action on a Recommendation to Enter into a Contract with Science Applications International Corporation (SAIC) for the Development of a Professional Support Portal

Background

1. Milwaukee Public Schools (MPS) has established a strategic initiative, the Professional Support Portal (PSP), designed to use technology in innovative ways to support teacher induction, retention, and

continued professional growth through online tools, resources, and expertise. The goal of the proposed systemic project is to help MPS address these issues by making it possible for the PSP to engage new teachers in mentoring, coaching, and peer-support activities more equitably online while building more sustainable mentoring and coaching capacity from among the District's accomplished teachers and university partners. Our model vision consists of a sophisticated combination of online tools, services, and support strategies that address the issues of access, motivation, capacity, and quality.

Administration's Analysis

2. State and local policies designed to address the shortage of qualified teachers are beginning to mandate mentoring, coaching, and peer support to increase induction and retention of new teachers and to renew the skills and motivation of veteran teachers. The challenge of motivating teachers to seek assistance, building capacity to provide expertise and support equitably, and ensuring the quality of the interactions strains the resources and human capital of the school district, which tends to have larger proportions of new and under-qualified teachers. Meeting these challenges requires a sustainable and scalable strategy that is economical, efficient, and responsive to teachers' cognitive and affective needs.

Strategic Plan Compatibility Statement

3. This recommendation supports the MPS Strategic Plan, Goal 1, Student Achievement.

Statute, Board Policy or Rules Statement

4. This recommendation is consistent with Administrative Policy 3.09, Purchasing and Bidding Requirements.

Fiscal Impact Statement

5. This item authorizes the expenditure of funds not to exceed $450,000.00. The funds are budgeted in FY04 account SDV-0-0-TLX-SQ-ECTS (Title IID, Contracted Services).

Implementation and Assessment Plan

6. Upon approval, the Administration will enter into a contract with Science Applications International Corporation (SAIC) to develop a Professional Support Portal (PSP). Of the five (5) vendors who responded to the RFP (RFP #410), SAIC was the lowest-priced qualified vendor. All software developed under this contract by SAIC will be maintained by current staff in the Division of Technology.

Committee Recommendation

Your Committee recommends that the Board authorize the Administration to enter into a fixed-fee contract not to exceed $450,000.00 with Science Applications International Corporation (SAIC) to develop a Professional Support Portal (PSP) with all work to be completed by the end of the 2003-2004 fiscal year.

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

* * * * *

(Item 9) Action on a Recommendation to Authorize the Administration to Make Changes to Administrative Policy 3.09, Purchasing and Bidding Requirements

Administration's Analysis

1. In June 2002 the Board approved revisions to Administrative Policy 3.09, Purchasing and Bidding Requirements. Since that time, the Administration has identified conflicting language that could cause Policy 3.09 to be inconsistently applied. The Administration is recommending revisions to the policy to eliminate the possibility of misinterpretation.

2. At the same time, the Administration is requesting an increase in the dollar threshold at which principals and administrators are required to obtain competitive quotes for professional service contracts. The reason for requesting this change is to decrease the large and growing number of requests for sole-source waivers. Over the past 12 months, 200 sole-source waivers have been granted. The majority of these waivers were for contracts under $10,000.

3. The Administration is requesting the Board to approve an increase in the dollar threshold from $3,000 to $10,000. In conjunction with increasing the dollar threshold, the Administration is also recommending severely restricting the conditions under which a sole-source waiver would be granted once the $10,000 threshold is reached.

4. The effect of these changes is expected to be a reduction in the time and effort required by principals and administrators to contract for services under $10,000, and an increase in the number of vendors afforded an opportunity to bid on contracts valued at $10,000 or more. The increase in bidding opportunities is expected to result from the restriction on sole-source waivers.

Strategic Plan Compatibility Statement

5. This recommendation supports the MPS Strategic Plan Goal 1, Student Achievement, by more efficiently managing resources available for classroom instruction.

Statute, Board Policy or Rule Statement

6. These changes would modify Administrative Policy 3.09, Purchasing and Bidding Requirements.

Fiscal Impact Statement

7. Action on this item does not authorize expenditures. There is the potential for a positive fiscal impact resulting from bidding out more contracts of $10,000 or more. More competitive bidding should result in lower costs.

Implementation and Assessment Plan

8. Upon approval by the Board, the Administration will incorporate the recommended changes into Policy 3.09 and begin implementing the revised policy immediately.

Committee Recommendation

Your Committee recommends that the Board authorize the following changes to Administrative Policy 3.09:

3.09: PURCHASING AND BIDDING REQUIREMENTS

Requirements for the purchase of and bidding for supplies, equipment, services, maintenance, new construction, and remodeling, and the leasing of equipment shall be in accordance with the following for all departments and schools, including instrumentality charter schools, as provided in their individual contracts.

(1) DEFINITIONS

The following are definitions of major terms as described within this Policy 3.09:

(a) **Contract Dollar Amount:** The projected dollar total spent under the contract in any fiscal year, unless another time period is specifically stated in the contract.

(b) **Lease of Materials, Supplies, Equipment, and Computer Systems:**

1. **Capital Lease** (also known as Lease-to-Purchase): A contract agreement in which the District purchases equipment or software by making payments to a financial firm for a defined period of time, usually over multi-budget year periods

2. **Operational Lease:** A rental contract agreement for a defined period of time

3. **Facilities and Land Leases:** Refer to the requirements as outlined under Board Governance 4.08, Administrative Procedures 5.01 (3), and Administrative Policies 5.01.

(c) **Maintenance:** Upkeep of property, building, or equipment to keep in an existing state and to preserve from danger or unsafe condition

(d) **New Construction:** Addition or extension to existing building, or new building or structure

(e) **Professional Services:** Any service contracted by a school or department with compensation, which may include, but is not limited to, contracts related to training, consulting, performing, public speaking, etc., and as described in the appropriate Milwaukee Board of School Directors Professional Services Contract Form

(f) **Purchase of Materials, Supplies, Equipment, and Computer Systems:** A contract agreement to buy or obtain outright with a single payment

(g) **Reasonable Effort:** Contacting by telephone, fax, or e-mail at least three (3) vendors, in an attempt to obtain competitive bids

(h) **Remodeling:** Alterations to existing construction, property, or conditions

(i) **Rental of Materials, Supplies, Equipment, and Computer Systems:** A contract agreement to pay for the use of materials, supplies, equipment, or computer systems while ~~vendor/~~supplier continues to maintain ownership.

Note: Rental contract agreements do not automatically contain a maintenance contract/agreement.

(j) **Request for Proposals, or "RFP":** A procurement method that solicits proposals based upon ~~certain~~ specifications described in written documents, ~~whether~~ either attached or incorporated by reference~~, used for soliciting proposals~~. The basis of contract award may be predicated upon considerations other that lowest price and proposer responsibility.

1. A contract may be entered into through the use of ~~requests for competitive proposals~~ an RFP when contracting for professional services or when the ~~director of business services~~ procurement manger determines, in writing, that the use of competitive sealed bidding is either not practicable or not advantageous to the District.

2. This policy defines instances when it is either not practicable or not advantageous to the District to procure specified types of goods and services by competitive sealed bidding.

3. Evaluation factors: The ~~Request for Proposals~~ RFPs shall state the relative importance of price and other factors and subfactors, if any, to be used in determining contract award.

4. Discussion with Responsible Offerors and Revisions to Proposals: As provided in the ~~Request for Proposals~~, RFP, and under regulations, discussions with responsible offerors who submit proposals determined to have a reasonable expectation of being selected for award may be conducted for the purpose of clarification to ensure full understanding of, and responsiveness to, the solicitation requirements. Offerors shall be accorded fair and equal treatment with respect to any opportunity for discussion and revision of proposals, and such revisions may be permitted after submissions and prior to award for the purpose of obtaining best and final offers. In conducting discussions, there shall be no disclosure of any information derived from proposals submitted by competing offerors.

5. Award: Award shall be made to the responsible offeror whose proposal conforms to the solicitation and is determined in writing to be the most advantageous to the District, taking into consideration price and the evaluation factors set forth in the Request for Proposals. No other factors or criteria shall be used in the evaluation. The contract file

shall contain the basis on which the award is made. Written notice of the award of a contract to the successful offeror shall be promptly given to all offerors.

(k) **Sole-Source Request** ~~Possessing a unique and singularly available performance capability for the purpose of contract award/agreement.~~

1. A request to waive the requirement to solicit bids from three vendors. Waivers will be granted only in instances when:

   a. competitive vendors do not exist;

   b. a vendor is completing or modifying a project previously begun by that same vendor; or

   c. a grantor has made the use of a specific vendor a condition of the grant.

2. Waiver requests should be submitted to the District's procurement manager for purchases and contracts valued at $10,000 or more. Waivers must be granted before the execution of a purchase order or a contract.

(l) **Solicitation for bids, or "bid":** A procurement method that solicits competitive bids based upon strict adherence to plans and specifications provided in the invitation for Bids.

1. **Responsive Bidder:** A person who has submitted a bid that conforms in all material respects to the solicitation for bids

2. **Award of Bids:** The contract shall be awarded with reasonable promptness by written notice to the lowest responsible and responsive bidder whose bid meets the requirements and criteria set forth in the invitation for bids.

(2) GENERAL PROVISIONS

Effective July 1, 2002, the following Board policies shall apply to all contracts for the purchase of materials, supplies, equipment, services, maintenance, new construction, and remodeling, and for all leases of equipment:

(a) Only department heads, or their designees, and school principals may enter into contracts on behalf of Milwaukee Public Schools.

(b) Contracts may not be broken into or issued as smaller segments, projects, or purchases in order to avoid any requirement of this policy. Bid and HUB compliance requirements may be imposed by the Administration when cumulative contract amounts awarded to any individual vendor meet or exceed thresholds for bid or HUB compliance requirements enumerated in this policy.

(c) The ~~Department of Finance and the Department of Business Services~~ Office of Finance and Operations may refuse payment for purchases or contracts made in violation of this policy. Violations must be explained in writing by the school or department responsible. In instances when the Office of Finance and Operations refuses payment from Board funds, the school or department in violation will be directed to make payment from funding sources identified by the superintendent.

(d) Documentation of all contract bids or proposals — including the costs/pricing, names, and phone numbers of all bidders/respondents — shall be submitted to the ~~Department of Business Services~~ Division of Procurement or the Department of Finance, as appropriate, along with the proposed contract.

(e) Payment vouchers shall be used only to purchase commodities valued at less than $3,000. They shall not be used to procure personal services. A payment voucher is a request for payment to a vendor based on submission of invoice(s), with no contract.

(3) ANNUAL TOTALS & REQUIREMENTS

(a) Below ~~$3,000~~ $10,000 — Competitive bids or RFPs not required

1. Maintenance, New Construction, and Remodeling Contract

a. All proposed projects must be submitted to the Division of Facilities and Maintenance Services for review.

b. All service orders or contracts for such work are to be issued by the Division of Facilities and Maintenance Services and are to comply with all insurance, wage, and bonding requirements contained within this policy.

c. Professional Service Contracts associated with maintenance, new construction, or remodeling are considered to be included as a part of the total dollar amount of the project.

~~d. Contracts must include HUB participation requirements when determined applicable by the District's HUB Coordinator.~~

2. Professional Service Contracts

a. Proposed contract must be submitted to Department of Finance, along with the dollar amount and budget line item against which the contract can be encumbered, prior to the service being performed.

b. All contracts are to be executed on the appropriate District contract form and are to comply with all insurance and wage requirements contained within this policy.

~~c. Contracts must include HUB Participation requirements when determined applicable by the District's HUB Coordinator.~~

~~*(b) $3,000-$9,999*~~

~~*1. Maintenance, New Construction, and Remodeling Contracts*~~

~~a. A reasonable effort must be made to obtain competitive bidding. The following requirements also must be met:~~

~~b. All proposed projects must be submitted to the Division of Facilities and Maintenance Services for review prior to soliciting any bids.~~

~~c. All quotes must be confirmed in writing.~~

~~d. All service orders or contracts for such work are to be issued by the Division of Facilities and Maintenance Services and are to comply with all insurance, wage, and bonding requirements contained within this policy.~~

~~e. Professional Service Contracts associated with maintenance, new construction, or remodeling are considered to be included as a part of the total dollar amount of the project.~~

~~f. Contracts must include HUB participation requirements when determined applicable by the District's HUB Coordinator.~~

~~*2. Professional Service Contracts*~~

~~a. A reasonable effort must be made to obtain competitive bids or RFPs. The following requirements also must be met:~~

~~b. All quotes must be confirmed in writing.~~

~~c. Proposed contract must be submitted to Department of Finance, along with the dollar amount and the budget line item against which the contract can be encumbered, prior to the service being performed.~~

~~d. All contracts are to be executed on the appropriate District contract form and are to comply with all insurance and wage requirements contained within this policy.~~

~~e. Contracts must include HUB participation requirements when determined applicable by the District's HUB Coordinator.~~

3. Purchase, Rental or Lease of Materials, Supplies, Equipment, and Computer Systems/Software (except for purchases made through the Division of Purchasing Services)

~~a. A reasonable effort must be made to obtain competitive bidding. The following requirements also must be met:~~

~~b. All quotes must be confirmed in writing.~~

~~c.~~ Lease-to-purchase contracts must be arranged through the ~~Department of Business Services~~ Division of Procurement prior to ordering the goods.

~~d. Contracts must include HUB participation requirements when determined applicable by the District's HUB Coordinator.~~

~~*4. Sole Source Requests*~~

~~a. Sole source agreements require the superintendent's approval and signature before the contract is issued. The following requirements must also be met:~~

~~b. A written explanation must be submitted if a contractor/vendor was selected without competitive bids.~~

~~c. Contracts must include HUB participation requirements when determined applicable by the District's HUB Coordinator.~~

~~d. Also refer to Exceptions below.~~

~~(c)~~ (b) $10,000-$24,999

1. Maintenance, New Construction, and Remodeling Contracts

Solicitation of three written bids is required. All proposed projects must be submitted to the Division of Facilities and Maintenance Services for review prior to soliciting any bids. The following requirements must also be met:

a. A written scope of work, including drawings and specifications as required, must be submitted to the Division of Facilities and Maintenance Services.

b. Performance-and-payment bond equal to 100% of the contract amount must be posted.

c. All service orders or contracts for such work are to be issued by the Division of Facilities and Maintenance Services and are to comply with all insurance, wage, and bonding requirements contained within this policy.

d. Professional service contracts associated with maintenance, new construction, or remodeling are considered to be included as a part of the total dollar amount of the project.

e. Contracts must include HUB participation requirements when determined applicable by the District's HUB coordinator.

2. Professional Service Contracts

The superintendent's ~~approval and~~ signature ~~are~~ is required before the contract is issued and services are received. The following requirements also must be met:

a. A written scope of work/services to be performed must be included in the contract.

b. ~~Before submission to the superintendent,~~ The proposed contracts must be submitted to the Department of Finance, along with the dollar amount and the budget line item against which the contract can be encumbered.

c. All contracts are to be executed on the appropriate district contract form and are to comply with all insurance and wage requirements contained within this policy. No services are to be provided prior to the execution of the contract.

d. Contracts must include HUB participation requirements when determined applicable by the District's HUB coordinator.

3. Purchase, Rental or Lease of Materials, Supplies, Equipment, and Computer Systems/Software

These ~~pacts~~ purchases require reasonable efforts to obtain bids or requests for proposals if estimated unit cost or combined cost is over $10,000. The following requirements also must be met:

a. All bids or proposals must be confirmed in writing.

b. Purchases must be processed through the ~~Department of Business Services~~ Division of Procurement prior to ordering the goods.

c. Lease-to-purchase contracts must be arranged through the ~~Department of Business Services~~ Division of Procurement prior to receipt of the goods.

d. Contracts must include HUB participation requirements when determined applicable by the District's HUB coordinator.

4. Sole-Source Requests

~~Sole-source agreements require the superintendent's approval and signature before the contract is issued. The following requirements must also be met:~~

Requests must be approved in writing by the superintendent or the superintendent's designee prior to execution of purchase or contract. The following conditions also apply:

~~a. A written explanation must be submitted if a contractor/vendor was selected without competitive bids.~~

~~b.~~ a. Contracts must include HUB participation requirements when determined applicable by the District's HUB coordinator.

~~c.~~ b. Also refer to Exceptions below.

~~(d)~~ (c) $25,000-$49,999

1. Maintenance, New Construction, and Remodeling Contracts

Contracts require solicitation of bids, with criteria to be set by Facilities and Maintenance Services. The following requirements also must be met:

a. All proposed projects must be submitted to the Division of Facilities and Maintenance Services for review prior to soliciting any bids.

b. A written scope of work, including drawings and specifications as required, must be included with the submittal to the Division of Facilities and Maintenance Services.

c. Solicitations must be publicly advertised in the *Daily Reporter*, on the MPS website, and through other local publications and media deemed appropriate.

d. Performance-and-payment bond equal to 100% of the contract amount must be posted.

e. All service orders or contracts for such work are to be issued by the Division of Facilities and Maintenance Services and are to comply with all insurance, wage, and bonding requirements contained within this policy.

f. Professional service contracts associated with maintenance, new construction, or remodeling are considered to be included as a part of the total dollar amount of the project.

~~g. The superintendent's signature must be obtained before the contract is issued and services are received.~~

~~g.~~ h. Contracts must include HUB participation requirements as determined by the District's HUB coordinator.

2. Professional Service Contracts (Formal Bid/Contracts)

These contracts require solicitation of formal bids or requests for proposals. The following requirements also must be met:

a. A written scope of work/services to be performed must be stated in the contract.

b. Solicitations for bids or proposals must be publicly advertised in the *Daily Reporter*, on the MPS website, and through other local publications and media deemed appropriate.

c. ~~Before a proposed contract is submitted to the Board, it~~ The proposed contract must be submitted to Department of Finance, along with the dollar amount and the budget line item against which the contract can be encumbered.

d. All contracts are to be executed on the appropriate district contract form and are to comply with all insurance and wage requirements contained within this policy.

e. The superintendent's signature must be obtained before the contract is issued and services are received.

~~e.~~ f. Contracts must include HUB participation requirements as determined by the District's HUB coordinator.

3. Purchase, Rental or Lease of Materials, Supplies, Equipment, and Computer Systems/Software (Formal Bids/Contracts)

~~Such contracts~~ These purchases require solicitation of formal bids or requests for proposals if estimated unit cost or combined cost is ~~over~~ $25,000 or more. The following requirements must also be met:

a. Prior review and approval must be obtained from the Technology Advisory Committee (TAC) for purchases of equipment, as indicated under Administrative Procedure 3.09, Acquisition of Technology.

b. Solicitations must be publicly advertised in the *Daily Reporter*, on the MPS website, and through other local publications and media deemed appropriate.

c. Lease-to-purchase contracts must be arranged through the ~~Department of Business Services~~ Division of Procurement prior to receipt of the goods.

d. The superintendent's ~~approval and~~ signature must be obtained before the contract is issued and goods are received.

e. Contracts must include HUB participation requirements as determined by the District's HUB coordinator.

4. Sole-Source Requests

~~Sole-source agreements require the superintendent's approval and signature before the contract is issued. The following requirements must also be met:~~

a. Sole-source requests must be approved in writing by the superintendent or the superintendent's designee prior to execution of purchase or contract. ~~A written explanation must be submitted if a contractor/vendor was selected without competitive bids.~~

b. Contracts must include HUB participation requirements when determined applicable by the District's HUB ~~C~~coordinator.

c. Also refer to Exceptions below.

~~(c)~~ (d) *$50,000 and above*

1. Maintenance, New Construction, and Remodeling Contracts (Formal Bids/Contracts)

These contracts require solicitation of formal bids. The following requirements also must be met:

a. All proposed projects must be submitted to the Division of Facilities and Maintenance Services for review prior to soliciting any bids.

b. A written scope of work, including drawings and specifications as required, must be included with the submittal to the Division of Facilities and Maintenance Services.

c. Solicitations must be advertised publicly in the *Daily Reporter*, on the MPS website, and through other local publications and media deemed appropriate.

d. Bid bond equal to 10% of the bid amount must be posted.

e. Performance-and-payment bond equal to 100% of the contract amount must be posted.

f. Proposed contracts must be presented to the Board, with the recommendation of the superintendent, for approval.

g. All contracts for such work are to be issued by the Division of Facilities and Maintenance Services and are to comply with all insurance, wage, and bonding requirements contained within this policy.

h. Professional service contracts associated with maintenance, new construction, or remodeling are to be included as a part of the total dollar amount of the project.

i. Contracts must include HUB participation requirements as determined by the District's HUB coordinator.

2. Professional Service Contracts (Formal Bids/Contracts)

These contracts require the solicitation of formal bids or requests for proposals. The following requirements also must be met:

a. A written scope of work/services to be performed must be stated in the contract.

b. Solicitations must be publicly advertised in the Daily Reporter, on the MPS website, and through other local publications and media deemed appropriate.

c. Before proposed contracts are submitted to the ~~b~~Board, they must be submitted to Department of Finance, along with dollar amount and budget line item against which contract can be encumbered.

d. Contracts must be presented to the Board for approval.

e. Contracts are not valid until they are approved by the Board.

f. All contracts are to be executed on the appropriate district contract form and are to comply with all insurance and wage requirements contained within this policy.

g. Contracts must include HUB Participation requirements as determined by the District's HUB coordinator.

3. Purchase, Rental or Lease of Materials, Supplies, Equipment, and Computer Systems/Software (Formal Bids/Contracts)

~~Such contracts~~ These purchases require solicitation of formal bids or requests for proposals. The following requirements also must be met:

a. Prior review and approval must be obtained from the Technology Advisory Committee (TAC) for purchases of equipment, as indicated under Administrative Procedure 3.09, Acquisition of Technology.

b. Solicitations must be publicly advertised in the *Daily Reporter*, on the MPS website, and through other local publications and media deemed appropriate.

c. Lease-to-purchase contracts must be arranged through the ~~Department of Business Services~~ Division of Procurement prior to receipt of the goods.

~~d. Contracts are not valid until they are approved by the Board.~~

~~e.~~ d. The proposed contract must be presented to the Board, with the recommendation of the superintendent, for approval.

~~f.~~ e. Contracts must include HUB participation requirements as determined by the District's HUB coordinator.

4. Sole-Source Requests

~~Sole-source agreements require the superintendent's approval and signature before the contract is issued. The following requirements must also be met:~~

~~a. A written explanation must be submitted if a contractor/vendor was selected without competitive bids.~~

a. Sole-source requests must be approved in writing by the superintendent or the superintendent's designee prior to execution of purchase or contract.

b. Sole-source requests must be presented to the Board, accompanied by a recommendation from the superintendent for approval.

c. Sole- source purchase orders and contracts are not valid until approved by the Board.

~~b.~~ d. Contracts must include HUB participation requirements when determined applicable by the District's HUB coordinator.

~~c.~~ e. Also refer to Exceptions below.

~~(f)~~*(e) Exceptions*

The above bidding or RFP requirements do not apply to the following items:

1. Bid Waivers

a. Emergency Purchase/Contract

(i) An emergency purchase/contract is a purchase or contract made because of a condition that threatens the safety of the public health, structure, or adjoining property; creates a hazardous condition for the occupants; ~~or~~ results in a violation of law or labor contract. In all other instances where the Administration determines an emergency procurement is necessary, the Administration must seek a special meeting of the Board to approve the procurement. If a special meeting of the Board cannot be held in a timely manner, the Board President may authorize the procurement. If the Board President is unavailable for consultation, the Superintendent, on his own authority, may direct that the procurement be made.

~~or has been determined by the superintendent to be critical to the District,~~

~~(i) Emergency purchases/contracts over the identified dollar limits that would normally require Board approval must be presented to the Board as an informational item in a timely manner.~~

(ii) All emergency procurements must be reported to the Board as an informational item during the next Board cycle.

(iii) Inadequate or poor planning by schools or departments shall not be considered an emergency for the purposes of this policy.

b. Sole-Source Requests.

Sole-Source Requests are justified only under one of the following conditions:

(i) It is impossible or impractical to establish specifications satisfactorily to permit competitive bidding. Competitive vendors do not exist.

~~ii. The material, equipment, or service:~~

~~(1) Involves special adaptations for specific purposes~~

~~(2) Is of an experimental or technical nature~~

~~(3) Involves specialized skills or individual talents or training~~

~~(4) Is purchased to add or to complete a system currently in place~~

~~(5) Expands a district-wide project in which the district has a substantial investment in materials or training which could not be used with the purchase of another service.~~

~~(6) Presents a unique or opportune buying condition.~~

(ii) A vendor is completing or modifying a project already begun by that same vendor.

(iii) The approval of sole-source requests shall be at the discretion of the superintendent or his/her designated representative.

2. Approval and Reporting of Waivers

The following do not require formal approval or reporting to the Board, but documentation must be maintained for a period of seven (7) years following the final payment on the contract. All purchase orders/contracts must reference this policy:

a. Food commodities purchased for the lunch or breakfast programs. Bids for other food over $10,000 and bids for all food-related equipment and supplies over $25,000 are required to be publicly advertised in the *Daily Reporter*, on the MPS website, and through other local publications and media deemed appropriate;

b. Copyrighted curriculum material, library books, and Board-adopted textbooks, provided they are obtained from a single source;

~~c. Student transportation contracts, which are to be formally bid and awarded by the Board every three (3) years, or as determined by the Director of Business Services with approval by the Board. Contracts for individual bus routes or services may be awarded on an emergency basis. All MPS student transportation services must be purchased from transportation vendors that meet the safety and licensing requirements of the Division of Pupil Transportation Services;~~

~~d.~~ c. Utilities, provided they are available from a single source only;

~~e.~~ d. Purchase of supplies and equipment off other governmental contracts;

~~f.~~ e. Cooperative purchasing arrangements with other governmental units as hosts.

(4) HUB AND BOARD REPORTS

The superintendent shall, subject to Board approval, develop administrative procedures ensuring competitive price quotations and participation by Historically Underutilized Businesses (HUBs) — refer to Administrative Policy 3.10, HUB Program. The Board shall also be provided with quarterly reports concerning bids, contract awards, sole-source purchases, and contract extensions between $25,000 and $50,000 approved by the superintendent. The director of the Office of Board Governance shall approve bids, contracts, sole-source purchases, and contract extensions between $25,000 and $50,000 for areas under his/her control and shall provide quarterly reports to the Board concerning these matters.

(5) TERMS OF CONTRACTS

(a) After initial approval, no contract may be extended for more than a cumulative total of three (3) years without Board approval.

(b) Professional Services Contracts shall be for a maximum one ~~(1)~~ -year period; however, there may be an allowance for two ~~(2)~~ annual extensions, for a maximum of three ~~(3)~~ years, provided formal competitive bids or requests for proposals were initially obtained. Multi-year contracts must be re-submitted to the Board each succeeding year, if their initial approval did not include a statement that they were subject to an extension.

(c) Waivers may be granted for longer contract periods in cases where there would be significant start-up costs, to either the District or the vendor, which would need to be amortized over a period of longer than three years; or when it can be determined that the current professional services contract is the most competitive on the market or the most advantageous to the District. All waiver requests are to be submitted to the Board for approval.

(d) Changes to Contracts/Scope of Work Modifications:

1. All changes in scope of work for existing contracts or purchase/service orders must be documented in writing.

2. Change orders or modifications to existing contracts or to purchase/service orders for maintenance, new construction and remodeling, and purchase, rental or lease of materials, supplies, equipment, and computer systems/software~~, shall generally be limited to no more than 10% cumulative of the original contract amount or $50,000, whichever is less.~~ must be reported to the Board if the modifications or change orders collectively exceed $25,000. ~~When the total of all change orders exceeds the 10% or $50,000 amount, all change orders for the project must then be reported to the Board on a quarterly basis and~~ The report should include a complete description of the original scope of work of the contract/order and all modifications as provided by way of the change orders.

~~3. Any professional service contract or purchasing additions or extensions valued at $50,000 or more must be approved by the Board.~~

3. Change orders or modifications to existing contracts or to purchase/service orders for maintenance, new construction and remodeling, and purchase, rental, or lease of materials, supplies, equipment, and computer systems/software require Board approval before they are executed if the change orders or contract modifications are collectively valued at $50,000 or more. If conditions or costs make seeking Board approval in advance of execution prohibitive, the superintendent or his designee must approve the purchase or change order before it is executed. The modification or change order will be reported to the Board at the earliest opportunity.

4. Contract and purchase/service order ~~or procurement~~ additions or extensions that raise the value of the contract to $50,000 or more must be approved by the Board. The Board may order that ~~item~~ the addition or extension be put out for competitive bid. The extension may be executed only after it is approved by the Board.

(6) WAGE REQUIREMENTS

(a) Livable Wage

All Milwaukee Public Schools employees and all employees of Milwaukee Public Schools' contractors, vendors, and consultants shall be paid a minimum of seven dollars and seventy cents ($7.70) per hour for any and all work performed directly or indirectly for the Milwaukee Public Schools. This policy does not apply to MPS students who are hired to perform work.

(b) Prevailing Wage

1. All skilled and unskilled laborers employed in any work done by contract for the Milwaukee Public Schools, by any contractor or subcontractor performing work for the MPS, for either new construction, renovation, repairs, or maintenance on any MPS facility or grounds, shall receive and be paid

a sum not less than the current rate of per diem wages established by the Board of School Directors. Said current rate of per diem wages is fixed at sums which shall not be less than constituting a day's work for similar work done by direct employment.

2. In the case where the Board does not employ a similar classification of employees, the wages paid are to be those as adopted annually by the Board as submitted by the Milwaukee Building and Construction Trades Council (MBCTC), or if a rate is not listed by the MBCTC, it shall be as determined by the State of Wisconsin's Department of Workforce Development. Wages are defined as the base hourly wage rate, plus the required benefit package.

(7) INSURANCE

All contracts must contain the minimum insurance requirements as specified by the Division of Insurance & Risk Management.

(8) FORMAL BIDS AND PROPOSALS

(a) Any bid/proposal that must be approved by the Board shall be defined as Formal.

(b) Pre-qualification. The Board may require that prospective bidders pre-qualify as to responsibility and competence.

(c) Advertising. All solicitations of formal bids or requests for proposals shall be publicly advertised in the *Daily Reporter*, on the MPS website, and through other local publications and media deemed appropriate.

(d) Receiving Bids/Proposals. All formal bids or proposals shall be sealed and received in the appropriate administrative office prior to the date and time set for opening. Bids or proposals received after the date and time set for opening shall not be accepted.

(e) Opening of Bids/Proposals. Formal bids or proposals shall be publicly opened and read at the date and time specified. All bids/proposals shall become the property of Milwaukee Public Schools and as such are subject to the State of Wisconsin's open records law. Unless it is determined by the ~~d~~District not to be in the best interests of the ~~d~~District, proposals shall be publicly opened and disclosed at the date and time specified. Elements of a publicly opened bid or proposal may be withheld until after the Board has awarded a contract, if early disclosure would compromise the competitive bid process or evaluation of the bids or proposals.

(f) Once the bids are opened at the prescribed time, no bidder may withdraw or amend his/her bid for any reason, except as provided in section 66.0901(5), Wisconsin Statutes. If a bidder, acting in good faith, has by oversight or error made an improvident bid, the Board may reject such bid and award to the next lowest ~~responsible~~ responsive and responsible bidder.

(g) The Board may reject any and all bids and waive minor irregularities. All contracts shall be awarded in whole or in part to the lowest ~~responsible~~ responsive and responsible bidder.

(h) Notification of Bid/Proposal Results: Upon receipt of bids/proposals, the appropriate administrative office shall cause to have published the results of such bid/proposal ~~on all contracts,~~ unless early disclosure would compromise the competitive bid process or evaluation of the bids or proposals.

(9) FORMAL CONTRACTS FOR NEW CONSTRUCTION AND REMODELING

(a) All formal contracts for new construction and remodeling shall be made in the name of the City, shall be executed by the president of the Board and the superintendent and countersigned by the city comptroller, and shall be approved as to form and execution by the city attorney or the attorney retained by the Board under section 119.12(6) of the Wisconsin Statutes. A performance and payment bond in the principal amount of the contract shall be required on all formal construction contracts let by the Board.

(b) Contracts may be let in whole or in part for particular parts of the proposed contract.

(c) Contracts shall include appropriate provisions, terms, and conditions that ensure suitable indemnity to the City and Milwaukee Public Schools against loss or expense; for the payment of prevailing wage rates; for hours of daily work; for progress payment to the contractor, including any applicable retainage; and for other particulars for the protection of the Milwaukee Public Schools.

(10) COMPLIANCE

The Board may direct that appropriate procedures be developed and implemented to ensure compliance with the policies detailed herein and to ensure equity in the award of contracts.

(11) SUPPLEMENTAL CONTRACT CONDITIONS

(a) Nondiscrimination Policy for Contractors or Suppliers

1. Contractors or suppliers are obligated not to discriminate against any employee or applicant for employment because of race, color, religion, handicap, national origin, sex, age, or socio-economic status.

2. This obligation 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 apprenticeship.

3. Contractors or suppliers employing 25 or more employees and where the purchase or service will exceed $25,000 and/or where the aggregate is over $25,000 per year for all firms with which the Milwaukee Public Schools conducts continuing business must provide appropriate documentation for proof of compliance.

4. The policy of nondiscrimination for contractors and suppliers shall be printed on or attached to purchase orders and/or contracts executed by the Milwaukee Public Schools.

(b) Health and Dental Benefits

MPS encourages its contractors to provide health and dental benefits to their employees on a voluntary basis.

(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 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.

(12) LICENSING OF MPS AND SCHOOL NAMES

Any and all requests for licensing or endorsements of the Milwaukee Public Schools name or any school's name within the Milwaukee Public Schools must be approved by the Board.

Director Johnson moved to adopt the Committee's recommendations, with the following amended language:

1. Bid Waivers

a. Emergency Purchase/Contract

. . .

(ii) All emergency procurements must be reported to the Board ~~as an informational item~~ for ratification during the next Board cycle.

The motion prevailed, the vote being as follows:

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

Noes—None.

* * * * *

(Item 10) Action on a Request to Increase Contract Amounts for Title I Services for Students Enrolled in Non-Public Schools, Including Non-Public Schools Providing Educational Services under Contract with Milwaukee Public Schools

Background

1. At its meeting on July 31, 2003, the Milwaukee Board of School Directors granted the Administration approval to negotiate contracts, in an amount not to exceed $3,375,000, for the provision of services to students eligible for Title I eligible who are enrolled in non-public schools in the 2003-2004 school year. Contracts were to be awarded to Learning Exchange, Sylvan, and Nonpublic Educational Services, Inc., (NESI) the three vendors recommended as a result of the review process related to RFP 402. 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, the following additional non-public agencies that provide educational services to MPS students on a contractual basis were added to the list of non-public schools to receive Title I services through the third-party-vendor model:

- Assata
- Career Youth Development
- Cornerstone Achievement Academy
- HR Academy Global & Possentumm
- Learning Enterprise High
- Milwaukee Spectrum
- Project Excel
- Saint Charles Education Center
- Southeastern
- Transition Success Center
- United Community Center.

Title I allocations available for these schools total $538,756.

3. Also subsequent to Board approval, U.S. Department of Education officials provided revised guidance that required the District to modify the allocation formula. This requirement added $345,685 to the amount to be set aside for non-public schools under ESEA.

4. Additional schools and set-asides using the revised federal formula necessitated a request for a total increase of $884,441 in the not-to-exceed amounts approved in the July Board item related to RFP 402.

5. Selection and assignment of participating non-public school vendors were made in August of 2003, and the three 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.

Administration's Analysis

6. 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.

7. 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

8. 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 non-public-school students who are eligible for Title I eligible and to MPS students who are receiving educational services under contracts at non-public schools

9. The recommendation is consistent with Administrative Policy 3.09, Purchasing and Bidding Requirements, and Administrative Policy 3.10, Historically Underutilized Business Program.

10. The Administration's recommendation is consistent with federal and state statutes regarding ESEA.

Fiscal Impact Statement

11. This item authorizes expenditures of an additional $884,441 to provide Title I targeted assistance services to 118 schools and to meet regulatory requirements for funding for administrative expenses. $538,756 of the additional money has already been allocated for non-public schools working with students enrolled in MPS, and $345,685 was added to the total from funds carried over from the previous year's Title I budget. Total amounts authorized under the contracts will change from $3,375,000 to $4,259,441, as mandated by ESEA for contract services with The Learning Exchange; Nonpublic Educational Services, Inc.; and Sylvan Education Solutions. 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.

Budget Code: GEN-0-I-1N4-1S-ECTS0000

Implementation and Assessment Plan

12. Contracts will run from August 1, 2003, to June 30, 2004. In accordance with contract requirements, formal and informal assessments will be conducted and rigorous monthly and annual reporting requirements will be observed.

13. The contracts will be monitored on an ongoing basis through the Office of Academic Excellence.

Committee Recommendation

Your Committee recommends that the Board authorize one-year contracts with The Learning Exchange; Nonpublic Educational Services, Inc.; and Sylvan Education Solutions, not to exceed a total of $4,259,441 for the provision of services to students eligible for Title I who are enrolled in non-public schools in the 2003-2004 school year.

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

* * * * *

(Item 11) Action on a Resolution Approving a Plan for Refinancing the Unfunded Pension Liability to the State of Wisconsin Retirement System, Including an Intergovernmental Agreement with the City of Milwaukee Relating to the Pension Bonds Anticipated to be Issued for MPS

Background

1. The Milwaukee Public Schools provides pension benefits to current employees and retirees through the Wisconsin Retirement System, through the City of Milwaukee's Employee Retirement System, and through two self-operated supplemental pension funds.

2. Milwaukee Public Schools carries an unfunded Wisconsin Retirement System (WRS) pension liability of about $172 million (as of 12/31/2002), which is projected to grow to $281.8 million by the end of FY26, with no foreseeable retirement of the liability balance using current repayment assumptions.

3. The projected growth in the unfunded pension obligation is due to legislated benefit enhancements and to the 8 percent interest charged by WRS on the amount of the obligation, called an Unfunded Actuarial Accrued Liability (UAAL).

4. The growth in the UAAL balance is partially offset by an annual two percent of MPS payroll contribution that WRS assesses against MPS and applies to the liability.

5. Current projections show that interest is accumulating at a faster rate than MPS is able to pay, meaning that the unfunded liability will continue to grow. If this unfunded liability is not paid, the cost will be borne by future taxpayers.

6. At the time of the last legislated benefit enhancement on January 1, 1990, the Administration projected that the UAAL would be paid off in 40 years, by 2029. As the liability has grown, however, it has become clear that the obligation will continue well beyond that date.

7. The Administration, desiring to take advantage of the current historically low interest-rate environment, explored alternatives for refinancing the unfunded liability obligation that would reduce the obligation's long-term cost to the District.

8. At its July 31, 2003 meeting, the Board authorized the Administration, the City, and the Redevelopment Authority of the City of Milwaukee to explore the feasibility of, and prepare for, a long-term refinancing of the UAAL in order to reduce its long-term fiscal impact on the District. The Board also authorized the Administration to retain the financial advisor to the City, Robert W. Baird & Co., to assist the District's finance team in the matter.

9. The financing team also selected Lehman Brothers to lead a study of financing alternatives for the UAAL.

10. At the District's request, the Legislature adopted and the Governor signed 2003 Wisconsin Act 43, which allows the City and MPS to borrow up to $200 million to finance the UAAL. The financing may include the use of general obligation notes, which have maturities of up to 20 years; RACM-issued revenue bonds, which have maturities of up to 40 years; or a combination of each.

11. The RACM bonds would be secured by a loan agreement pledging MPS general state aid revenue (about $600 million per year currently).

Administration's Analysis

12. The bond refinancing will save MPS over $410 million in future interest costs ($35 million in today's dollars) before the liability can be fully amortized.

13. The following table shows the WRS projection for the UAAL if no financing plan is put in place to retire the UAAL:

Year ending June 30	Interest (8%)	Payments (2% of payroll)	Added to UAL Balance	Ending UAL Balance
2004	$13,171,188	$7,577,750	$5,593,438	$177,811,033
2026	20,874,876	20,855,229	19,647	281,810,827

14. The financing team outlined three goals for a financing plan:

a. Any UAAL financing should be retired within 40 years, or by the end of fiscal year 2044.

b. Annual debt service payments should approximate the projected annual payments that would have been paid to the WRS had no financing taken place.

c. The full WRS UAAL will be retired upon enactment of the financing, thereby eliminating any further payments from MPS to the WRS. The payments instead would be made to the City or to RACM.

15. The financing plans explored by the financing team show that, through a combination of general obligation bonds issued by the City and revenue bonds issued by RACM, the WRS UAAL could be retired, meeting the three goals established by the financing team.

16. The full funding allowed by the bond issue will ensure that all current and future employee pension benefits already granted through collective bargaining will, in fact, be provided.

17. The financing plan will have no impact on the rights of employees or retirees to receive benefits already established through collective bargaining.

18. The anticipated financing plan calls for RACM and the City to issue up to $200,000,000 in notes and bonds and to lend the proceeds to the Board to pay off the UAAL.

19. The allocation of the debt between the City and RACM will be determined by the City Comptroller in a way that minimizes the interest rate payable by the Board.

20. The bonds will mature in a maximum of 40 years.

21. Limitations are in place to ensure that fixed-interest (current-interest) bonds will have an interest rate no greater than 7% — one percentage point less than that charged by WRS — and variable-rate debt will have a maximum 17% interest rate, which will be hedged to a fixed rate not to exceed 7%.

22. The financing plan includes an intergovernmental cooperation agreement between the City and the District, including the following provisions relating to MPS:

a. MPS payments due in a calendar year to the City for general obligation debt incurred under the UAAL financing plan will be made to the ity prior to the beginning of the calendar year in which such payments are due.

b. Besides entering into the financing plan, the Administration will, by June 30, 2004, develop a plan, consistent with accepted actuarial standards, to fully fund any remaining unfunded MPS pension liabilities.

c. The Administration also will develop and implement policies to ensure that current and future pension-type benefits are, consistent with accepted actuarial standards and sound financial management principles, fully provided for from appropriations in the year such amounts are earned/accrued and/or granted.

d. The Superintendent will prepare an experience study for each pension-type benefit plan, other than the WRS plan and the City pension plan, at least once every 5 years.

e. The Superintendent shall present to the City an annual status report of employee pension benefit funding as of the end of the previous fiscal year, which will identify the funding costs included in the annual budget projection and update the City as to MPS's progress toward fully funding pension-type benefits and fulfilling the objectives set forth in this resolution, as well as the ability of MPS to provide for such expenses.

f. Any future UAAL identified as a result of an experience study and/or changes in actuarial assumptions are to be fully funded over a period of time consistent with accepted actuarial standards and sound financial management principles.

g. MPS authorizes the City Comptroller to take actions in connection with the bond issuance and to transfer funds from the appropriate MPS accounts to pay resulting debt service and intercept and transfer state-aid payments pledged by MPS in conjunction with the pension obligation bonds.

h. The pension bonds issued by the City and RACM are the financial responsibility of MPS.

23. The documents submitted with this item under separate cover, including the bond documents and the intergovernmental cooperation agreement, are in draft form.

24. The Administration is concerned that delays in the bond issuance at a time at which rates are rising could have an adverse impact on the District's finances.

Strategic Plan Compatibility Statement

25. 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

26. The recommendation is consistent with Board Administrative Policy 3.0, Fiscal Management.

Fiscal Impact Statement

27. Implementing a financial solution to the current UAAL under current interest-rate conditions will provide significant financial benefits to MPS. The proposed financing solution would retire the UAAL in January 2004, and the bonds used to finance the UAAL would be retired in FY2044. After retirement of those bonds in FY2044, the District's annual debt-service payments would end. The debt-service payments are estimated to be $23 million per year in FY 2044. Conversely, if the District does not finance the UAAL, annual payments to the WRS would continue indefinitely, in amounts estimated to be $23 million or more in FY2044 and beyond. Implementing the financial solution commits the District to making debt-service payments for the next forty (40) years, through FY2044, in amounts approximately equal to what the District would have been paying the WRS during that time.

Implementation and Assessment Plan

28. Upon adoption of the resolution by the Board, the Administration will work with the City and the financial advisor to implement the financing plan for the unfunded pension liability in substantially the form as has been presented in the attachments. The Board recognizes that the actual implementation will include amounts and rates slightly different than those presented in the attachments.

Committee Recommendation

Your Committee recommends that the Board adopt the following resolution:

Resolution of the Milwaukee Board of School Directors
Relative to the Issuance of Redevelopment Authority of the
City of Milwaukee Taxable Pension Funding Bonds
(Milwaukee Public Schools)
And City of Milwaukee
Taxable General Obligation Promissory Notes

WHEREAS, the Milwaukee Board of School Directors (the "Board") has been authorized pursuant to 2003 Wisconsin Act 43, enacted August 11, 2003 (the "Act") to request the City of Milwaukee, Wisconsin (the "City") and/or the Redevelopment Authority of the City of Milwaukee ("RACM") to issue debt in order to finance the payment of unfunded prior service liability, contributions under the Wisconsin Retirement System for the Board (the "Pension Funding Plan");

WHEREAS, pursuant to the Act, the Board must develop information as to whether to request the City, the Authority, or both, to issue debt to fund the Pension Funding Plan;

WHEREAS, representatives of the Board, the City and RACM have been working with the City's financial advisors and with Lehman Brothers, the designated underwriter for any debt to be issued to fund the Pension Funding Plan and greatly experienced in this type of financing, and in conjunction therewith has developed a plan of financing which is in the best public interest;

WHEREAS, it has been determined that the best financing plan and the one in the best public interest is a plan whereby debt would be issued by both the City and RACM;

WHEREAS, drafts of the following bond documents (including additional documents as may be required in the case of multiple issues of bonds issued under and pursuant to the Indenture) (the "Bond Documents") have been proposed for use in connection with the RACM portion of the financing:

- Bond Purchase Agreement, to be dated on or prior to the date of issuance of the Bonds (the "Bond Purchase Agreement"), by and among the Board, RACM, and Lehman Brothers, acting on behalf of the underwriters which include Citigroup Global Markets, Inc., ABN AMRO Financial Services, Inc., Loop Capital Markets, Inc., Melvin Securities, LLC and Morgan Stanley (the "Underwriters");
- Loan Agreement, to be dated as of a date mutually agreed upon by the parties thereto (the "Loan Agreement"), by and among RACM, the Board and the City;
- Trust Indenture, to be dated as of a date mutually agreed upon by the parties thereto (the "Trust Indenture"), between RACM, as grantor, and Deutsche Bank, _____, _____ as trustee (the "Trustee");
- Promissory Note, to be dated the date of issuance of the Bonds (the "Promissory Note"), of the City on behalf of the Board payable to the order of RACM;
- Continuing Disclosure Agreement, to be dated as of a date mutually agreed upon by the parties thereto (the "Disclosure Agreement"), between the Board and the Trustee;
- Preliminary Official Statement, to be dated as of its date of distribution (the "Preliminary Official Statement");
- Intergovernmental Agreement, to be dated as of a date mutually agreed upon by the parties thereto (the "Intergovernmental Agreement") by and among RACM, the Board and the City; and
- Agreement, to be dated as of a date mutually agreed upon by the parties thereto (the "DPI Agreement"), by and among the Board, RACM, the State of Wisconsin Department of Administration, the Department of Public Instruction and the Trustee.

WHEREAS, the Bond Documents provide for the RACM portion of the financing, the basic structure of which is to be this:

- RACM will issue revenue bonds in one or more series, in the aggregate principal amount of not to exceed $160,000,000 (the "Bonds"), upon the terms provided in the Indenture;
- RACM will sell the Bonds pursuant to the terms of a Bond Purchase Agreement to the Underwriters;
- RACM will lend the proceeds from the Bond sale to the Board pursuant to the Loan Agreement, said borrowing to be evidenced by the Promissory Note;
- The Board will be required to repay the Promissory Note in installments of principal and interest, which are sufficient to pay when due the principal and interest on the Bonds, from moneys in the School Operation Fund to the extent appropriated and from proceeds of State Aid the Board receives under Section 121.15 of the Wisconsin Statutes, as amended (the "State Aid");

- RACM will pledge and assign the Promissory Note and the Loan Agreement (and RACM's right to receive payments thereunder) to the Trustee as security for the Bonds; and
- The Board will grant to RACM a lien on, and security interest in, the Board's right, title and interest in and to such State Aid, the interest thereon and all proceeds thereof, as collateral security for the prompt and complete payment when payable from time to time by the Board of all amounts payable under the Loan Agreement; and
- The obligations of the Board under the Loan Agreement and the Promissory Note will be limited obligations of the Board payable solely from moneys in the School Operation Fund to the extent appropriated and from State Aid; and

WHEREAS, in order to facilitate the Board's collateral pledge of State Aid, the Department of Public Instruction ("DPI") may transmit all or a portion of State Aid to the Trustee; and

WHEREAS, it is recommended to this Board by the staff of the Board that the revenue bond financing be authorized and approved in one or more series in an aggregate amount of not to exceed $160,000,000; and

WHEREAS, this Board has determined that it is in the best interests of the Board and the best public interest to finance the Pension Funding Plan through the issuance of the RACM Bonds in one or more series as described herein and the issuance of promissory notes of the City under Section 67.12(12) Wisconsin Statues in one or more series; and

WHEREAS, This proposed Bonds will save MPS over $410 million in future interest costs ($35 million in today's dollars) before the liability can be fully amortized; and

WHEREAS, Full funding will assure that all current and future employee pension benefits already granted through collective bargaining will in fact be provided; and

WHEREAS, This resolution has no impact on the rights of its employees or retirees to receive benefits already established through collective bargaining, but establishes the expectation of full funding of any future employee pension benefits granted; to help ensure that those benefits will be paid to employees and retirees;

WHEREAS, the parties desire to clearly acknowledge the fact that the Pension Obligation Bonds are intended to be the financial obligations of MPS and to reaffirm the fact that the parties do not intend to create any financial obligations on the part of the CITY or RACM by virtue of the issuance of the Pension Obligation Bonds; and now, therefore, be it

RESOLVED FIRST, that the Common Council of the City is hereby requested to authorize the issuance of promissory notes under Section 67.12(12) Wisconsin Statutes for school purposes consisting of paying unfunded prior service liability contributions under the Wisconsin Retirement System, i.e., the Pension Funding Plan, in an amount not to exceed $125,000,000.

RESOLVED SECOND, that the terms, conditions and provisions of the Bonds and the Bond Documents (including, without limitation, those provisions which impose financial or operational restrictions on the Board) and the borrowing represented thereby be, and they hereby are, in all respects authorized and approved, said borrowing to be in a principal aggregate amount of not to exceed $160,000,000 with a final maturity for each series of Bonds not later than 40 years after the date of issuance of the Bonds of that series, at interest rates that do not exceed 7% per annum in the case of fixed rate Bonds and do not exceed a rate in excess of the lesser of 17% per annum or the maximum rate fixed by law in the case of variable rate Bonds.

RESOLVED THIRD, that the maximum amount of debt to be issued by both the City and RACM on behalf of the Board shall not be in excess of $175,000,000 and the allocation of debt between the City and RACM shall be determined by the Comptroller of the City based upon the lowest interest cost to the Board.

RESOLVED FOURTH, that the President of the Board acting alone, or with the Superintendent of the Milwaukee Public Schools ("Superintendent") be, and they hereby are, authorized for and in the name of the Board to execute and deliver the Bond Purchase Agreement in the form presented herewith or with such changes therein as shall be approved by the aforesaid authorized officers, their execution and delivery thereof to constitute conclusive evidence of their approval of any such changes.

RESOLVED FIFTH, that the appropriate officers of the Board be, and they hereby are, authorized for and in the name of the Board to perform the obligations of the Board under the Bond Purchase Agreement and to take such actions as they shall deem necessary or appropriate to close the financing provided for in the Bond Purchase Agreement.

RESOLVED SIXTH, that the President of the Board acting alone, or with the Superintendent be, and they hereby are, authorized for and in the name of the Board to execute and deliver the Loan Agreement, the Promissory Note, the Intergovernmental Agreement, the DPI Agreement and the Disclosure Agreement in the respective forms thereof presented herewith or with such changes therein as shall be approved by the aforesaid authorized officers, their execution and delivery thereof to constitute conclusive evidence of their approval of any such changes.

RESOLVED SEVENTH, that the appropriate officers of the Board be, and they hereby are, authorized to take all such further action and to execute, deliver, file and record as appropriate all such further instruments, uniform commercial code financing statements and other documents, including but not limited to forms of credit enhancement, in the name and on behalf of the Board as in their judgment shall be necessary or convenient to carry out the intent and to accomplish the purposes of these resolutions and to perform all obligations of the Board under the Bond Documents.

RESOLVED EIGHTH, that this Board requests the issuance of the Bonds by RACM to fund the Pension Funding Plan in accordance with the terms of this Resolution.

RESOLVED NINTH, that appropriate officers of the Board be, and they hereby are authorized to participate in the preparation and the distribution of a final official statement the "Final Official Statement") to be used in connection with the sale of the Bonds, and that the President of the Board acting alone, or with the Superintendent, are authorized to execute copies of the Final Official Statement and deliver copies of the Final Official Statement to the Underwriters.

RESOLVED TENTH, that the Bond Documents presented to this Board and proposed for use in connection with the Bond financing are acknowledged to be in draft form, and the Board hereby authorizes the President of the Board and the Superintendent, acting together, to approve any and all substantive changes to the Bond Documents (including but not limited to provisions for the optional or mandatory redemption of Bonds prior to maturity not inconsistent with the provisions of this Resolution), their execution and delivery thereof to constitute conclusive evidence of their approval of any such changes.

RESOLVED ELEVENTH, that the Intergovernmental Cooperation Agreement presented to this Board and proposed for use in connection with the Bond financing is acknowledged to be in draft form, and the Board hereby authorizes the President of the Board and the Superintendent, acting together, to approve any and all substantive changes to the Intergovernmental Cooperation Agreement, its execution and delivery thereof to constitute conclusive evidence of their approval of any such changes.

RESOLVED TWELFTH that the Board and the City of Milwaukee enter into an intergovernmental cooperation agreement that contains the following provisions:

1. The financing of the Unfunded Actuarial Accrued Liability ("UAAL") owed to WRS is intended to be structured to equal, as close as possible, the anticipated payments projected to be made to WRS had such financing not been performed;

2. Payments due in a calendar year to the City for General Obligation debt issued for the financing of the UAAL owed to WRS shall be made by MPS to the City prior to the beginning of the calendar year in which such payments are due;

3. By June 30, 2004, MPS shall develop a plan, consistent with accepted actuarial standards, to fully fund the remaining unfunded MPS pension liabilities, not included in the City/RACM financing, or the City pension plan;

4. In order to avoid creating future unfunded pension liabilities, current and future pension type benefits are to be, consistent with accepted actuarial standards and sound financial management principles, fully provided for from appropriations in the year such amounts are earned/accrued and/or granted;

5. The Superintendent will prepare an experience study for each pension type benefit plan, other than the WRS plan and the City pension plan, at least once every 5 years;

6. Any future UAAL identified as a result of an experience study and/or changes in actuarial assumptions are to be fully funded over a period of time consistent with accepted actuarial standards and sound financial management principles; and

7. The Superintendent shall present to the City an Annual Status Report of Employee Pension Benefit Funding as of the end of the previous fiscal year, which identifies the funding costs included in the annual budget projection, updates the City as to MPS's progress towards fully funding pension type benefits and fulfilling of the objectives set forth in this resolution as well as the ability of MPS to provide for such expenses.

8. MPS Delegation of Responsibilities to City. In conjunction with the issuance and administration of the Pension Obligation Bonds, the City, acting through the Public Debt Commission, the City's Comptroller, and other City officers and employees, in consultation with appropriate staff of MPS, will act as the agent of MPS and will, on behalf of MPS, execute various commitments and agreements and transfer funds for the purpose of paying debt service and other amounts due with respect to the Pension Obligation Bonds.

9. MPS hereby authorizes the City's Comptroller to take all such actions and to give all such directions and approvals as are required under documentation executed in conjunction with the issuance and administration of the Pension Obligation Bonds; including, without limitation, with respect to the RACM Bonds any Indenture of Trust, Loan Agreement, or "Swap Agreement" (as that term is defined in the Indenture). MPS further authorizes the City's Comptroller to transfer funds from the appropriate MPS accounts for the purpose of paying debt service and other amounts due with respect to the Pension Obligation Bonds and to intercept and transfer State Aid payments pledged by MPS in conjunction with the Pension Obligation Bonds.

10. RACM Delegation of Responsibilities to the City. From and after the issuance of the Pension Obligation Bonds, the City, acting through the Public Debt Commission, the City's Comptroller, and other City officers and employees, in consultation with appropriate staff of MPS, will act as the agent of RACM with respect to the administration of the RACM Bonds. RACM hereby authorizes the City's Comptroller to take all such actions and give all such directions and approvals as are required under the Indenture and the Loan Agreement for the RACM Bonds, unless RACM directs the City and the trustee under the Indenture otherwise. RACM also hereby authorizes the City's Comptroller to act as "Authorized Authority Representative" under the Indenture for the RACM Bonds, unless RACM directs the trustee under such Indenture otherwise.

11. MPS Financial Obligations. The parties hereby acknowledge and agree that notwithstanding the actions of City and RACM taken and to be taken on behalf of MPS, that the Pension Obligation Bonds are the sole financial obligation of MPS and are not intended to constitute a debt or indebtedness of either the City or RACM. The RACM Bonds are intended to be special limited obligations of RACM payable solely from Revenues (as that term is defined in

the Indenture). The 2003 RACM Bonds do not constitute a debt or indebtedness of RACM or the City and are not a charge against their general credit or taxing power. RACM has no taxing power. The City Notes are intended to be general obligations of the City, payable from funds levied by the City on behalf of MPS.

12. Fulfillment of MPS Objectives with Respect to Pension Type Benefits. The Common Council Resolution summarizes current MPS objectives with respect to pension type benefits. In fulfilling its responsibilities under this Cooperation Agreement the City, and in particular the City's Comptroller, shall be guided by the provisions of the Common Council Resolution. In addition, at the request of MPS, the City and in particular the City's Comptroller shall provide cooperation and assistance in the development of plans, experience studies, and reports referenced in the Common Council Resolution.

I hereby certify that the foregoing are true, correct, and compared copies of excerpts from the Milwaukee Board of School Directors' proceedings of the regular Board meeting held on _____ __, 2003, showing the adoption of a resolution requesting (i) the City of Milwaukee to issue promissory notes and (ii) the Redevelopment Authority of the City of Milwaukee to issue revenue bonds, both to finance the Milwaukee Public Schools' Pension Funding Plan.

Dated this _____ day of _____, 2003.

LYNNE SOBCZAK
Board Clerk

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

Director Johnson moved to accept the reports of the Independent Hearing Panel of October 27, 28, and 29, 2003, and November 3, 4, 5, 6, 7, 12, 13, 14, and 17, 2003.

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

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

Noes—None.

* * * * *

RESOLUTIONS

Resolution 0304R-022

by Director O'Neil

WHEREAS, A good educational plan for teaching children should include instruction which involves a hands-on approach; and

WHEREAS, Students are often drawn to school by classes involving hands-on activities; and

WHEREAS, Public schools should be making every effort to see that their students have a well rounded education; and

WHEREAS, In recent years, MPS has seen the elimination of hands-on classes — especially in the areas of shop, home economics, are, and music in the middle-school age group, which is an important formative period in an adolescent's life; and

WHEREAS, Many middle schools have rooms formerly used for shop, home economics, music, and art classes which now stand idle, as well as tools, stoves, musical instruments, etc. which represent significant investments of funds and which are being allowed to go to waste; now, therefore, be it

RESOLVED, That each middle school, upon its request, be allocated funds for one (1) additional teacher either to reinstate or to expand classes that are vital to hands-on education in shop, home economics, art, or music; and be it

FURTHER RESOLVED, That the Administration develop and present to the Board for final approval, no later than January 2004, a plan for implementation.

Referred to the Committee on Innovation/School Reform

Resolution 0304R-023

by Director Morales

WHEREAS, The vision statement adopted by the Milwaukee Board of School Directors in March 2000, reads, in part, "…that children learn and achieve more when they are cared for, when they are safe, and when they have a healthy well-being. Therefore, we must have strong and true partnerships with parents and all those in the community who influence and affect our students and families"; and

WHEREAS, The Milwaukee Public Schools (MPS) has an obligation to ensure the safety of its students not only while they are in the classroom, but also while they are riding to and from school on buses operated under contract with MPS; and

WHEREAS, Parents, as well as the District, must place a tremendous amount of trust in the personnel who drive their children to and from school and, therefore, should be able to expect a certain amount of accountability from those personnel; and

WHEREAS, Private bus companies with whom school districts contract are not currently required to release the names of their bus drivers to parents who may have concerns about the wellbeing of their children on the bus, and most bus companies, according to a recent article in *The Milwaukee Journal Sentinel* will not do so; and

WHEREAS, In light of recent incidents involving school-bus drivers, a bipartisan group of Wisconsin legislators has introduced a bill that, among other provisions, would allow parents to have access to the names of school-bus drivers about whom they have concerns; now, therefore, be it

RESOLVED, That Milwaukee Board of School Directors endorse this proposed legislation; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors send a copy of this resolution to all members of the Wisconsin State Legislature, encouraging them to pass this proposed legislation.

Referred to the Committee on Legislation, Rules and Policies

Resolution 0304R-024

by Director Balistreri

WHEREAS, Hazing and school pranks are of growing concern in the nation's secondary schools, as witnessed by recent serious incidents in some of our neighboring communities; and

WHEREAS, Contrary to popular perception, hazing is not always just a harmless tradition involving silly pranks, but can be a manifestation of domination, abuse of power, and violation of human rights and dignity; and

WHEREAS, Hazing and pranks result in embarrassment, harassment, and ridicule, at least, while often leading to destruction of property, physical injury, and even death; and

WHEREAS, While many colleges and universities in the U.S. have instituted anti-hazing policies, very little has been done to address this issue at the secondary-school level; and

WHEREAS, Hazing at the secondary-school level is particularly troubling because the need to belong, to make friends, and to win approval from their peers is especially keen in adolescents, rendering them particularly vulnerable to peer pressure ; and

WHEREAS, MPS has no administrative policy that directly addresses the issue of hazing or dangerous, destructive, and unlawful school pranks in general; now, therefore, be it

RESOLVED, That principals and school administrators be made aware of the provisions of Administrative Policy 8.23, Weapons in the Schools (and Other Criminal Offenses), and Administrative Policy 8.28, Student Discipline, especially as they may apply to hazing and pranks; and be it

FURTHER RESOLVED, That principals and administrators be provided a training opportunity, including the sharing of best practices, to encourage them to take a more proactive approach to preventing and discouraging hazing and pranks in their schools, particularly at the end of the school year and at homecomings, when such events are most likely to occur; and be it

FURTHER RESOLVED, That the Administration be directed to develop revisions to Administrative Policy 8.23, Weapons in the Schools (and Other Criminal Offenses) and Administrative Policy 8.28, Student Discipline; to include provisions that specifically address the issues of hazing and pranks which result in harassment, destruction of property, physical injury, or death and to report back to the Board no later than February 2004.

Referred to the Committee on Finance/Personnel.

The Board recessed from 8:52 to 8:55 PM.

The Board adjourned at 10:50 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
NOVEMBER 25, 2003

Special meeting of the Board of School Directors called to order by President Spence at 6:10 PM.

Present—Directors Balistreri, Blewett (6:17 PM), Dannecker, Hardin (6:23 PM), Horton, Johnson, Morales, O'Neil, and President Spence—9.

Absent—None.

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

November 21, 2003

Office of Board Governance

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Jeff Spence, a special meeting of the Board of School Directors will be held at 6:00 p.m. on Tuesday, November 25, 2003, in Room 103 of the Central Services Building at 5225 W. Vliet Street, Milwaukee, WI, for the purpose of receiving an update with respect to the lawsuit against the Board and the Department of Public Instruction by the Wisconsin Coalition for Advocacy.

With respect to this item, the Board, pursuant to Wisconsin Statutes, Section 1985(1)(g), the Board may retire to executive session to confer with its legal counsel who is rendering legal advice concerning litigation in which the Board is involved.

LYNNE A. SOBCZAK
Board Clerk

Director Johnson 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 the lawsuit against the Board and the Department of Public Instruction by the Wisconsin Coalition for Advocacy.

The motion prevailed, the vote being as follows:

Present—Directors Balistreri, Dannecker, Horton, Johnson, Morales, O'Neil, and President Spence—7.

Noes—None.

The Board retired to executive session at 6:13 PM.

The Board adjourned from executive session at 6:50 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
DECEMBER 2, 2003

Special meeting of the Board of School Directors called to order by President Spence at 5:17 PM.

Present—Directors Balistreri (5:20 PM), Blewett (5:20 PM), Dannecker (5:19 PM), Hardin, Horton, Johnson, Morales (5:20 PM), O'Neil, and President Spence—9.

Absent—None.

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

November 26, 2003

To the Members of the Board of School Directors:

At the request of President Jeff Spence, a special meeting of the Board of School Directors will be held at 5:00 p.m. on Tuesday, December 2, 2003, 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
Director/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 Dannecker, Hardin, Horton, Johnson, O'Neil and President Spence—6.

Noes—None.

The Board retired to executive session at 5:20 PM.

The Board adjourned from executive session at 6:36 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
DECEMBER 4, 2003

Adjourned special meeting of the Board of School Directors called to order by President Spence at 5:55 PM.

Present—Directors Dannecker, Horton, Johnson, Morales, O'Neil, and President Spence—6.

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

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

November 26, 2003

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Jeff Spence, a special meeting of the Milwaukee Board of School Directors will be held at 5:30 p.m., on Thursday, December 4, 2003, in Room 103 of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of continuing hearing, deliberating, and taking action in the matter of an appeal of disciplinary action under part IV, Section N(1)(e)(2), of the contract between the Board of School Directors and the Milwaukee Teachers' Education Association-Teacher.

The hearing will be held 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
Director/Board Clerk

The Board resumed the hearing in closed session at 6:00 PM.

The Board concluded the hearing at 6:30 PM.

Director Johnson moved that the Board retire to executive session to deliberate under the provisions of Section 19.85(1)(a), Wisconsin Statutes.

The motion prevailed, the vote being as follows:

Present—Directors Dannecker, Horton, Johnson, Morales, O'Neil, and President Spence—6.

Noes—None.

The Board retired to executive session at 6:33 PM.

The Board reconvened in open session at 7:43 PM.

Director Dannecker moved that the Board uphold the administration’s decision to terminate the teacher, based on the following:

1. Mr. Smith, while off-duty from work on February 21, 2001, was apprehended by Glendale Police who found three individual clear plastic baggies containing marijuana on his person and an additional 17 individually-packaged clear plastic haggles with marijuana inside each in another bag in the car Mr. Smith was driving, with a total combined weight of 35.006 grams of marijuana.

2. At his criminal trial on March 13, 2003, Mr. Smith was found guilty of possession of THC, the active ingredient of marijuana, in violation of Wis. Stat. § 961.41(3g)(e), and on May 13, 2003 was sentenced for this offense as shown on page 10 of the Administration's exhibit package.

3. Mr. Smith's conduct constitutes a serious violation of Item 4 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.

4. In conclusion, this misconduct causes harm to the District's reputation. The nature of the misconduct is disqualifying in that it is incompatible with the duties and responsibilities of the employee's position; and, such off-campus conduct has an adverse effect in the work setting, involving a vulnerable clientele. Termination is warranted by the facts and circumstances attending Mr. Smith's conduct and conviction.

The motion prevailed, the vote being as follows:

Ayes—Directors Dannecker, Horton, Johnson, O’Neil and President Spence—5.

Noes—Director Morales—1.

The Board adjourned at 7:45 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
DECEMBER 10, 2003

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

Present—Directors Balistreri, Blewett (6:00 PM), Dannecker, Horton, Johnson, Morales, O'Neil, and President Spence—8.

Absent and excused—Director Hardin—1.

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

December 5, 2003

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Jeff Spence, a special meeting of the Board of School Directors will be held at 5:30 p.m. on Wednesday, December 10, 2003, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of receiving an update on the negotiation of a contract for the operation of the district's radio station, WYMS, 88.9 FM.

Pursuant to Wisconsin Statutes, Section 19.85(e), the Board may retire to executive session for the purpose of formulating strategies concerning negotiations with respect to the contract specified above.

LYNNE A. SOBCZAK
Director/Board Clerk

Director Johnson moved that the Board retire to executive session, pursuant to Wisconsin Statutes, Section 19.85(e), for the purpose of formulating strategies concerning the negotiation of a contract for the operation of the district's radio station, WYMS, 88.9 FM.

The motion prevailed, the vote being as follows:

Ayes—Directors Balistreri, Dannecker, Horton, Johnson, Morales, O'Neil and President Spence—7.

Noes—None.

The Board retired to executive session at 5:51 PM.

The Board adjourned from executive session at 6:29 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
DECEMBER 16, 2003

Regular meeting of the Board of School Directors called to order by President Spence at 6:37 PM.

Present—Directors Balistreri (6:40 PM), Blewett, Dannecker, Hardin, Horton, Johnson, O'Neil, and President Spence—8.

Absent and excused—Director Morales—1.

Before commencing the meeting, President Spence requested that a moment of silence be observed for Michael Gipson, a 9th-grader at Vincent High School who died tragically on December 11, 2003; and Marcia P. Coggs, former State Representative, best known for her fight for better schools, school desegregation, fair housing, and quality health care, who died on December 9, 2003.

AWARDS AND COMMENDATIONS

Special Performance

Under the direction of Ms. Zenobia Traylor, the *Buds of Promise* from Golda Meir will perform at the December 16 Board meeting. This performance group chooses selections that are uplifting and encouraging to young people. To further enliven the performance, Mr. Lamont Johnson will lead his group of Golda Meir tap dancers to the accompaniment of the *Buds of Promise.*

In addition, an ensemble will perform selected pieces under the direction of Mr. Mark Horowitz.

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:

Mark Horowitz
Teacher
Golda Meir Elementary School

Mr. Mark Horowitz, who has served Milwaukee Public Schools and the children of Milwaukee for 33 years, is currently a fourth-grade teacher at Golda Meir School, where he continues to have a positive impact on the lives of many students, parents, peers, and members of the community.

Mr. Horowitz is commonly recognized by fellow teachers, student teachers, parents, and both former and present students as a master teacher, a model teacher, and a favorite teacher. Teachers who have such a positive and enduring effect on students are exceedingly rare, yet Mr. Horowitz achieves this on a consistent basis with each class that he teaches. The following sentiment from a former Golda Meir School parent captures the essence of his impact on the education of Milwaukee's children: "Children and teaching are not just a profession for Mr. Horowitz, but they are his calling, his mission in life, and his reason for being."

Mr. Horowitz ensures that each of his students learns the age-appropriate academic skills and that each learns how to act appropriately at school and in the community. His lessons are interesting, engaging, and challenging, and they address all ability levels. He treats each student as an individual in academics as well as social interaction and maturity. As all great teachers, he regularly goes above and beyond what is required of him. Examples include calling parents after hours, regularly working with students during his lunch hour, instructing a chamber music ensemble, enlisting student teachers each year and working long hours with them after school to ensure that both the student teacher and the students benefit from the experience, and planning and coordinating interesting and educational field trips.

In addition to camping trips and class lunches with cultural presentations at numerous ethnic restaurants, Mr. Horowitz is known for conducting an annual two-week trip to Denmark. In preparation for the trip, students in his class learn to speak Danish, learn about Danish culture and history in great detail, raise money for the trip, and are integral in the planning. Once the students arrive in Denmark, they stay with a Danish family, attend Danish school, and visit Danish sites and museums.

It is because of Mr. Horowitz's lifelong commitment to teaching that each of his students leaves his class with an expanded understanding of the world, and the confidence and knowledge to continue further exploration and mastery.

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

Teachers awarded the Board's Excellence in Education award also receive a $250 monetary award, funding for which is provided by the Milwaukee Public Schools Foundation, Inc., through a contribution made by School Board President Jeff Spence.

Special Recognition

Two employees of the Milwaukee Public Schools have been recognized by the Milwaukee Common Council as "Unsung Heroes" in the community. Gretchen Schuldt, from the Office of Finance and Operations, and Tyrone Dumas, from the Office of Neighborhood Schools, were presented with the following resolutions at a reception and awards ceremony in the Council Chamber on November 18, 2003:

BY THE COMMON COUNCIL

Resolution recognizing Gretchen Schuldt for her contributions to the City of Milwaukee as one of this community's "Unsung Heroes."

WHEREAS,

GRETCHEN SCHULDT

selflessly volunteered her time and talent to help her neighbors and improve the quality of life in the City of Milwaukee; and

WHEREAS, Michael Murphy identified Gretchen Schuldt as a role model, motivator, leader and inspiration to others for her dedication and desire to make the community a better place for all residents; and

WHEREAS, Gretchen, an active member of the Story Hill Neighborhood Association, has maintained its Web site and newsletter over the past two years; and

WHEREAS, Gretchen is also a dedicated co-chair of the new Citizens Allied for Sane Highways (CASH), committed to educating residents and creating coalitions of neighborhood organizations in opposition to the negative implications of freeway expansion; and

WHEREAS, Gretchen Schuldt's dedication and commitment to the City of Milwaukee exemplifies the meaning of public service, now, therefore, be it

RESOLVED, That the Common Council of the City of Milwaukee herewith recognizes Gretchen Schuldt for her service to the community, thanks her for her good-work, and congratulates her on being selected as one of the City of Milwaukee's "Unsung Heroes"; and, be it

FURTHER RESOLVED, That this Resolution be spread upon the permanent Record of this Council, and that a suitably engrossed copy be presented to Gretchen Schuldt at a reception and awards ceremony in the Council Chamber on November 18, 2003.

Introduced and approved on November 25, 2003 by all members of the Milwaukee Common Council: Marvin Pratt, Joe Davis, Sr., Michael S. D'Amato, Jim Bohl, Marlene Johnson-Odom, Fredrick G. Gordon, Robert G. Donovan, Don Richards, Willie C Wade, Joe Dudzik, Angel Sanchez, Terry L. Witkowski, Suzanne M. Breier, Thomas G. Nardelli, Michael J. Murphy and Willie L. Hines Jr.

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BY THE COMMON COUNCIL

Resolution recognizing Tyrone Dumas for his contributions to the City of Milwaukee as one of this community's "Unsung Heroes."

WHEREAS,

TYRONE DUMAS

selflessly volunteered his time and talent to help his neighbors and improve the quality of life in the City of Milwaukee; and

WHEREAS, Jim Bohl identified Tyrone Dumas as a role model, motivator, leader and inspiration to others for his dedication and desire to make the community a better place for all residents; and

WHEREAS, A respected veteran of government service with the city, county and Milwaukee Public Schools, Tyrone Dumas is a volunteer in the community, and at Bethlehem Lutheran Church where he is a trustee, elder and vice president of the congregation; and

WHEREAS, Tyrone also serves in an advisory capacity with the African American Cultural Center and on various other boards and committees, and is a recipient of the UWM Distinguished Alumnus Award, the National Association for Community Leadership Award, the Milwaukee Black School Educators Community Service Award and numerous other recognitions; and

WHEREAS, Tyrone Dumas's dedication and commitment to the City of Milwaukee exemplifies the meaning of public service, now, therefore, be it

RESOLVED, That the Common Council of the City of Milwaukee herewith recognizes Tyrone Dumas for his service to the community, thanks him for his good-work, and congratulates him on being selected as one of the City of Milwaukee's "Unsung Heroes"; and, be it

FURTHER RESOLVED, That this Resolution be spread upon the permanent Record of this Council, and that a suitably engrossed copy be presented to Tyrone Dumas at a reception and awards ceremony in the Council Chamber on November 18, 2003.

Introduced and approved on November 25, 2003 by all members of the Milwaukee Common Council: Marvin Pratt, Joe Davis, Sr., Michael S. D'Amato, Jim Bohl, Marlene Johnson-Odom, Fredrick G. Gordon, Robert G. Donovan, Don Richards, Willie C Wade, Joe Dudzik, Angel Sanchez, Terry L. Witkowski, Suzanne M. Breier, Thomas G. Nardelli, Michael J. Murphy and Willie L. Hines Jr.

Other Awards and Commendations

STUDENTS

Nicole Covelens, a junior at Wisconsin Conservatory of Lifelong Learning, placed sixth in the 2003-2004 Student Art Awards and will receive a $50 savings bond.. The awards are co-sponsored by the Wisconsin Association of School Boards and the Wisconsin Art Education Association. Her artwork will be displayed at the WASB-WASDA-WASBO State Education Convention on January 21 & 22, 2004, at the Midwest Airlines Center in Milwaukee.

The following Milwaukee Public School students were recently honored at the 23rd Annual Debutante Cotillion sponsored by the Christian Business and Professional Alliance on November 28, 2003, at the Milwaukee Hilton:

Latoya Hayes, Milwaukee High School of the Arts
Theresa Kates, Madison High School
Ashley Kerrenes, Rufus King International Baccalaureate High School
Ajala Leonard, Milwaukee High School of the Arts
Olena McDowell, Rufus King International Baccalaureate High School
DeAnna McDuffie, Madison High School
Stephanie Powe, Riverside University High School
Bettrese Rousseau, Milwaukee High School of the Arts
Veraunica Ruffin, Rufus King International Baccalaureate High School
Antoinette Williams, Riverside University High School

SCHOOLS

Rufus King International Baccalaureate High School is only one of ten schools in the nation selected to participate in a study on how schools prepare students for success in college coursework. The school was selected because of its students' strong ACT scores in math and science and its diverse student population. King is the only Wisconsin school chosen to participate.

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APPROVAL OF MINUTES

The minutes of the regular and special Board meetings of October 30, November 20, and 25, 2003, were approved as printed.

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COMMUNICATIONS FROM THE SUPERINTENDENT

(Item A) Presentation of a Video by the Milwaukee Partnership Academy Titled "Comprehensive Literacy — A Balanced Approach"

Office of
Superintendent of Schools

To the Milwaukee Board of School Directors:

Dan Donder, Director of The Office of Strategic Planning and Community Outreach, will introduce a video titled "Comprehensive Literacy — A Balanced Approach". Produced by the Milwaukee Partnership Academy, it clearly illustrates the progress being made relative to the Comprehensive Literacy Initiative.

The video provides an overview of the Comprehensive Literacy Initiative that is moving forward as a result of the Milwaukee Partnership Academy's efforts. In particular, the video addresses how reading, writing, oral communication, critical thinking, problem solving, and self-assessment are the cornerstone of comprehensive literacy. In addition, the video discusses professional learning communities, learning teams, and embedded professional development.

Sincerely,

William G. Andrekopoulos
Superintendent of Schools

Received and ordered placed on file.

* * * * *

COMMUNICATIONS FROM THE BOARD CLERK

(Item A) Communication from the Office of Board Governance Regarding the Withdrawal of a Charter School Petition from the Kamoni Preparatory Academy

To the Milwaukee Board of School Directors:

At the special Board meeting held on November 20, 2003, the Board instructed the Administration to meet with representatives of the Kamoni Preparatory Academy to provide guidance and feedback on the Academy's charter school petition.

On Tuesday, December 2, 2003, representatives of both the Administration and the Office of Board Governance met with Kamoni Preparatory Academy petitioners to discuss their options regarding the charter school petition. Following the meeting, the representatives of the Kamoni Preparatory Academy indicated their intent to withdraw their petition for instrumentality charter status with Milwaukee Public Schools.

On Wednesday, December 03, 2003, the Office of Board Governance received both verbal and written confirmation of withdrawal of the Kamoni Preparatory Academy's charter school petition.

This is an informational report which requires no action of the Board.

Sincerely,

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

Received and ordered placed on file.

* * * * *

REPORTS OF STANDING COMMITTEES

Separate consideration was requested of the following items:

Innovation/School Reform Committee, Report #2, Item 1, a charter school petition from the Hopkins K-8 School of Excellence;

Innovation/School Reform Committee, Report #2, Item 4, approval of a change in grade levels, from grades K through 5 to grades K through 8, at River Trail Elementary School;

Innovation/School Reform Committee, Report #2, Item 6, approval of a change in grade levels, from K through 5 to grades K through 8, at Thirty-Seventh Street Elementary School;

Innovation/School Reform Committee, Report #2, Item 7, extension of charter school contracts for Fritsche Middle School, Walker International Charter School and Westside Academy;

Innovation/School Reform Committee, Report #2, Item 9, a resolution regarding the appropriateness and feasibility of offering credits toward graduation for active participation as an elected student representative to the Board; and

Strategic Planning and Budget Committee, Item 1, an informational report on district operational expenses.

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

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

Noes—None.

Temporarily absent—Director Dannecker—1.

COMMITTEE ON INNOVATION/SCHOOL REFORM

Director Johnson presented the following reports for the Committee on Innovation/School Reform:

TO THE BOARD OF SCHOOL DIRECTORS:

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

COMMITTEE ON INNOVATION/SCHOOL REFORM REPORT #1

(Item 1) Action on a Charter School Petition from the Truth Institute for Leadership and Service

Background

On October 31, 2003, the Truth Institute for Leadership and Services High School submitted a petition to become an MPS instrumentality charter school for the 2004-2005 school year. On November 14, 2003, members of the MPS Charter School Review Panel, along with the Superintendent's Charter School Review Team, met to review the charter school petition. At that meeting, staff members, students, parents, and community members demonstrated their passion, commitment, and support for the Truth Institute for Leadership and Services High School petition.

Analysis

1. Following the demonstration, both the Panel and the Team decided to recommend the concept of the Truth Institute for Leadership and Services High School's petition to become an MPS instrumentality charter school. Both the Panel and the Team believe that the Truth Institute for Leadership and Services High School's petition has the components necessary to establish a successful charter school. Some of the factors contributing to the endorsement are that the Truth Institute for Leadership and Services High School:

a. has a dedicated staff willing to take ownership for the concept of the Truth Institute for Leadership and Services 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. takes a team approach in 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. has developed the supportive infrastructure of students, staff, parents, and community stakeholders necessary to achieve its goals;

f. has proposed a program that would fill a gap in MPS, in that it provides small class size and highly individualized instruction and targets students who are not likely to succeed in large high schools;

g. has created a community of learners and increased parental involvement through partnerships and the use of its community learning center.

2. The MPS Charter School Review Panel, with the concurrence of the Superintendent's Charter School Review Team, 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, FY 2005 budget will allocate funds to MPS instrumentality charters in the same manner as other non-contracted MPS schools.

Committee Recommendations

Your Committee recommends that the Board:

1. approve the concept of the Truth Institute for Leadership and Services High School's petition at this time; and

2. authorize the Office of Diversified Community Schools, in consultation with the Superintendent's designee and the Office of the City Attorney, to begin contract negotiations with representatives from the Truth Institute for Leadership and Services High School in anticipation of the establishment of an MPS instrumentality charter school for the 2004-2005 school year.

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

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(Item 2) Action on a Charter School Petition from the Academia de Lenguaje y Bellas Artes/Academy of Language and Fine Arts (ALBA) School

Background

On October 30, 2003, the Academia de Lenguaje y Bellas Artes (ALBA) School submitted a petition to become an MPS instrumentality charter school for the 2004-2005 school year. On Friday, November 21, 2003, members of the MPS Charter School Review Panel, along with the Superintendent's Charter School Review Team, met to review the charter school petition. At that meeting, staff members, students, parents, and community members demonstrated their passion, commitment, and support for the ALBA School petition.

Analysis

1. Following the demonstration, both the Panel and the Team decided to recommend the concept of the ALBA School's petition to become an MPS instrumentality charter school. Both the Panel and the Team believe that the ALBA School's petition has the components necessary to establish a successful charter school. Some of the factors contributing to the endorsement are that the ALBA School:

a. has a dedicated staff willing to take ownership for the ALBA School's bilingual program concept;

b. has a small class size and personal environment that is very attractive to a number of Milwaukee parents and students;

c. takes a teacher-cooperative approach to leadership and the development of individualized learning plans for each student;

d. has developed a program designed to foster Hispanic cultural identity and appreciation through strong parental support and community involvement, while preparing students to be bilingual and bicultural learners in a global society;

e. has developed the supportive infrastructure of students, staff, parents, and community stakeholders necessary to achieve its goals;

f. has proposed a program that would fill a gap in MPS, in that it provides small class size and highly individualized instruction and equips bilingual students with skills in the fine arts and language that would allow them to take advantage of various middle-school programs within MPS;

2. The MPS Charter School Review Panel, with the concurrence of the Superintendent's Charter School Review Team, 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, FY 2005 budget will allocate funds to MPS instrumentality charters in the same manner as other non-contracted MPS schools.

Committee Recommendations

Your Committee recommends that the Board:

1. approve the concept of the ALBA School petition be approved at this time; and

2. authorize the Office of Diversified Community Schools, in consultation with the Superintendent's designee and the Office of the City Attorney, to begin contract negotiations with representatives from the ALBA School in anticipation of the establishment of an MPS instrumentality charter school for the 2004-2005 school year, contingent upon the satisfaction of the following, to the satisfaction of both parties, prior to the initiation of contract negotiations:

   a. That the proposed bilingual program design be significantly more developed and more specificity be provided regarding services will be provided to monolingual English-speaking students;

   b. That a suitable facility must be identified;

   c. That the school identify how, within its bilingual program design, it would accommodate the needs of monolingual students who might enter, particularly at the intermediate grade level;

   d. That the school describe how program design would accommodate students who are not fluent in Spanish, particularly after those early primary grades;

   e. That further exploration of the curriculum design be conducted. Specifically, information must be developed on the school's curriculum and the method of education;

   f. That the teacher co-op work with the Administration to develop a complete understanding of the additional responsibilities that the teaching staff would have with the number of administrative functions that an administrator normally would provide as a support mechanism. This is to clarify that they have a complete understanding of what they are getting involved in and what their role and responsibilities are.

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

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(Item 3) Action on a Charter School Petition from the August Wilson School of Humanities

Background

On November 5, 2003, the August Wilson School of Humanities submitted a petition to become an MPS instrumentality charter school for the 2004-2005 school year. On Friday, November 21, 2003, members of the MPS Charter School Review Panel, along with the Superintendent's Charter School Review Team, met to review the charter school petition. At that meeting, staff members, students, parents, and community members demonstrated their passion, commitment, and support for the August Wilson School of Humanities' petition.

Analysis

1. Following the demonstration, both the Panel and the Team decided to recommend the concept of the August Wilson School of Humanities' petition to become an MPS instrumentality charter school. Both the Panel and the Team believe that the August Wilson School of Humanities' petition has the components necessary to establish a successful charter school. Some of the factors contributing to the endorsement are that the August Wilson School of Humanities:

   a. has a dedicated staff willing to take ownership for the August Wilson School of Humanities' concept;

   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 the team approach in providing individualized learning plans for each student;

d. has developed valuable partnerships with community members, universities, and businesses for internships and job-placement opportunities for students;

e. has developed the supportive infrastructure of students, staff, parents, and community stakeholders necessary to achieve its goals;

f. has proposed a program that would fill a gap in MPS, in that it provides small class size and highly individualized instruction and targets students who are not likely to succeed in large high schools;

g. has adopted the artful learning model as a tool to empower students to be actively involved in collaborative learning processes, thus increasing academic achievement.

2. The MPS Charter School Review Panel, with the concurrence of the Superintendent's Charter School Review Team, 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, FY 2005 budget will allocate funds to MPS instrumentality charters in the same manner as other non-contracted MPS schools.

Committee Recommendations

Your Committee recommends that the Board:

1. approve the concept of the August Wilson School of Humanities' petition at this time, with the name of the school to be changed to the School of Humanities; and

2. authorize the Office of Diversified Community Schools, in consultation with the Superintendent'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.

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

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(Item 4) Action on a Charter School Petition from the W.E.B. Du Bois High School

Background

On October 31, 2003, the W.E.B. Du Bois High School submitted a petition to become an MPS instrumentality charter school for the 2005-2006 school year. On November 21, 2003, members of the MPS Charter School Review Panel, along with the Superintendent's Charter School Review Team, met to review the charter school petition. At that meeting, staff members, students, parents, and community members demonstrated their passion, commitment, and support for the W.E.B. Du Bois High School petition.

Analysis

1. Following the demonstration, both the Panel and the Team decided to recommend the concept of the W.E.B. Du Bois High School's petition to become an MPS instrumentality charter school. Both the Panel and the Team believe that the W.E.B. Du Bois High School's petition has the components necessary to establish a successful charter school. Some of the factors contributing to the endorsement are that the W.E.B. Du Bois High School:

a. has a dedicated staff willing to take ownership for the W.E.B. Du Bois High School's concept;

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 the team approach in 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. has developed the supportive infrastructure of students, staff, parents, and community stakeholders necessary to achieve its goals;

f. has proposed a program that would fill a gap in MPS, in that it provides small class size and highly individualized instruction and targets students who are not likely to succeed in large high schools;

g. has created a program with a focus on various forms of communications to integrate with standard core curriculum.

2. The MPS Charter School Review Panel, with the concurrence of the Superintendent's Charter School Review Team, 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, FY 2006 budget will allocate funds to MPS instrumentality charters in the same manner as other non-contracted MPS schools.

Committee Recommendations

Your Committee recommends that the Board:

1. approve the concept of the W.E.B. Du Bois High School's petition at this time; and

2. authorize the Office of Diversified Community Schools, in consultation with the Superintendent's designee and the Office of the City Attorney, to begin contract negotiations with representatives from the W.E.B. Du Bois 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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(Item 5) Action on a Charter School Proposal from the Milwaukee Urban Preparatory School

Background

On Friday, October 31, 2003, the Milwaukee Urban Preparatory School submitted a proposal to become an MPS instrumentality charter school for the 2004-2005 school year. On November 12 2003, members of the MPS Charter School Review Panel, along with the Superintendent's Charter School Review Team, met to review the charter school proposal. At that meeting, staff members, students, parents, and community members demonstrated their passion, commitment, and support for the Milwaukee Urban Preparatory School proposal.

Analysis

1. Following the demonstration, both the Panel and the Team decided to recommend the concept of the W Milwaukee Urban Preparatory School's proposal to become an MPS instrumentality charter school. Both the Panel and the Team believe that the Milwaukee Urban Preparatory School's proposal has the components necessary to establish a successful charter school. Some of the factors contributing to the endorsement are that the Milwaukee Urban Preparatory School:

a.. has a dedicated staff willing to take ownership for the Milwaukee Urban Preparatory School concept;

b. has a small class size and personal environment that is very attractive to a number of Milwaukee parents and school students;

c. takes the team approach in providing individualized learning plans for each student;

d. has developed valuable partnerships with area businesses and other art institutions to increase student opportunities;

e. has developed the supportive infrastructure of students, staff, parents, and community stakeholders necessary to achieve its goals;

f. has proposed a program that adopts the Emilio Reggio methodology of child-centered project-oriented curriculum;

g. has created a program with a focus on various language and fine arts, including a literature-based program that includes phonics and listening activities to develop self expression.

2. The MPS Charter School Review Panel, with the concurrence of the Superintendent's Charter School Review Team, 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 MPS instrumentality charters in the same manner as other non-contracted MPS schools.

Committee Recommendations

Your Committee recommends that the Board:

1. approve the concept of the Milwaukee Urban Preparatory School's proposal at this time; and

2. authorize the Office of Diversified Community Schools, in consultation with the Superintendent's designee and the Office of the City Attorney, to begin contract negotiations with representatives from the Milwaukee Urban Preparatory 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 INNOVATION/SCHOOL REFORM REPORT #2

(Item 1) Action on a Charter School Petition from The Hopkins K-8 School of Excellence

Background

On October 31, 2003, the Hopkins School of Excellence, a K-8 school, submitted a petition to become an MPS instrumentality charter school for the 2004-2005 school year. On Tuesday, December 2, 2003, members of the MPS Charter School Review Panel, along with the Superintendent's Charter School Review Team, met to review the charter school petition. At that meeting, staff members, students, parents, and community members demonstrated their passion, commitment, and support for the Hopkins K-8 School of Excellence's petition.

Analysis

1. Following the demonstration, both the Panel and the Team decided to recommend the concept of the Hopkins K-8 School of Excellence's petition to become an MPS instrumentality charter school. Both the Panel and the Team believe that the Hopkins School of Excellence's petition has the components necessary to establish a successful charter school. Some of the factors contributing to the endorsement are that the Hopkins K-8 School of Excellence:

a. has a dedicated staff willing to take ownership for the Hopkins School of Excellence's school concept;

b. will utilize the school development plan, parental involvement, technology, and fine arts to encourage and promote critical thinking and to create a community of learners;

c. takes the team approach to providing individualized learning plans for each student;

d. has developed a plan to implement a direct-instruction teaching and learning model with constant monitoring and evaluation;

e. has developed the supportive infrastructure of students, staff, parents, and community stakeholders necessary to achieve its goals;

f. has proposed a program that provides highly individualized instruction and targets students who may be at risk;

g. has developed the SPMT (School Planning and Management Team), which has increased parental involvement and attendance and which was also very active in the decision to change the curriculum of the school.

2. The MPS Charter School Review Panel, with the concurrence of the Superintendent's Charter School Review Team, 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, FY 2005 budget will allocate funds to MPS instrumentality charter schools in the same manner as it does to other non-contracted MPS schools.

Committee Recommendations

Your Committee recommends that the Board:

1. approve the concept of the Hopkins K-8 School of Excellence petition at this time;
2. direct the Administration to work with the Hopkins K-8 School of Excellence, prior to the initiation of contract negotiations, to address issues that have been raised regarding parental and community involvement; and
3. authorize the Office of Diversified Community Schools, in consultation with the Board's designee and the Office of the City Attorney, to begin contract negotiations with representatives from the Hopkins K-8 School of Excellence in anticipation of the establishment of an MPS instrumentality charter school for the 2004-2005 school year.

Director Balistreri moved that the Board adopt the Committee recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Balistreri, Dannecker, Hardin, Horton, Johnson, O'Neil and President Spence—7.

Noes—None.

Voting "present"—Director Blewett—1.

* * * * *

(Item 2) Action on a Charter School Proposal from the Transcenter for Youth, Inc., High School

Background

On October 31, 2003, the TransCenter For Youth, Inc., School submitted a proposal to become an MPS non-instrumentality charter school for the 2005-2005 school year. On December 2, 2003, members of the MPS Charter School Review Panel, along with the Superintendent's Charter School Review Team, met to review the charter school proposal. At that meeting, staff members, students, parents, and community members demonstrated their passion, commitment, and support for the TransCenter For Youth, Inc., School's proposal.

Analysis

1. Following the demonstration, both the Panel and the Team decided to recommend the concept of TransCenter For Youth, Inc., School's petition to become an MPS non-instrumentality charter school. Both the Panel and the Team believe that the TransCenter For Youth, Inc., School's petition has the components necessary to establish a successful charter school. Some of the factors contributing to the endorsement are that the TransCenter For Youth, Inc., School.

a. has a dedicated staff willing to take ownership for the concept of the TransCenter For Youth, Inc., 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 developed the Public Achievement Program (PA), which involves people in "public work" collaborating with a diverse group of people to solve public problems. PA is a five-year project which began with a pilot program at three sites in the 1998-99 school year and now has grown to 15 sites ;

d. has fostered an atmosphere in which students will recognize that they have the power to change their world and to change their community;

2. The MPS Charter School Review Panel, with the concurrence of the Superintendent's Charter School Review Team, 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 2005 budget will allocate funds to MPS instrumentality and non-instrumentality charter schools in the same manner as it does to other non-contracted MPS schools.

Committee Recommendations

Your Committee recommends that the Board:

1. approve the concept of the TransCenter For Youth, Inc., 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 TransCenter For Youth, Inc., School in anticipation of the establishment of an MPS non-instrumentality charter school for the TransCenter For Youth, Inc., for the 2004-2005 school year.

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

* * * * *

(Item 3) Informational Follow-up Report on a Change in Grade Levels, from Grades Three through Five to Grades Three through Eight, at Golda Meir School

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

Administration's Report

1. At its meeting on October 28, 2003, the Board approved a grade change for Golda Meir School from grades three through five to grades three through eight. The Board directed the Administration to report the final expansion location to the Board in December 2003.

2. In October 2003, three options for expansion relative to Golda Meir were presented to the Board, including a limited expansion within the existing site; expansion within another MPS facility; or expansion into leased space. The exploration of the three options for expansion included a review of the financial capabilities for each option.

3. Based on the review of financial capabilities, Golda Meir School will proceed with a limited expansion from grades three through five to grades three through eight within the existing site. This will allow the small-school environment located in the city (close to arts and educational experiences aligned to the educational mission of the school) to continue.

4. At this time, 30 students have been identified to continue in the initial grades-six-through-eight program through a school-based process. The remaining students have accessed the middle-school early enrollment process. In addition, a waitlist has been established.

5. The school community will continue to work with the Administration to explore possible future collaborations with other organizations to increase the number of available seats while satisfying the requests of parents for a small school located downtown. This will include revisiting the possibility of expansion within another MPS facility or expansion into leased space.

* * * * *

(Item 4) Action to Approve a Change in Grade Levels, from Grades K through 5 to Grades K through 8, at River Trail Elementary

Administration's Analysis

1. The Neighborhood Schools Plan has significantly increased the number of schools offering K-8 programs. Currently there are 30 schools that are K-8, 21 in transition to become full K-8 schools, and 3 that will begin the K-8 transition in fall 2004. In 2004-2005, we will have 54 K-8 schools, including 19 in transition. Prior to the Neighborhood Schools Plan, 11 schools were K-8. The Board has also approved additional K-8 schools by separate Board action.

2. The September 2003 enrollment count for River Trail Year-Round Elementary School was 348 (48 attendance-area, 299 non-attendance-area, and 1 open enrollment). In 1997 the school had an enrollment of 420. The school currently serves students in four-year-old kindergarten through grade five. The school, which is a neighborhood specialty school that includes expanded transportation services beyond those available to neighborhood and region schools, will continue to recruit neighborhood children. No additional transportation services will be provided, as the Administration believes that the additional students can be transported on existing routes. If additional routes are needed, the school will assume the cost. The school will retain any transportation savings to support the K-8 program implementation.

3. The River Trail Year-Round School Governance Council has unanimously endorsed the expansion of the school to become a K-8 school. A survey was distributed to parents on November 17, 2003. One hundred one favored the K-8 expansion, while 40 were opposed. The proposal was discussed at great length with parents during the most recent P.T.O. meeting, on November 18, 2003, and at the Grandparent Luncheon on November 21, 2003. The majority of the parents agreed that expanding to a K-8 program would be advantageous for River Trail families. The River Trail staff discussed the proposed expansion, and 36 of the 41 participants expressed support.

4. The school enrollment would be increased by adding 30 grade-six students in 2004-2005, 30 grade-seven students in 2005-2006, and 30 grade-eight students in 2006-2007. Funding to support staffing, educational materials, supplies, safety measures, and any limited capital improvements will be provided through the River Trail Year-Round School's operating budget. The facility can accommodate the proposed expansion. The school currently has 45 fifth-grade students. It is anticipated that some of these students will select other schools for 2004-2005. An internal lottery conducted under the guidance of the Division of Student Services will be held, if necessary, for continued enrollment in the one sixth-grade class for 2004-2005.

5. The River Trail staff believes they can offer a quality middle-grades educational program. Grade-four WKCE results have shown consistent increases in the number of students performing at proficient or above in reading, language arts, mathematics, and social studies over the last three years. Last year, River Trail students exceeded the district average of students proficient or above in reading, language arts, mathematics, science, and social studies. In the last three years, River Trail students have exceeded the district average of students proficient or above on the WKCE reading exam (see the graph attached to the minutes of your Committee's meeting).

Strategic Plan Compatibility Statement

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

Statute, Board Policy or Rules Statement

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

Fiscal Impact Statement

8. River Trail Year-Round 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. River Trail 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 2008-2009 school year.

9. At a Board planning session on November 11, 2000, the Board and the Administration discussed the implementation of the Neighborhood Schools Plan. As part of that discussion, the Board requested that specific criteria be established that could be applied when considering proposals from schools not included in the Neighborhood Schools Plan. The criteria established specify that no supplemental operating funds to cover any start-up costs, capital improvements or facility leasing, safety measures, or other operations will be available for schools not included in the Neighborhood Schools Plan.

10. In accordance with the criteria established, River Trail will have responsibility for all start-up costs. The school had a FY03 year-end balance of $131,201. They will have to shift necessary funds from within the school budget allocations to cover any start-up costs.

Implementation and Assessment Plan

11. The implementation timeline is:

Grade 6.....2004-2005
Grade 7.....2005-2006
Grade 8.....2006-2007

12. Assessments will follow the district's assessment program.

Committee Recommendation

Your Committee recommends that the Board approve the grade change at River Trail Year-Round School from K-5 to K-8.

Vice President Hardin in the Chair.

Director Johnson moved that the Board adopt the Committee recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Balistreri, Blewett, Horton, Johnson and Vice President Hardin—5.

Noes—None.

Temporarily absent—Directors Dannecker, O'Neil and President Spence—3.

President Spence resumed the chair.

* * * * *

(Item 5) Action in Response to Resolution 0304R-020 by Director Hardin to Approve a Change in Grade Levels, from Grades K through 5 to Grades K through 8, at Palmer Elementary School

Background

At its meeting on November 20, 2003, the Board referred Resolution 0304R-020 by Director Hardin, regarding K-8 grade organization and extended transportation service for Palmer elementary school, to the Committee on Innovation/School Reform:

WHEREAS, Palmer Elementary School has experienced a decline in student enrollment from 550 students in 1998-1999 school year to 224 students for the 2003-2004 school year; and

WHEREAS, The recent real estate development in the Palmer attendance area has significantly changed the student demographics of the area; and

WHEREAS, Families that once resided in the Palmer attendance area are unable to return to Palmer because their new residence is outside the blue transportation region also contributes to the decline in the student enrollment; and

WHEREAS, A review of Palmer's Wisconsin Knowledge and Concepts Examination (WKCE), the test data indicates that Palmer has maintained steady improvement in all areas of academics. Palmer is not in need of improvement according to the No Child Left Behind Policy; and

WHEREAS, The Palmer School community and governance council has expressed an interest in maintaining the viability of Palmer School, has supported the K-8 grade organization as well as the extended transportation service for the school; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors supports the Palmer School Principal, the governance council and the school community in maintaining Palmer School as viable school that serves as a anchor in the community; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors directs the Administration to work with Palmer School to bring forth to the Board by December 2003 a plan to expand Palmer's grade organization from K-5 to K-8; and be it

FURTHER RESOLVED, That the Administration work with Palmer School to develop and extend transportation service that will benefit the Palmer students who move but will not significantly increase the cost of transportation beginning with the 2004-2005 school.

Administration's Analysis

1. The Neighborhood Schools Plan has significantly increased the number of schools offering K-8 programs. Currently there are 30 schools that are K-8, 21 in transition to become full K-8 schools, and three that will begin the K-8 transition in fall 2004. In 2004-2005, we will have 54 K-8 schools, including 19 in transition. Prior to the Neighborhood Schools Plan, 11 schools were K-8. The Board has also approved additional K-8 schools by separate Board action.

2. The proposed expansion was discussed at great length with parents during a community meeting held on November 17, 2003. The majority of parents and staff present agreed that expanding to a K-8 program would be advantageous to Palmer school families. The Palmer school community and governance council have expressed an interest in maintaining the viability of Palmer School, which has experienced a decline in student enrollment from 550 students in the 1998-1999 school year to 224 students for the 2003-2004 school year, and have supported the K-8 grade organization as well as the extended transportation service for the school.

3. The school enrollment would be increased by adding 27 grade-six students in 2004-2005, 27 grade-seven students in 2005-2006, and 27 grade-eight students in 2006-2007. Funding to support staffing, educational materials, supplies, safety measures, and any limited capital improvements will be provided through the Palmer's operating budget. The facility can accommodate the proposed expansion. An internal survey conducted by the school principal indicated a strong desire by fifth-grade students to continue at Palmer for grades six, seven, and eight.

4. A review of Palmer's overall performance on the Wisconsin Knowledge and Concepts Examination (WKCE) indicates that Palmer has maintained steady improvement in all academic areas. Palmer is not in need of improvement according to the No Child Left Behind Act. The Palmer School staff believes they can offer a similar high-quality educational program for middle-grades students.

5. The proposal anticipates that Palmer, being a Neighborhood School and extending to grade eight, will increase enrollment from the surrounding area.

6. This recommendation addresses the second resolved in the resolution, which directs the Administration to work with Palmer School to bring forth to the Board by December 2003 a plan to expand Palmer's grade organization from K-5 to K-8. The Administration is in the process of working with Palmer School to address the third resolved in the resolution, to extend transportation service that will benefit the Palmer students who move, without significantly increasing the cost of transportation, beginning with the 2004-2005 school year

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, Board Policy, or Rules Statement

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

Fiscal Impact Statement

9. Palmer School will be limited to the same pattern of adjustment to its pupil allocations as are the schools becoming K-8 under the Neighborhood Schools Plan. Palmer will progress from 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 2008-2009 school year.

10. At a Board planning session on November 11, 2000, the Board and the Administration discussed the implementation of the Neighborhood Schools Plan. As part of that discussion, the Board requested that specific criteria be established that could be applied when considering proposals from schools not included in the Neighborhood Schools Plan. The criteria established specify that no supplemental operating funds to cover any start-up costs, capital improvements or facility leasing, safety measures, or other operations will be available for schools not included in the Neighborhood Schools Plan.

11. In accordance with the criteria established, Palmer will have responsibility for all start-up costs. It will have to shift necessary funds from within the school's budget allocations to cover any start-up costs.

12. Costs associated with the purchase of textbooks for grades six through eight will be included in the district's textbook expansion budget.

Implementation and Assessment Plan

13. The implementation timeline is:

Grade 6..... 2004-2005.....27 seats
Grade 7..... 2005-2006.....27 seats
Grade 8..... 2006-2007.....27 seats

14. Assessments will follow the district's assessment program.

Committee Recommendation

Your Committee recommends that the Board approve the grade change at Palmer Elementary School from K-5 to K-8.

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

* * * * *

(Item 6) Action to Approve a Change in Grade Levels, From K through 5 to Grades K through 8, at Thirty-Seventh Street Elementary

Administration's Analysis

1. The Neighborhood Schools Plan has significantly increased the number of schools offering K-8 programs. Currently, there are 30 schools that are K-8, 21 in transition to become full K-8 schools, and three that will begin the K-8 transition in fall 2004. In 2004-2005, we will have 54 K-8 schools, including 19 in transition. Prior to the Neighborhood Schools Plan, 11 schools were K-8. The Board has also approved additional K-8 schools by separate Board action.

2. As part of the Neighborhood Schools Plan, a replacement school for Thirty-seventh Street School was scheduled. The original plans had the school profiled as K4-5 with 572 students. During the planning process of the new Thirty-seventh Street School, the governance council and school staff requested permission to expand to K-8.

3. The September 2003 enrollment for Thirty-seventh Street Elementary School was 289. In 2001, the school had an enrollment of 301. The school currently serves students in kindergarten through grade five.

4. The Thirty-seventh Street School's governance council has endorsed the expansion of the school to become a K-8 school by a vote of 7 to 0. The Thirty-seventh Street School staff discussed the proposed expansion, and 40 of 40 participants expressed support. The replacement school has a projected enrollment of 572 students.

5. The school enrollment would be increased by adding 54 grade-six students in 2004-2005, 54 grade-seven students in 2005-2006, and 54 grade-eight students in 2006-2007. Funding to support staffing, educational materials, supplies, safety measures expenses will be provided through the Thirty-seventh Street School's operating budget, and any limited capital improvement of the new Thirty-seventh Street School to convert to K-8 will be provided as part of the project cost. The facility can accommodate the proposed expansion. The school currently has two fifth-grade classes.

6. The Thirty-seventh Street School staff believe they can offer a high-quality middle-grades educational program. Grade-four WKCE results have shown consistent increases in the number of students performing at proficient or above in reading and language arts. Last year, Thirty-seventh Street School students matched the district average of students proficient or above in reading and exceeded the district average of students proficient or above in language arts. In the last three years, Thirty-seventh Street School students have exceeded the district average of students proficient or above on the WKCE mathematics test. Thirty-seventh Street School students have also exceeded the district average of students proficient or above on the WKCE science and social studies tests.

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 Board Policy or Rules Statement

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

Fiscal Impact Statement

9. The Thirty-seventh 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 schools becoming K-8 under the Neighborhood Schools Initiative. Thirty-seventh Street School will progress from the elementary weight of 1.00 to the K-8 weight of 1.038.

Implementation and Assessment Plan

10. The implementation timeline and number of seats are:

Grade 6	2004-2005	54 seats
Grade 7	2005-2006	54 seats
Grade 8	2006-2007	54 seats

11. Assessments will follow the district's assessment program.

Committee Recommendation

Your Committee recommends that the Board approve the grade change at Thirty-seventh Street School from K-5 to K-8.

Director Johnson moved that the Board adopt the Committee recommendation.

The motion prevailed, the vote being as follows:

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

Noes—None.

Temporarily absent—Director Dannecker—1.

* * * * *

(Item 7) Action on a Recommendation to Extend the Charter School Contracts for Fritsche Middle School, Walker International Charter School, and Westside Academy I/II

Administration's Analysis

1. On August 24, 1999, the Board approved a three-year charter school contract converting Fritsche Middle School to an instrumentality charter school. The school opened as a charter school during the 1999-2000 school year. The contract for Fritsche Middle School expired at the end of the 2001-2002 school year.

2. On March 28, 2000, the Board approved a three-year charter school contract converting Walker International Middle School to an instrumentality charter school. The school opened as a charter school in the 1999-2000 school year. The contract for Walker International Charter School expired at the end of the 2001-2002 school year.

3. On October 29, 2002, the Board approved one-year contract extensions to include the 2002-2003 school year for Fritsche Middle School and Walker International Charter School. Both contract extensions expired at the end of the 2002-2003 school year.

4. On September 26, 2000, the Board approved a three-year charter school contract converting Westside Academy I/II to an instrumentality charter school. The school opened as a charter school during the 2000-2001 school year. The contract for Westside Academy I/II expired at the end of the 2002-2003 school year.

5. Fritsche Middle School, Walker International Charter School, and Westside Academy I/II have each requested one –year extensions to include the 2003-2004 school year in anticipation of participating in the charter school contract renewal process which will become effective upon Board approval of the proposed revisions to Administrative Policy and Procedure 9.12, Charter Schools.

Board Policy or Rule Statement

6. These contract amendments are being presented to the Board pursuant to Administrative Policy 9.12, Charter Schools.

Implementation and Assessment

7. These extensions will become effective upon Board approval.

Fiscal Impact Statement

8. The funds for these one-year extensions were approved in the 2003-2004 Budget.

Committee Recommendation

Your Committee recommends that the Board approve the one-year contract extensions for Fritsche Middle School, Walker International Charter School, and Westside Academy I/II to include the 2003-2004 school year.

Director Balistreri moved that the Board adopt the Committee recommendation.

The motion prevailed, the vote being as follows:

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

Noes—None.

* * * * *

(Item 8) Action on a Request to Extend and Amend the Charter School Contract with the United Community Center, Inc., Bruce Guadalupe Community School for the 2003-2004 School Year

Administration's Analysis

1. On July 25, 2000, the Board approved a two-year charter school contract creating Bruce Guadalupe Community School as a non-instrumentality charter school. The school opened as a charter school during the 2000-2001 school year with 550 pupils. The contract for Bruce Guadalupe Community School expired at the end of the 2001-2002 school year.

2. On October 29, 2002, the Board approved a recommendation that the Bruce Guadalupe Community School's contract be extended to include the 2002-2003 school year and be amended to allow the charter school to enroll and receive funding for 50 additional pupils under the contract, for a total of 600 pupils, as long as the additional pupils had not attended an MPS school in the school year prior to their initial enrollment in the charter school.

3. The United Community Center, Inc., on behalf of Bruce Guadalupe Community School, has requested a one-year extension of its charter contract. This would allow the school to participate in the charter school contract renewal process, pending Board adoption of the proposed revisions to Administrative Policy and Procedure 9.12, Charter Schools.

4. In a letter to Milwaukee Public Schools, the United Community Center, Inc., has also requested an amendment to its contract which would increase the number of student seats at Bruce Guadalupe Community School from 600 pupils to 655 pupils for the 2003-2004 school year. The Executive Director and school principal of the United Community Center, Inc., Bruce Guadalupe Community School have indicated that the additional seats are necessary in order to respond to the requests from parents and the community. The United Community Center, Inc., Bruce Guadalupe Community School continues to demonstrate sound academic success and, therefore, is a prime candidate for the additional seats to serve more students.

5. The Division of Diversified Community Schools requested that the Office of the City Attorney draft an amendment which states that MPS shall make payment to the charter school not to exceed categorical aids, plus the per-pupil allocation multiplied by a maximum of 655 FTE pupils in the 2003-2004 school year, in accordance with the payment schedule.

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. This is indicated by parental requests to increase the number of seats available at Bruce Guadalupe Community School. Bruce Guadalupe would like to serve more students who are presently being placed on a wait list. In addition, increased seats at Bruce Guadalupe Community School supports Strategic Plan Goal 1, student achievement.

Statute, Board Policy or Rule Statement

7. This item supports Milwaukee Public Schools Administrative Policy 9.12, Charter Schools; Milwaukee Public Schools Administrative Procedure 9.12, Charter Schools Petitions and Proposals; and Wisconsin State Statue 118.40.

Implementation and Assessment

8. Upon approval by the Board, implementation will ensue in accordance with the MPS charter school enrollment process.

Fiscal Impact Statement

9. This item authorizes expenditures as part of the 2003-2004 fall budget adjustments. Upon Board approval, funds will be added to the United Community Center, Inc., Bruce Guadalupe Community School Budget account GEN-01-I-BDS-BP-ECTV and from the unallotted charter contracted account code GEN-01-I-BDS-1S-ECTV for the 2003-2004 school year.

Committee Recommendation

Your Committee recommends that the Board amend the contract with United Community Center, Inc., to extend the charter school contract for one year to include the 2003-2004 school year and to increase the number of seats at Bruce Guadalupe Community School from 600 to 655 for the 2003-2004 school year.

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

* * * * *

(Item 9) Follow-up and Possible Action on Resolution 0102R-050 Regarding the Appropriateness and Feasibility of Offering Credits toward Graduation for Active Participation as a SElected Student Representative to the Board

Background

At its meeting on March 26, 2002, the following Resolution 0102R-050 by Director Morales was referred to the Committee on Innovation/School Reform:

WHEREAS, Administrative Policy 8.18, Student Involvement in Decision Making, establishes a method for the inclusion of two high school students in the Board's policy deliberations; and

WHEREAS, No student participation has been achieved since the early 1990s; and

WHEREAS, The Board recognizes the value of student representation in Board deliberations, both for the participating student representatives and for MPS student population as a whole; now, therefore, be it

RESOLVED, That the Board direct the Inter-High Council to nominate two student representatives to the Board to participate in Board meetings from May 2002 through April 2003, and that the Office of Board Governance and the Board provide for the students' development of the knowledge and skills necessary for meaningful participation in the Board's deliberations; and, be it

FURTHER RESOLVED, That the Office of Board Governance work with the Inter-High Council to develop an annual method and timeline for district-wide elections of two high school representatives, one male and one female, to represent students, beginning with elected representatives for the 2003-04 school year; and be it

FURTHER RESOLVED, That the Administration advise the Board by January 2003 as to the appropriateness and feasibility of offering credit(s) toward graduation (in social studies, for example) for active participation as an elected student representative to the Board.

The Board subsequently adopted the Committee's recommendation to adopt the resolution, along with relevant changes to Administrative Policy 8.18, Student Involvement in Decision Making, on June 27, 2002.

Administration's Analysis

1. The Administration supports providing leadership opportunities for young people that will enable them to have a deeper and richer understanding of the responsibilities of the MPS Board of School Directors. The Administration also feels that, in order to promote and encourage greater participation of students, the selection process should move from the Office of Board Governance to the Administration.

2. In addition to the current opportunities that the Office of Board Governance provides to the selected student representatives — e.g., the Youth Adult Steering Team (YAST) Retreat — the Administration proposes providing opportunities that will enable students to develop a deeper understanding of the working relationship between the MPS Board of School Directors and the Administration and of how other types of boards (e.g., MPA) function. These opportunities would include, but not be limited to, dialoguing with and/or shadowing administrators as they prepare responses to resolutions and other types of Board items and attending Board item review meetings to better understand how responses are developed through a collaborative effort across departments and divisions.

3. On October 20, 2003, the Administration met with representatives that serve on YAST to discuss modifications to the current timeline and process for selecting student representatives to the Board. Based upon this meeting, the Administration recommends the following modifications:

January ..... The Administration's designee will form a team consisting of principals, teachers, guidance counselors, parents, students, and Board members to develop questions and a scoring rubric for the selection process. The Administration will present a draft of the questions and scoring rubric to YAST representatives for final approval and any additional information prior to sending the applications to schools.

Early February.... Applications will be distributed to high schools and made available on the MPS website. Staff at the local school level (i.e., administrators, teachers, guidance counselors) will be asked to promote student participation in the application process.

Mid February..... Applications will be submitted to the Administration's designee, who will form a team consisting of administrators, teachers, guidance counselors, parents, and students to score the applications based upon a rubric. The top 12 candidates will move to the interview process.

Early March..... The Administration's designee will contact the top 12 candidates and work with YAST to schedule interviews for student representatives to the Board. Two representatives and two alternates will be selected to serve for a one -year term.

Late March ..... Selected students will be informed of their role as student representatives or alternates on the Board.

April-August ..... Selected students will participate in orientations provided by the Office of Board Governance and the Administration.

August-June ..... Selected students will begin their one-year terms on the Board.

4. The Administration will investigate the feasibility of developing a service-learning opportunity, in collaboration with high schools and curriculum specialists, that will enable selected student representatives to earn elective units during the 2004-2005 school year for their participation on the MPS Board of School Directors or as a YAST member. This opportunity will be developed based upon the Wisconsin Department of Public Instruction's definition of service learning, which states:

> Service learning is a method by which young people learn and develop through active participation in thoughtfully organized service experiences:
>
> a. that meet actual community needs,
>
> b. that are coordinated in collaboration with the school and community,
>
> c. that are integrated into each young person's academic curriculum,
>
> d. that provide structured time for young people to think, talk, and write about what they did and said during the service project,
>
> e. that provide young people with opportunities to use newly acquired academic skills and knowledge in real life situations, and situations in their own communities,
>
> f. that enhance what is taught in the school by extending student learning beyond the classroom, and,
>
> g. that help to foster the development of a sense of caring for others.

5. The Administration will seek input from YAST members, teachers, curriculum specialists, and guidance counselors in developing the service-learning opportunity.

6. These opportunities will provide students with learning experiences to further:

a. engage in active learning that demonstrates the relevance and importance of their participation on the Board;

b. broaden their perspective of issues and enhance critical-thinking skills;

c. improve their interpersonal and communication skills, which are increasingly viewed as important skills in advancing success in personal and professional pursuits;

d. develop civic responsibility through active community involvement;

e. strengthen their analytical and critical-thinking skills and strengthen their ability to integrate and synthesize knowledge;

f. promote students' intellectual growth, leadership development, and personal and social growth; and

g. apply newly learned skills to their academic development and civic involvement.

Strategic Plan Compatibility Statement

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

Statute, Board Policy or Rule Statement

8. The recommendation is consistent with Board policy and State statutes.

Implementation and Assessment

9. Upon approval by the Board, the Administration will investigate the feasibility of developing a service-learning opportunity in collaboration with high schools and curriculum specialists that will enable selected student representatives to earn elective units during the 2004-2005 school year for their participation on the MPS Board of School Directors or as a YAST member. This opportunity will be developed based upon the Wisconsin Department of Public Instruction's definition of service learning.

10. The Administration will also begin taking the steps necessary to implement the modified district-wide selection timeline.

Fiscal Impact Statement

11. This item does not authorize expenditures. An existing administrator, in addition to current duties, will assume responsibility for the implementation of the timeline and working with the student representatives and YAST. As the Administration continues to explore the feasibility of students' earning elective units for service learning, budget implications will be brought back to the Board prior to the Administration's August 2004 report to the Board.

Committee Recommendation

Your Committee recommends moving the responsibility of developing the district-wide student selection process from the Office of Board Governance to the Administration in order to promote increased student participation in the selection process.

The Administration will investigate the feasibility of developing a service-learning opportunity in collaboration with high schools and curriculum specialists that will enable selected student representatives to earn elective units during the 2004-2005 school year for their participation on the MPS Board of School Directors or as a Youth Adult Steering Team member. This opportunity will be developed based upon the Wisconsin Department of Public Instruction's definition of service learning.

The Administration will report back to the Board in August 2004 as to the feasibility of offering elective service-learning units to selected Board representatives and Youth Adult Steering Team members. Any budget implications will be brought back to the Board prior to the Administration's August 2004 report to the Board. The Administration will also report back to the Board regarding possible modifications to the current YAST structure based upon input from YAST and schools.

Director Johnson moved that the Board adopt the Committee recommendation.

The motion prevailed, the vote being as follows:

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

Noes—None.

* * * * *

(Item 10) Action on a Request to Close Global Learning Center and to Transfer 24 Virtual Seats Attached to the Global Learning Center to Gaenslen Elementary School

Administration's Analysis

1. At its meeting on October 29, 1997, the Board approved the concept of the Global Learning Center (an innovative school), thus allowing the Administration to move forward in planning.

2. At its meeting on December 17, 1997, the Board approved the Global Learning Center's proposal to open in the fall of 1998, pending a Memorandum of Understanding with the Milwaukee Teachers' Education Association and a commitment of outside funding and outside space. The original proposal called for six locations, or "learning clusters," situated throughout the city to support the educational mission and vision of the school.

3. Based on the difficulty of maintaining the program design due to budgetary, staffing, and transportation issues, the entire Global Learning Center program was moved from the original six learning-cluster sites to the Andrew Douglas Middle School building for the 2002-2003 school year.

4. An amendment to the FY03 budget allowed the Global Learning Center to enroll grade-six students within the school's allotted number of FTEs and directed the school to work with the Department of Technology to identify prepared educational software that would allow the school to attract home-schooled middle-school students to the Milwaukee Public Schools. It was through this amendment that virtual seats associated with the Global Learning Center were created.

5. Based on the challenges outlined above, the following changes were made effective July 1, 2003, for 2003-2004:

a. Of the 40 FTE Global students, 15 were assigned to Andrew Douglas, and 25 remained with the Global budget. The 25 Global students include 15 virtual students and 10 special education students.

b. Those remaining Global Learning Center regular education students were assigned to eighth grade as students at Andrew Douglas Middle School under the direction of the Andrew Douglas principal.

c. Global Learning Center, as a virtual school, as well as the special education unit of Global students, moved to Gaenslen K-8 School under the direction of the Gaenslen principal.

d. The Finance Department adjusted the Global Learning Center's school budget and the Andrew Douglas school budget for 2003-2004 to reflect the changes.

6. The changes outlined above indicate that, at this time, it would be fiscally responsible to have the Global Learning Center become a virtual program of 24 seats within Gaenslen K-8 School. The programs have worked collaboratively, and Gaenslen's school environment is consistent with the original mission of the Global Learning Center.

7. The adjustments that have been made will continue to allow parents and students the option of choosing to enroll in virtual seats for grades six through eight.

Strategic Plan Compatibility Statement

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

Statute, Board Policy or Rule Statement

9. The recommendation is consistent with Administrative Policy, 5.01(8), which requires the Board to take action on school closings no later than December 31 of the year preceding the closing.

Implementation and Assessment

10. Upon approval by the Board, the Administration will work with the Finance Department to make the necessary changes to allow the 24 virtual seats to be attached to the Gaenslen budget (effective for the FY05 budget) and remain under the direction of the Gaenslen principal.

Fiscal Impact Statement

11. This item does not authorize expenditures. The 24 virtual seats to be attached to Gaenslen K-8 will be allocated in the upcoming FY05 budget cycle.

Committee Recommendation

Your Committee recommends that the Board close Global Learning Center and transfer 24 virtual seats to Gaenslen K-8 School, to be reflected in the FY05 budget.

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

* * * * *

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 District Operational Expenses

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

Background

1. MPS has been under state-imposed revenue limits for over a decade. In the last five years, these limits have restricted MPS's core revenues — state general aid and property taxes — to a 17% increase per pupil. Other (non-grant) revenues available to cover operating costs rose only 4%. Combined, the five-year growth in operating revenues was 13.6%. Many major costs, however, have risen much higher:

- The cost of employee benefits rose 34%, primarily due to an 87% jump in the cost of health insurance.
- Utility costs increased 45%.
- Debt service on borrowing to update and maintain school buildings grew $3.1 million, or 42%.

2. In short, MPS receives more funding each year, but expenses rise so rapidly that the additional funds do not cover the cost to continue existing operations. The chronic disparity between revenues and costs is usually described as a "structural deficit." Because revenues other than grants (which have limited flexibility and — often —limited duration) may not exceed state-prescribed limits, the district has had to cut services year after year to close that deficit and produce a balanced budget. Central service budgets, for example, have been trimmed by $16 million since FY2000, including $12 million in FY2004 alone.

Services to schools and students have been reduced or eliminated as a result — for example, the district is ending its warehouse and delivery services for school supplies and equipment in January to reduce overhead.

3. Efforts to reduce pupil-transportation costs have been undertaken during the past several years. "Regions" that limit student assignment options were established, reducing the complexity and cost of bus routing. The Neighborhood Schools Initiative (NSI) is creating seats in communities where pupil population outstrips school capacity. As a result, pupil transportation costs rose only 1.4% since 1999;, while intra-district regular transportation costs actually declined 0.5%. Bringing more seats on line through NSI has the potential for further reducing costs over the next few years.

4. Schools are allocated the greatest portion of district funds. Inevitably, they have directly borne much of the impact of the district's reduced purchasing power. In FY04, schools cut instructional and support staff by over 550 positions — teachers, educational assistants, and support staff. Since FY99, total district staffing has decreased by more than 900 positions.

5. The years of budget reductions in both schools and Central Services have already eliminated most of those services that, while painful to cut, could be reduced, eliminated, or provided in a different way. Now, however, without some major changes in district policies and procedures, the prospect of successfully closing the chronic deficit grows dimmer each year. Therefore, the Administration is presenting several areas for the Board's review, along with estimates of the savings that alternative policies and actions might generate. The areas for discussion are:

a. employee compensation costs;

b. pupil transportation;

c. communications/computer wiring standards; and

d. facility closings and facility elimination.

6. The Administration would like to emphasize that it is merely bringing forward options for discussion. They are not recommendations.

Administration's Analysis

7. Employee Compensation Costs

a. Wages and benefits constitute the largest cost categories for the school district. To put this cost category into perspective, here are some figures to illustrate the size of compensation as part of district costs:

		FTE Staff	Compensation per FTE
Full-time salaries and benefits	$536 million	7,909	$67,726
Part-time/occasional wages and benefits	$73 million	2,207	$33,295
All position salaries, wages, and benefits	$609 million	10,116	$62,574

b. While wage increases in the past five years have been reasonably close to inflation rates — 2% to 3% being the most typical annual increases — benefit costs have risen more rapidly. Five years ago, benefits were approximately 40% of wages. This year, they are 55% of wages. At this rate, benefits five years from now will be more than 75% of wages.

c. Some of the increases can be attributed to the general state of returns on investment: The Wisconsin Retirement System (WRS), as well as the supplemental pensions for teachers and administrators, base their required contributions in part on expected investment results. Given the reduced returns in the past few years, contributions have been increasing. After the contribution rate reached a low of 11% of wages in 2001, the WRS increased its assessment on pensionable wages by 0.4% per year. The 2004 calendar year rate will be 11.8%. This represents an increase in cost to the district of $2.4 million. That figure does not include the cost of any increases attributable to pension assessments levied on wage increases granted since 2001.

c. Medical insurance cost increases have been greater. There are two reason for the increases: First, there are growing numbers of retirees for whom the district pays a portion of coverage costs; and, second, services cost more because more people use them and because of provider-imposed price increases. The overall result has been an average cost increase of more than 13% each year for the last five years. The rate of increase is accelerating. The average rate increase from FY03 to FY04 was 20%; while the increase in FY05 is expected to exceed 20%.

d. The discussion of benefit costs can be approached via any or all of three avenues:

- What is paid for — the various elements of compensation offered;
- Who pays — -the extent to which benefit costs are shared by the employer and the employee; and
- Who is covered — the extent to which part-time employees, spouses, dependents, and retirees are eligible to receive various benefits.

e. These options are not mutually exclusive — each may be used in combination with the others in analyzing alternative compensation strategies. Regardless of strategy, a reduction of compensation levels by an average of 1% would reduce school operations costs as follows:

On all staff wages and salaries	$6.3 million
On all professional staff base compensation	$4.7 million
On all full-time base compensation	$5.4 million
On all part-time/occasional compensation	$0.7 million
On all other compensation	$0.2 million

f. Since approximately 98% of district payroll involves union contracts, any significant savings in the compensation area will require changing some or all of the district's labor agreements.

8. Pupil Transportation

a. Pupil Transportation Services provides home-to-school and school-to-school busing services for almost 64,000 students daily. Transportation is provided to each MPS school site, to 23 suburban districts as part of the Chapter 220 Inter-district program, and to 96 non-public schools. In addition, over 100,000 other bus trips for things like class field trips, athletics, after-school activities are scheduled. Students are able to attend the schools of their choices through the district's transportation system.

b. The charts below provide an overview of the transportation system.

STUDENTS TRANSPORTED				
CATEGORY	2001-02	2002-03	Projected 2003-04	Projected 2004-05
Regular	55,312	54,202	49,939	46,011
Special Education	3,670	3,860	4,060	4,270
Chapter 220	4,518	4,009	3,638	3,157
Non-Public	6,299	6,072	5,853	5,642
Totals	**69,799**	**68,143**	**63,490**	**59,080**
% Change		-2.37%	-6.9.3%	-7.0%

TRANSPORTATION COSTS				
CATEGORY	2001-02	2002-03	Projected 2003-04	Projected 2004-05
Regular	$27,969,556	$28,427,434	$28,824,290	$27,568,674
Special Education	$11,596,864	$12,110,555	$12,022,833	$11,950,849
Chapter 220	$10,630,877	$9,919,359	$9,880,087	$9,877,089
Non-Public	$2,378,648	$2,281,704	$2,315,454	$2,373,340
Special Programs	$3,025,589	$2,258,066	$3,204,000	$3,284,100
Totals	**$55,601,534**	**$54,997,118**	**$56,246,664**	**$55,054,052**
% Change		-1.09%	2.27%	-2.12%

c. The FY04 cost increases are attributable to a 7% increase in bus rates and a significant increase in service to homeless/shelter students in response to McKinny-Vento legislation, which expanded the district's obligation to provide transportation services to homeless students.

d. A summary of transportation counts and costs by school is available. The data show:

- Seventy-nine percent (79%) of high-school students receive transportation services, either on school buses or Milwaukee County Transit System (MCTS) buses. While high-school students average the lowest per-pupil cost for service, the large numbers of riders result in high-school transportation costs of $6.6 million per year.

  Beginning on January 1, 2004, MCTS fares will increase $1 per week, or $36 annually. Bus pass costs will be $396-$414 annually. Consideration of cost reduction options should include a review of high-school service and eligibility policies.

- Sixty-seven percent (67%) of middle-school students receive bus service. While the implementation of middle-school regions has begun to reduce costs, many students choose schools that require bus service.

- Forty percent (40%) of elementary school students receive bus service. Over 2,600 fewer elementary students ride buses than in FY03.

- District-wide, 54% of students receive transportation services. The number of FY04 riders is down more than 4,000 from the FY03 figure.

- High-school annual transportation costs average $364.75 per pupil; the middle-school average cost is $598.03; and the elementary average $578.72.

- *Pursuant to the McKinney-Vento Act, Pupil Transportation significantly increased the budget for homeless students and those residing in shelters. Budgeted cost for FY04 is $1.6 million, up 200%.*

- Student mobility (i.e., change of home address) is a major issue. The FY04 budget includes the establishment of three shuttle buses servicing elementary schools in the South Division, North Division, and Custer High School clusters. These shuttle buses offer students who move an additional opportunity to remain in their schools. Demand for this service has been minimal. Only 32 students use this service, which has a capacity to provide rides for 126 students daily.

9. Transportation Options

a. The following options are reviewed for their potential to reduce transportation costs:

(1) modify school start and end times;

(2) establish school-to-school service;

(3) transport middle-school students on MCTS; and

(4) modify school assignments

(1) Modify School Start/End Times

(a) Since 70% of bus costs are fixed, improving the efficiency of each bus run can reduce costs. The current district-wide school starting and ending times are roughly in balance for regular education routes. That is, the number of routes used for early start time is roughly the same as for the late start time. There is, however, a significant imbalance in high-school special education routes. Any adjustment in school time needs to focus on high schools with large special education populations.

(b) To determine the fiscal impact of various options, we multiplied the reduction in the number of buses by the average annual bus cost. The number of buses and costs for regular and special education in FY03 is listed below.

	Buses	Cost
Regular:	771	$41,125
Special Education:	202	$34,550

(c) Scenarios

Scenario #1..... Move Hamilton and Marshall High Schools to an 8:30 a.m.-3:40 p.m. school day

Scenario #2..... Move Academy of Accelerated Learning and Browning School to a 9:00 a.m.-3:40 p.m. school day

Scenario #3..... 3-tier schedule:

City-wide schools.....7:30 a.m.-2:15 p.m.
High schools.....7:30 a.m.-2:40 p.m.
Middle Schools .....8:20 a.m.-3:20 p.m.
Elementary Schools.....9:20 a.m.-4:05 p.m.

	Scenario #1	Scenario #2	Scenario #3
Regular Buses Reduced	7	5	106
Projected Savings	$246,750	$205,625	$4,359,250
Special Education Buses Reduced	24	12	33
Projected Savings	$829,200	$414,600	$1,140,150
Total Potential Annual Savings	$1,075,950	$620,225	$5,499,400

(d) Scenarios #1 and #2 would not require a change in policy or labor contracts. The Administration has discretion to establish school times within the length-of-day provisions of the teachers' contract.

(e) Scenario #3 would require modification to the teachers' contract, as the teacher day is outside the timeframe specified in the contract. Scenario #3 also would require the Board to modify the eligibility parameters for middle-school students. This option also includes reducing the "walk-to-stop" eligibility distance for transportation from 2.0 miles to 1.0 mile. This revision would make the walk-to-stop requirements the same as they are for K8 schools and would encourage students to attend their neighborhood middle schools. As more students attend their neighborhood schools, the lengths of bus routes will decrease, and the district will be able to implement the 3-tier schedule. A three-year rollout is required to achieve full savings potential.

(f) There are potentially difficult scheduling and administrative issues with Scenario #3. Nevertheless, the potential cost reduction is significant.

(2) Establish School-to-School Service

(a) This option requires students to be picked up at their neighborhood schools, not from street corners, which are generally closer to their homes. By making fewer stops, buses would be able to transport more students within the allotted route times. The net result is fewer bus routes.

(b) To determine the fiscal impact of school-to-school service, the Administration reviewed bus-load counts to determine how many routes, if any, could be eliminated. The Administration believes that 36 routes could be eliminated, with a potential cost reduction of $844,200.

(c) Under this option, the Board would have to modify its walk-to-stop distance to 1 mile from the current limit of 0.25 miles for elementary students and 0.50 for secondary students. The policy for kindergarten students would change from the corner closest to their residences to 1.0 mile.

(d) Administrative issues, such as student supervision at school sites, would need to be addressed. Schools would need staff available as early as 6:30 a.m. and as late as 5:00 p.m. The cost of additional staff time should be subtracted from the transportation savings.

(3) Transport Middle-School Students on MCTS

(a) The average per-pupil cost for middle-school students is $598. 450 students on 34 routes who reside in areas not serviced by MCTS would continue to require yellow bus service at a cost of $720,352. Taking those students into consideration, the potential savings associated with the MCTS middle-school option is about $1.6 million.

(b) Current policy, which requires middle-school students to be transported on yellow buses, would have to be changed. MCTS service would also be different than service provided to students of the same grade level attending K8 schools. The Administration has not contacted MCTS recently with this proposal. Earlier discussions with MCTS staff, however, indicated a reluctance on the part of MCTS to pursue this option. MCTS does not have the equipment to run special MPS-only buses as they do for MPS high schools. Furthermore, students would be able to enter and depart the MCTS buses at will, which could be a concern for schools and parents alike.

(c) The district could pursue discussions with MCTS to increase service to Vincent High School. Using MCTS for Vincent High School could net a $147,660 reduction in costs.

(4) Modify School Assignments

(a) The following school assignment options can significantly reduce transportation costs:

- establish high-school transportation regions;
- revise elementary transportation regions;
- modify school assignment procedures

(b) <u>Establish High School Transportation Regions</u>

1. Under this option, North, South, and Central high-school transportation regions would be established in areas where public transit is available. A high-school student living in a region would be eligible for bus passes only if he or she attends a high school in the region in which he or she lives. The net effect of this change would be to eliminate yellow bus service to area high schools that are served by public transit. The same rules would apply to the middle schools. The Administration estimates 1,908 students could be affected, with a cost savings of $503,712, which is the difference between yellow bus service and MCTS.

2. The Administration could also explore creation of a program with MCTS that would provide significantly reduced bus fares for students who live near their high schools. This bus pass could be used only for short periods during the day. This can attract more students to their neighborhood high schools**.**

(c) Revise Elementary Transportation Regions

1. The Board approved the current elementary transportation regions in November 1991. Five regions were established, each with a population of 8,000-10,000 students, each with the capacity to accommodate its students, and each comprising a student population no more than 66% African-American. The regions were designed to reduce from 80 to 20 the number of attendance-area schools each student could choose from.

2. The alternative proposed here would further reduce parents' options to 8-10 schools. The regions, which would resemble high-school attendance areas, would be associated with the high school in that area. Bay View, Custer, Hamilton, Marshall, Pulaski, Vincent, Madison, Riverside, South Division and Washington regions would replace the existing region colors of red, blue, green, violet and yellow. This may be more helpful to parents in identifying school locations and regions.

3. Transportation savings would result from buses' having to travel shorter distances and increasing their average loads. The Administration estimates 85 routes could be eliminated, at a projected savings of $2 million.

10. Communications/Computer Wiring Standards — Wiring Network

a. By spring, all MPS classrooms will be wired with a fiber optic connection to the district's network, which will provide access to Internet, e-mail, all business applications, and telephone service.

b. Some schools, however — mostly high schools that were the first in the district to be wired — will have two drops per classroom, rather than the nine that was the district standard. The 9-drop standard allowed 27 desktop computers to be wired in every classroom.

c. Earlier this year, the district switched to a 5-drop standard. Because of new technology, this allows classrooms to be wired without degrading service. The new standards have been implemented in new construction, but bids for wiring to be completed this year call for the9-drop standard.

d. There are a variety of options for completing school wiring.

(1) Continue with the 9-drop standard. Completing the seven sites scheduled for this year at that standard would cost about $3.1 million. Nine sites to be done in FY05 would cost about $6 million.

(2) Finish remaining projects at 5-drop standard. Completing the seven sites scheduled for this year at that standard would cost about $2.5 million. Nine sites to be done in FY05 would cost about $4.2 million.

(3) Finish this year's projects at 5-drop standard and end major classroom wiring. Completing the seven sites scheduled for this year at that standard would cost about $2.5 million. For FY05, the cost is reduced to an amount to be determined by the Administration and the Board.

(4) To ensure adequate high-speed connectivity where needed, the district will install switches as needed in labs, libraries, office areas, and other locations where there are more than 5 computers. The estimated cost of the project is $3 million. The switch installation does not have to be completed in a single fiscal year.

(5) The level of connectivity for classrooms with two drops can be expanded when needed in the future through high-speed wireless connections, which are significantly less expensive than retrofitting the schools or replacing all the remaining hubs with switches.

11. Facility Closings and Facility Elimination. The district operates 157 school sites. Current fiscal year costs for Facilities and Maintenance staff, leases, and utilities are in excess of $48 million.

a. The cost of excess building capacity reduces spending on direct pupil services dollar for dollar. The district has more total capacity than it needs for its students, and expected shifts in enrollment patterns suggest some areas where overcapacity will become a significant issue, both operationally and financially.

b. Elementary Schools: District projections indicate there will be a gradual decline over the next several years in kindergarten through eight-grade enrollments. Actual populations in elementary buildings will fare better, however, due to the conversion of many K-5 and K-6 schools to K-8 format. Meanwhile, the district is in the process of adding 11,000 elementary seats through NSI to provide opportunities for as many pupils as possible to receive an education in their neighborhoods.

As the NSI plan is completed, pupils are expected to return "home" to fill the additional seats created in what had been underserved areas of the city. As this occurs, the excess capacity in elementary schools will become a significant issue. Even now, it is evident that some elementary schools have not had, and are not expected to have, an attendance-area population large enough to justify their continued operation in a neighborhood-school system. Closing a medium-size elementary school could eliminate over $500,000 in site-related costs per year. Depending on the size of the school involved, savings could vary from $400,000 to $800,000.

c. Middle Schools: The 21 "full-size" middle schools in the district have the capacity to serve 17,100 pupils. The September 2003 enrollment in those buildings is approximately 16,300. Middle-school enrollment, however, is dropping as elementary schools add grades to become K-8 facilities. The 21 "full-size" buildings lost nearly 500 pupils from September of 2002 to September 2003, despite the addition of high-school grades at a few sites. Over-capacity will continue to grow as the K-8 pattern becomes widely established. Closing a typical "full-size" middle school could eliminate over $1.2 million in site-related costs per year.

d. High Schools: The district has 15 "full-size" high-school buildings with the capacity to serve 26,600 pupils. The current enrollment in those buildings is approximately 21,500. Reducing "full-size" high schools by one building (as presently organized) could reduce district expenses by $1.7 million per year. (A further issue that must be kept in mind when considering high-school capacity is the use of these facilities in light of the High School Redesign initiative.)

12. Facility Elimination. Facilities elimination could take any or all of three forms:

- disposing of school buildings and their sites;
- disposing of non-school facilities;
- terminating leases; or
- disposing of undeveloped sites.

a. Schools. In addition to the savings discussed above that could be generated by school closings, disposal of a facility can yield additional savings, including the elimination of utility costs and the building checks needed to preserve the building in good condition, as well as any major infrastructure maintenance. The additional annual savings would be approximately $35,000 per elementary school, $90,000 per middle school, and $115,000 per high school — plus any scheduled infrastructure maintenance.

b. Non-school Facilities. Opportunities may exist to reduce non-school service facilities through consolidation.

(1) If the maintenance facilities at 11th Street, Delaware, Hampton, and 39th Street could be consolidated, there is potential for at least some operating savings. But a more significant result might be the net proceeds from the sale of these facilities. The 11th Street facility may have a market value of as much as $2.5 million, while the other facilities might be sold for $300,000. In such a consolidation, these sale proceeds would have to be netted against the cost of a replacement facility, moving expenses, and any building modifications at the new site. The balance would then be credited to the Construction Fund.

(2) Another non-school location, the Clairmont facility on South 20th Street, is another potentially disposable site. Its estimated market value is in the range of $250,000 to $350,000.

c. Leased Sites. The district leases a number of sites for programs ranging from Head Start (King Drive) to high school (New School for Community Service). With the identification of excess capacity at various district-owned locations, the opportunity exists to terminate at least some of these leases and move operations into an owned facility. In some cases, small programs might share a facility that would otherwise have been closed, saving the value of the leases no longer needed rather than the building-related costs of the owned facility. Savings would vary with the lease cost and with any penalty, should the lease be terminated before its full term. Current leases range from $20,000 to $400,000 per year, while expiration dates vary from September 2005 to 2008.

d. Undeveloped Sites. The district owns two sites on the northwest side of Milwaukee that were acquired as potential school locations. Their value in an undeveloped state is not currently available; their developed value might exceed $2,000,000.

e. Other Considerations. Another financial effect of disposing of district property is that of an increased tax base. If a site is developed (or re-developed) as taxable property, the tax base will increase not only by the value of the property in its current state, but also by the value of the improvements made to it.

Director Dannecker left at 8:26 PM.

Director Johnson moved that the Board accept the Committee report.

The motion prevailed, the vote being as follows:

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

Noes—None.

* * * * *

COMMITTEE ON SPECIAL EDUCATION

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

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Special Education presents the following report:

(Item 1) Monthly Report on Special Education compliance

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)

Population Served 16,227

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.

	11/03	12/03
Initial Evaluations (completed since 7/03)	220	537
Total Active Initial Referrals	893	883
Re-evaluations (completed since 7/03)	271	972
Total Active Re-evaluations	675	1088

2. Data Management Services (SSIMS)

Services Information Management System (SSIMS)
Project Status Report as of December 1, 2003

SSIMS (Encore) Database

- Encore database version 5.0 loaded to MPS servers on June 12
- Encore database version 5.1.7 loaded to MPS servers on August 15
- Encore database version 5.1.13 loaded to MPS servers on September 29
- Encore Release 6.0 scheduled to be loaded to MPS servers on December 8, 2003

SSIMS Training

- Encore and Forms training took place in August and September 2003
- Encore data entry training took place in September and October 2003
- Encore and forms training schedule developed for the first six months of 2004

Interfaces

- Initial data load completed in August 2003
- Inbound daily interface processing (eSIS to Encore) running nightly
- Outbound daily interface (Encore to eSIS) scheduled to move into production week of 12/1/03

IEP Forms

- Coding for the initial IEP forms (80 pages) is complete
- SSIMS team is performing final phase of user-acceptance testing of all 80 pages
- IEP forms have been incorporated into the Encore database application

Reports

- There are currently 37 school/district standard reports in Encore
- An additional 12 reports will be available in Encore release 6.0
- Two executive summary reports and one school-based report are currently being developed

December Child Count

- Child-count data have been extracted from Encore to be loaded into DPI application software
- Child-count audit reports have been developed to ensure data accuracy

Encounter Tracker (ET)

- ET business-process analysis document approved by MPS on March 14, 2003
- ET application scheduled to be delivered to MPS in January 2004 for testing

Forms Updating Encore Database (FTI)

- Data mapping for the initial IEP form pages is complete
- FTI coding completed on November 25, 2003

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

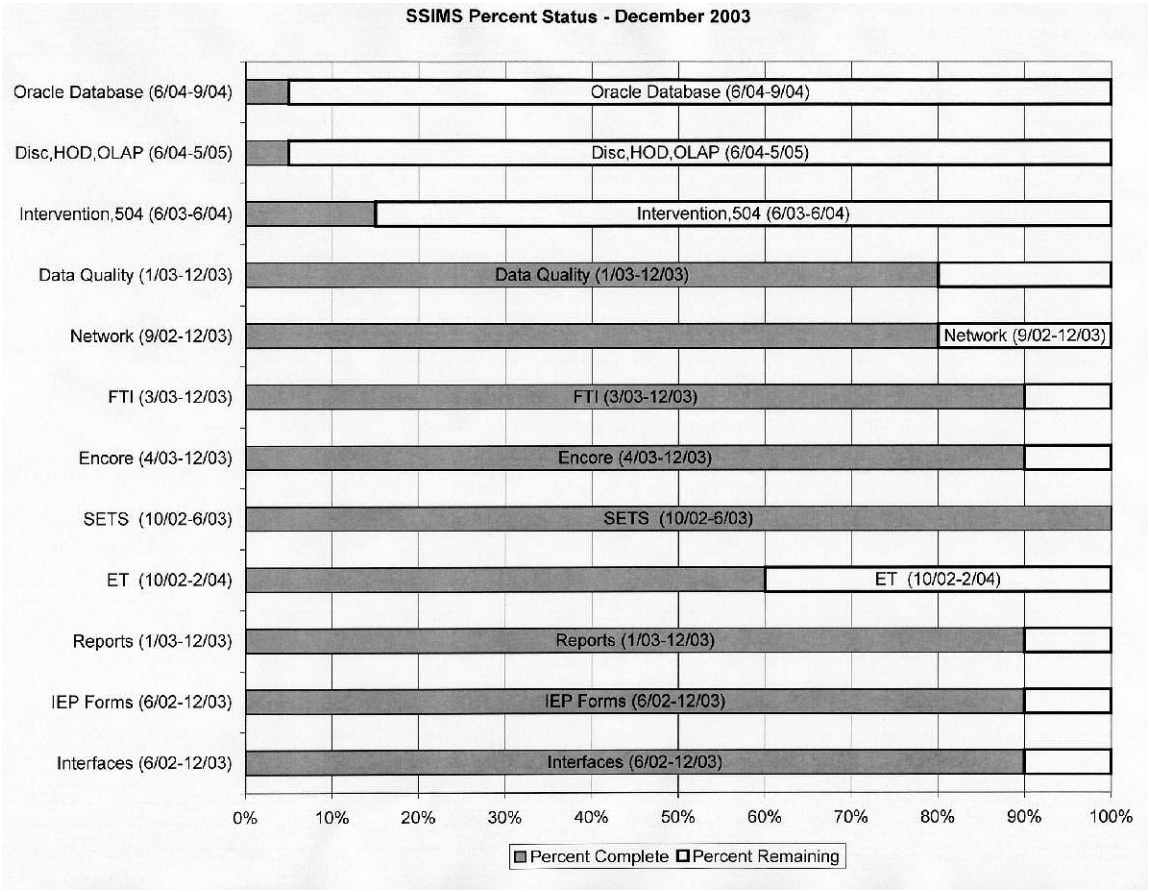
- SSIMS team has met with MPS Technology to discuss logistics of MPS school network access
- SSIMS Network Readiness Survey sent to MPS traditional and charter principals
- Survey results have been evaluated and given to MPS Technology

SSIMS Data Quality

- A SSIMS data-quality committee has been formed to evaluate and monitor SSIMS data
- SSIMS data is being compared with eSIS data to verify accuracy

Rollout Schedule

- Encore database delivered to MPS in June 2003
- As of September 2003, IEP data are being entered into the Encore database daily
- Forms implementation scheduled for January 2004
- Encounter Tracker scheduled for implementation in February 2004
- Intervention, 504, Discipline, HOD, OLAP module implementation 2004/2005



3. Summary Report on the Violence Prevention Program of the Office of School Psychological Services

a. The Violence Prevention Program is an effort by the Milwaukee Public Schools to respond to violence in our community. This program has been active for at least ten years.

b. The focus of the program is to provide teachers with classroom-management skills, and students with problem-solving strategies and options that are non-violent and promote pro-social approaches to conflict resolution.

c. The Violence Prevention Program uses COMP, or the Classroom Organization and Management Program, to address classroom management at a prevention level. This year, over 200 new staff members have been trained in this classroom-management program. In addition, the Violence Prevention Program provides ongoing support, follow-up, and review to teachers and schools receiving training. A video was created showing MPS teachers implementing this program (for use in future training), and implementation rates by teachers have increased this year.

d. The Violence Prevention Program also offers training in specific behavior-management strategies that incorporate discipline-with-dignity concepts. Over 350 teachers have been trained in the "Three Cs of Classroom Management."

e. Violence Prevention offers training in the development of social skills through three programs: Second Step, Steps to Respect, and First Step. Over 200 staff members have been trained this year.

f. Violence Prevention continues to train students in peer mediation and to provide support to schools in that area. This year, over 35 schools participated, and 350 students citywide received training.

g. For the last few years, a UW-Milwaukee research team funded by a grant from Hamilton Fish has partnered with MPS and the Milwaukee Police Department to examine issues of school violence and the use of the COMP as a prevention-level intervention. The summative evaluation report showed substantial reductions in office referrals related to program use and a significant reduction in referrals for serious offenses. Actual violent behavior was reduced substantially.

h. The training offered by the Violence Prevention Program builds social competencies for students, promotes a safer school climate and reduction of student absences, and ultimately works toward the District's goal of improved achievement for all students.

* * * * *

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; and Acceptance of Donations

Award of Contracts

Roof Replacement

Eighth Street School

Prime Contractor
Roberts Roofing & Siding, Inc.0
4929 North Lydell Avenue
Glendale, WI 53217

Low bidder — Base bid of $215,400.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
Yes	10%	100% DBE	50	15	6	Corporation	0

Funds were budgeted in FY04 account FAR-0-0-980-PS-ECNC (W.O. 2-590601). The project, which is to begin on April 12, 2004, is scheduled for completion on August 13, 2004.

Edison Middle School

Prime Contractor
Walsdorf Roofing Company, Inc.
P.O. Box 66
Kiel, WI 53042

Low bidder — base bid of $538,400.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% MBE	60	3	3	Corporation	1

Funds were budgeted in FY04 accounts FAR-0-0-980-ED-ECNC and FAR-0-0-MM2-ED-ECNC (W.O. 2-590638). The project, which is to begin on May 3, 2004, is scheduled for completion on August 13, 2004.

Masonry Restoration

Burbank School

Prime Contractor
Abel Building and Restoration, Inc.
700 West Michigan Avenue
Milwaukee, WI 53233

Low bidder — Base bid of $263,177, plus $7,000 for Mandatory Alternate Bid 1, to remove and replace 350 spalled bricks, for a total contract of $270,177.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	15%	15% MBE	27	12	4	Corporation	1

Funds were budgeted in FY04 account FAR-0-0-980-BK-ECNC (W.O. 2-596383). The project, which is to begin on May 3, 2004, is scheduled for completion on August 27, 2004.

Edison Middle School

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

Low bidder — Base bid of $148,040.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	6% MBE 9% DBE	5	0	0	Corporation	3

Funds were budgeted in FY04 account FAR-0-0-980-ED-ECNC (W.O. 2-596384). The project, which is to begin on April 12, 2004, is scheduled for completion on June 25, 2004.

Lloyd Street School

Prime Contractor
Abel Building and Restoration, Inc.
700 West Michigan Avenue
Milwaukee, WI 53233

Low bidder — Base bid of $375,530.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	15%	15% MBE	27	12	4	Corporation	1

Funds were budgeted in FY04 account FAR-0-0-980-LL-ECNC (W.O. 2-596386). The project, which is to begin on April 12, 2004, is scheduled for completion on June 25, 2004.

Kagel School

Prime Contractor
Wisconsin Restoration, Inc.
427 East Waterford Avenue
Milwaukee, WI 53207

Low bidder — Base bid of $66,000.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% MBE	25	0	0	Corporation	1

Funds were budgeted in FY04 account FAR-0-0-MM2-KA-ECNC (W.O. 2-596423). The project, which is to begin on April 12, 2004, is scheduled for completion on June 25, 2004.

Energy Management System Replacement

Milwaukee High School of the Arts

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

Low bidder — Base bid of $37,600, plus $15,400 for Mandatory Alternate Bid 1, to provide additional controls for pumps P1 through P12, P15, and P16, plus $6,490 for Mandatory Alternate Bid 2, to provide additional controls for AHU-1, AHU-16, AHU-17, and AHU-18, for a total contract of $59,490.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	0%	0%	165	13	9	Corporation	0

Funds were budgeted in FY03 account FAR-0-0-MM2-MH-ECNC (W.O. 2-552756). The project, which is to begin on January 5, 2004, is scheduled for completion on April 2, 2004.

The following recommendation is made based on proposals received October 30, 2003:

New Building Additions and Renovations

Division 1 — Dr. Martin Luther King, Jr., School
Division 2 — Thirty-fifth Street School

Prime Contractor
J.H. Findorf & Son Inc.
1122 North Edison Street
Milwaukee, WI 53202

For a Combined Bid of $7,206,276.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	30% MBE 5% WBE	30% MBE 5% WBE	547	33	35	Corporation	30

Funds have been committed for the King, Jr., project from Neighborhood Schools Initiative account code FAR-0-0-NSI-KN-ECNC ($3,432,499) (W.O. 2-545497). The project, which is to begin in January 2004, is scheduled for completion on January 1, 2005.

Funds have been committed for the Thirty-fifth Street project from Neighborhood Schools Initiative account code FAR-0-0-NSI-35-ECNC ($3,773,777) (W.O. 2-582448). The project, which is to begin in January 2004, is scheduled for completion on January 1, 2005.

Construction Contracts

Total construction contract dollars awarded	$8,879,223.00
Total dollars HUB participation	$2,917,098.65
% of MBE participation	26.22
% of WBE participation	4.06
% of DBE participation	2.58
% Minority employees within company	9.15
% Women employees within company	6.59

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 Extension for Administrative Services Related to the MPS 403(B) Tax-sheltered Annuity Program

The Administration is requesting authorization to enter into a contract extension of up to three years with CitiStreet to provide the following administrative services for the MPS 403(b) Tax-sheltered Annuity Program:

- processing of all employee contributions
- enrollment
- computation, monitoring, and guarantee of contribution limit
- administration of vendor certification procedure related to tax compliance for the Program
- quarterly reporting on financial ratings of each vendor
- participant communication and education
- preparation of forms, consultative advice, and assistance

The District first contracted with CitiStreet (formerly known as Copeland and Intangible Marketing, Inc.) in 1982 for certain administrative services for its 403(b) program. Under the continuation of this contract, which was negotiated in concert with the City Attorney, CitiStreet will receive no fee from MPS as consideration for its services.

Additionally, MPS is in the final steps of implementing an access fee for vendors, including CitiStreet, that participate in the MPS 403(b) program. This access fee will be collected by CitiStreet and used for the sole purposes of providing independent, value-added retirement planning, communication, and program-related support services for MPS employees and retirees. So that no MPS employee or retiree is adversely affected by this, MPS has added a provision in its contracts with CitiStreet and participating vendors that stipulates that this access fee cannot be passed on as an increased cost to MPS employees who participate in this program.

The Administration is requesting a contract extension of up to three years while it assesses the feasibility and cost of putting the 403(b) program out for competitive bidding.

No Board funds are required for the extension of this 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

Authorization to Extend a Contract to Support Peoplesoft Version 7.51

The District issued RFP-370 in December 2002 to identify a firm to assist in the maintenance of the PeopleSoft HRMS. This was necessary because MPS would lose PeopleSoft support on the current version (7.51) effective July 9, 2003.

A contract was issued to Crestone International to provide support for version 7.51 until the new version of PeopleSoft (8.8) was installed. Installation was planned for December 1, 2003. Due to a late start of the installation, however, we must extend support for PeopleSoft 7.51 until May 1, 2004. The cost of this extension will not exceed $28,000. Board authorization is necessary because the initial contract was for $30,000, bringing the total amount of the contract to $58,000.

The budget code to be charged is TSV-0-0-PSU-DW-ECNS (PeopleSoft consultants)

Authorization to Enter into Contracts with Vendors Responding to RFPs Requesting Products and Services No Longer Offered through the MPS Warehouse after December 31, 2003.

At its October 2003 meeting, the Board approved entering into contracts with vendors responding to RFPs for janitorial supplies, electrical supplies, moving & storage services, and electronic equipment. These vendors would provide products and services to schools and departments following the closing of the MPS warehouse. The Administration is now recommending the Board approve entering into similar contracts with vendors selected to provide classroom and office furniture, and athletic and sports equipment.

These contracts — which would be for one year, with two optional one-year extensions — would be non-exclusive and would provide no guaranteed minimum level of purchases.

The vendors were selected by evaluation teams responsible for reviewing and ranking the RFP responses. The potential value of any contract exceeds $50,000, based upon the amount of purchases made through the warehouse in FY02. The recommended vendors are listed below.

RFP 415	**RFP 414**
Classroom & Office Furniture	Athletic and Sports Equipment
C&H	Gopher
Childcraft	Milwaukee Sporting Goods
Corporate Express	KM Sports
Forrer	Badger Sporting Goods
Harrison	
Hendrickson	
KI	
School Specialty	

Action on this item does not authorize expenditures. Purchases made under the contracts awarded will be charged to the equipment and supply accounts of the schools and departments making the purchases.

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 — December 2003

Total contract dollars to be awarded	$ 28,000
Total dollars eligible for HUB participation	$ 0
Total HUB dollars	$ 0
Total HUB Participation	0

Report of Revenues and Expenses and the Expenditure Control Report

Because of the early date of the December regular Board meeting, these reports for December will be presented in January.

Report on Administrative and School Fund Transfers

Because of the early date of the December regular Board meeting, this report for December will be presented in January.

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

Because of the early date of the December regular Board meeting, this report for December will be presented in January.

Acceptance of Donations

School	Donor	Amount	Gift or Purpose
Allen-Field	MPS Foundation, Inc.	$500	Purchase books for CLC after-school program
Engleburg	Margaret Tennessen	$150	Trombone
Fratney	Mexican Fiesta Wisconsin Hispanic Scholarship	$2,188	Urban Ecology Field Trips
MHSA	Milwaukee World Festival	$750	To fund jazz activities and needs
MHSA	Wisconsin Education Association Council	$500	To fund jazz activities and needs
MHSA	Pamela and James Webb	$500	To fund jazz activities and needs
MHSA	Robert Stefaniak	$150	To fund jazz activities and needs
MHSA	American Federation of Teachers — Local 212	$300	To fund jazz activities and needs
MHSA	Work Wise, Inc.	$300	To fund jazz activities and needs
MHSA	Daniel and Jenice Burrell	$300	To fund jazz activities and needs

School	Donor	Amount	Gift or Purpose
Neeskara	Charlene Opie	$40	Field Trips
Neeskara	Master Tech Workforce	$30	Student Incentives
95th Street	Estate of B. Heesch	$6,000	School gift
Wheatley	Target	$28	Take Charge of Education
Wheatley	Target	$41	Take Charge of Education
Wheatley	Wal-Mart	$1,000	FAST Families Program
Wheatley	Wal-Mart	$500	FAST Families Program
Wheatley	Next Door Foundation	$600	FAST Families Program
Wheatley	Helen Bader Foundation	$5,000	Homework Help 3rd and 4th grades
Wheatley	Purdue University	$134	Reimbursement for K4 program
Whittier	PTO	$1,100	Purchase classroom supplies

Committee Recommendation

Your Committee recommends that the Board authorize the contracts and purchases as listed above and accept the donations as listed above, with appropriate acknowledgment to be made on behalf of the Board.

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

* * * * *

(Item 2) Action on Monthly Personnel Matters: Approval of Classified Personnel Transactions; Approval of Certificated Appointments; Reappointment of Probationary Personnel; 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	
Noemi Laboy Kagel	School Secretary I $19,442.44/yr.	11-11-03
Camille Pelkowski Trowbridge	School Secretary I $26,169.11/yr.	11-17-03
	PROMOTIONS	
Jean Owsianny Dept. of Finance	Payroll Assistant I $32,734.86/yr.	12-15-03
Karen Wozniak Steuben	School Secretary II $32,703.32/yr.	11-10-03
	CHANGES IN STATUS	
Marnie Hammerle Pupil Services/Special Services	School Secretary I $24,435.59/yr.	12-01-03
Charlotte Jackson Lloyd	School Secretary I $19,442.44/yr.	11-07-03
LaSonja Jenkins Grand	School Secretary I $22,744.06/yr.	12-15-03
Lisa Jones Hamilton	Handicapped Children's Assistant $14,609.70/yr.	11-24-03

Approval of Certificated Appointments

Code	Teachers	Division	Salary	Yrs. Exp. Credit	Start Date
a,r	Preston C. Bell Science, Grade 8	B	$29,224.00	0	11/24/03
a,r	Tranace English Grades 1-8	B	$29,224.00	0	11/19/03
r	Dena M. Foster English/Alternative Education	B	$29,224.00	0	12/18/03
r	Matthew J. Haberkorn Social Studies/French	B	$29,224.00	0	11/21/03
nr	Patrice M. Hilson Cross-categorical Special Education	B	$29,224.00	0	12/01/03
r	Susan M. Kirby Osborne Social Studies	B	$29,224.00	0	11/19/03
r	Jason P. Lippert Goodwin Emotional Disabilities/Cognitive Disabilities	BB	$31,368.00	1	11/04/03
a,r	Jennifer N. Morgan Spanish	B	$29,224.00	0	11/24/03
a,r	Renee Prophet Cross-categorical Special Education	B	$29,224.00	0	10/27/03

CODES

(a) Reappointment without tenure
(nr) Non-Resident who must become a resident
(r) Resident who must remain a resident

Reappointment of Probationary Personnel

TEACHERS AND TEACHER LIBRARIANS
(Completing One Semester)

Aagaard, Annie M.
Acevedo, Maria L.
Adams, Nekechia C.
Adamson, Dawn
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.
Beinlich, Sabrina A.
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, Elieser
Burgos, Jannette
Busch, Monica L.
Buswell, Jane A.
Butchart, Patricia L.
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.
Colon, Maria T.
Cornejo, Amarilis
Cotton, Shamar
Cotton, Vanessa
Cruz, Sandra L.
Cruz, Saulo
Cullen, Joyce A.
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.
Frankowski, Kristine A.
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.
Horton, Tavia L.
Hoskins, Rosalyn D.
Howe, Courtney E.
Hubbard, Dana
Huckeby, Jennifer L.
Hudak, Jaclyn R.
Goetsch, Erin E.
Gomez, Ana A.
Gonzalez, Rolchie
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.
Galverson, Kara
Hanna, Danita A.
Hannes, Sarah E.
Hansen, Sarah E.
Hanson, Julia D.
Harding, Thomas E.
Hardy, Dianne M.
Heesakker, Nicholas
Hedrick, Norman C.
Hegrenes, Daniel P.
Henderson, Kathleen M.
Henn, Paula K.
Herrera, Patricia M.
Herron, Queen E.
Hladilek, Mark J.
Hoffman, Andrew J.
Hoffman, Paul B.
Holehouse, Janet
Holmes, Tamara D.
Honiotes, Melissa A.
Horton, Kathy Y.
Hunter, Christopher D.
Hyps, Brian D.
Irwin, Daniel R.
Iselin, Peter J.
Jablonski, Jessica H.
Jackels, Erica A.
Jackson, Cheryl
Jackson, Dawn
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.
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.
Madison, Toyree
Mahan, Susan M.
Malley, John D.
Mangan, James P.
Martin, Deborah D.
Martin, Felicia P.
Martins, Elixabeth A.
Mattice, Rebecca J.
Mattioli, Matthew G.
Mays, MaryannMazur, 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.
Mundt, David R.
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.
OcampoDeRocha, 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
Persad, Shahida
Peterson, Erin M.
Perkins, Chad J.
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.
Rappel, Christopher A.
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.
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.
Schwei, Stephen
Seaman, Jeff J.
Shaw, William A.
Shropshire, Jeoffrey
Shuck, Barry W.
Simonson, Janice M.
Skinner, Matthew G.
Small, Richard
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.
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
Theisen, Paul A.
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.
Whittley, Tonja L.
Wiedemann, Kerry L.
Wild, Stephanie J.
Wilder, Cynthia L.
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
Womack, Laura M.
Womock, Nataly
Wondra, Jessica
Yarbrough, Ronald T.
Young, John J.
Zimmermann, David
Ziolkowski, Sara B.
Zoerb, Christopher
Zore, Angela C.

TEACHERS AND TEACHER LIBRARIANS
(Completing Two 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.
Girouard, John R.
Gliniecki, Jennouise K.
Good, Hope E.
Gospodarek, Valerie A.
Green, Eric A.
Haase, Amy E.
Harris, Alida S.
Holze, Lisa M.
Ibarra, Veronica E.
Kaisler, Gina M.
Karabelas, Tracy L.
Knight, Jefton A.
Koehn, Patricia A.
Koscielak, Patti A.
Lama, Elizabeth 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.
Passley, Wilbert G.
Perine, Ray S.
Petito, John
Piper, Christopher J.
Puccini, Jennifer L.
Pyles, Dorothy M.
Raymond, Tara L.
Robinson, Charlbert R.
Runnels, Yamarr
Ryan, Carole P.
Ryan, John T.
Salas, Glorie A.
Scherer, Joseph S.
Schroeder, Jonathan W.
Shokatz, Jospeh M.
Sitter, Daniel P.
Sosinski, Michael J.
Tomczyk, Noelle A.
Tomich, Jane K.
VanDenPlas, Sara L.
Vitrano, Andrew J.
Wachowiak, Elise A.
Waldheim, David C.
Wiazowski, Jaroslaw
Williams, LaConia M.
Wolf, Steven L.

TEACHERS AND TEACHER LIBRARIANS
(Completing Three Semesters)

Adams, Katherine A.
Adetiba, Oluwaseur T.
Adkins, Angela M.
Agwoeme, Anayochukwu E.
Ahner, Lisa M.
Ainsworth, Laura E.

Akinsanya, Sherrie
Aleem, Jacquelyn D.
Alexander, Linetta D.
Amini, Shelly L.
Anderson, Jessica 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.
Cunningham, Joan M.
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.
French, Jennifer L.
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.
Goll, Laura G.
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.

Guile, Carl W.
Guiney, Katie M.
Gunn, Heather A.
Guse, Kristin M.
Gutowski, Amy L.
Guy, Kimberly L.
Guyette-Gerth, Mary M.
Guzzetta, David B.
Haack, Marites O.
Hade Hanson, Kelly M.
Hain, John C.
Hake, Nancy A.
Halala, Aruna M.
Hale, Stacy
Hall, Monica E.
Halverson, Erica A.
Hanneman, Jacquelyn M.
Hannemann, Rebecca M.
Hansen, Karin R.
Hansen, Lisa M.
Harder, Christina L.
Harmon, Michael H.
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.
Herrick, Sara E.
Herro, Theresa M.
Hicks, Kelly M.
Higbie, Carlynn N.
Hightower, Larina L.
Hikade, James A.
Herbst, Angela C.
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.
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.
Jenders, Katherine J.
Jensen, Laura C.
Jevtic, Bozica
Johnson, Melvin
Johnson-Williams, Tanya M.
Jones, Joseph
Jones, Latasha M.
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.
Karchunas Smith, Susan C.
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.
Klug, Lisa 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.
Krenke, Jennifer S.
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.
Molnar, Christopher J.
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.
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.
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.
Polanco, Joandy
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.
Robinson, Ernice A.
Robinson, Jennifer
Robinson, Shashina R.
Roder, Caroline D.
Rodgers, Tiffany J.
Rodriguez, Bertha A.
Rodriguez, Marta
Rodriguez, Yadira
Rodriguez-Thomas, Carmen L.
Rojas, Patricia A
Roland, Alpha M.
Roth, Gregory D.
Ruiz, Rudy
Ryan, Julie A.
Salas, Lisa M.
Saler, Gail M.
Sanders, Jacinta
Santiago, Ana B.
Santos, Bernardo
Santos, Maria
Savage, Mary M.
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.
Sosinski, Michael J.
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
Tyler, Henry E.
Ullmann, Nancy A.
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, Myesha L.
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, 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
Xiong, Lia
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 Four Semesters)

Aldape, Evadelia
Alexander, Leslie H.
Arrington, Marcus L.
Badger, Kathleen K.
Barnhill, Tara N.
Beck, Linda J.
Belsky Severin, Mia
Berner, Kimberly I.
Bigalke, Tracy B.
Blair, Gretchian R.
Boehm, William E.
Bonin, Craig J.
Braatz, Dawn N.
Brady, Kacy Jo
Briesemeister, William A.
Brlecic, Catherine A.
Brock, Mark D.
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.
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.
Kerr, Christie L.
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.
Phillips, Ramona M.
Pifher, Jean M.
Pluer, Emily A.
Pollen, Susanne M.
Prather, Franklin H.
Ramsey, Laron M.
Randolph, Kevin I.
Richardson, Sarah J.
Robinson, Catherine A.
Rosales, Hector R.
Schneider, Margaret M.
Schwenn, Joanne K.
Sholta, Mark T.
Smokowicz, Tracy
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 Five 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.
Avila, Fredi
Azam, Nasreen F.
Baas, Angela M.
Babcock, Barbara L.
Badillo, Juan
Baity, Stanley
Barnes, Dawn M.
Barrick, Elizabeth
Bauman, Katherine
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.
Cramsie, Susan M.
Cranston, Jennifer
Crow, Holly J.
Cruz, Catherine
Cruz, Javier E.
Cunningham, Robert
Czyzewski, Monica L.
Daroszeski, Amy Lyn
Daughterty, Chadd P.
Davis, Sara
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.
Gast, Molly R.
Geiger-Bogan, Katherine A.
George, April M.
Gettelman, Kristine
Getting, Lisa A.
Giaimo, Suzanne
Gieseke, Mandy
Gilbert, Jared W.
Gitzlaff, Sara A.
Glosson, Jacqueline
Goetz, Kathleen
Gogolewski, Beth L.
Gonzalez, Jason
Goodman, Stacy
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
Hilgers, Kate E.
Holt, Christine D.
Holt, Shahnah
Holzer, Juliann
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, Katherine E.
Kelly, Sandra E.
Kelnhofer, Liliana
Kelsch, Sarah J.
Kilsdonk, Cory
King, Jamie
Kinney, Keri A.
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.
Kyles, Frederick R.
LaFleur, Renee
Langston-Dolphin, Jadee
Larry, Sue E.
Lederer, MaryEllen
Lee, Andrea
Lee, Sonja K.
Lesczynski, David D.
Lesniewski, Julie M.
Lewandowski, Cathleen
Lewandowski, Lynn E.
Lewandowski, Michael B.
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.
McCusker, Megan
McKale, Suzanne M.
McKinney-Keys, Valerie
McLain, Kristin M.
Medina, Silvia
Meister, Katherine A.
Meloy, Catherine A.
Meyer, Laura I.
Meyer, Melissa J.

Meyer, Timothy A.
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.
Moreland, Sarah J.
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.
Peugh, Karen A.
Phillips, Jenita
Phillips, Malissa T.
Picard, Mark
Piontek, Jason R.
Pitta, John
Pliskie, Peggy
Poole, Rodney
Powers, Nicole M.
Puddy, Eric J.
Puerzer, Nancy
Purefoy, Trish T.
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.
Roeske, Stephanie J.
Rogers, Gloria A.
Roman, Gregory F.
Roskos, Jill
Rouse, Cynthia
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.
Sheriff, Tanya J.
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
Strong, Terry L.
Stronstad, Jacquelyn A.
Sulsberger, Jocelyn A.
Syse, Sara E.
Tanem, Kelly
Tank, Joel W.
Tant, Beth L.
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
Urbaniak, Michelle
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, Jennifer Lynn
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.

TEACHERS AND TEACHER LIBRARIANS (Completing Six Semesters)

Abresch, Sheri L.
Benner, Cynthia J.
Bernal, Marisa A.
Biava, Karen L.
Brankov, Vojislav D.
Brown, Cheryl V.
Bruseth, Kenneth T.
Brzezinski, Brian M.
Cappleman, James A.
Carini, Marie I.
Christopher, Carl A.
Cochrane, Cathleen R.
Crawford, Jennifer C.
Dawes, Lisa M.
Diaz, Jennifer
DiPadova, John P.
Dye, Kathelyne
End, Kathleen M.
Feider, Rebecca J.
Green, Rex
Guzniczak, Jaime L.
Heinzel, Ann M.
Jaglowski, Jessica A.
Jamieson, Tanya M.
Jones, Mulunda S.
Kalkoske, Jill D.
Kolinske, Jody A.
Konzal, Heather L.
Kostrova, Jessica G.
Kotas, Amy E.
Krueger, Rachel A.
Lalich, Angelia
Lee, Amanda M.
Lein, Jennifer C.
Long, Anthony T.
Loewenstein, Susan K.
Lowery, Gina M.
Lucarelli, Krista M.
Maxwell, Carrie R.
McKenzie, Dana M.
Metzner, Lynn M.
Morales, Ruben
Murphy, Katie A.
Ocasio, Jacqueline
Pangallo, David A.
Peltonen, Jessica L.
Peters, Tiffany J.
Reith, Marie A.
Roberts, Keely L.
Rodriguez, Veneranda
Rogers, Martha E.
Roland, Stephanie R.
Schaeffer, Stacey M.
Scheer, Stacie J.
Schwab, Lisa J.
Severin, Richard M.
Simmons-Watson, Karen J.
Stark, Matthew M.
Stefanik, Sherry M.
Stein, Rebecca A.
Stempniewski, Amy R.
Stroud, Leticia N.
Tempel, Melissa J.
Thomas, Carolyn M.
Uehling, Scott R.
Unanka, Raymond C.
Vega, Michael J.
Waltho, Amy E.
Warren, Tammy N.
Westfahl, Deborah L.
Wexler, Daniel E.
Williams, Margaret M.
Williams, Maria D.
Wilson, Shauna D.
Yarn, Tecy S.

PRINCIPALS AND ASSISTANT PRINCIPALS

PRINCIPALS (Completing One Semester)

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 Two 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 Three Semesters)

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

PRINCIPALS (Completing Four Semesters)

Linda A. Altmayer
Rosana Benishek
Barbara M. Goss
Cynthia A. Grant
Timothy D. Kavanagh
Carletta M. Noland

Jeff S. Rosen
Maria Sanchez
Carita T. Wright Lee

PRINCIPALS
(Completing Five Semesters)

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

PRINCIPALS
(Completing Six Semesters)

Kristi Y. Cole
Raymond E. Collie
Jennie B. Dorsey
Reginald L. Lawrence II
Ruth E. Maegli
Christine A. Pitroski
Marion L. Reiter
Linda C. Robinson

ASSISTANT PRINCIPALS
(Completing One Semester)

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 Two 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 Three
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 Four Semesters)

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

ASSISTANT PRINCIPALS
(Completing Five Semesters)

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

ASSISTANT PRINCIPALS
(Completing Six Semesters)

Connie R. Govani
David N. Nevaranta
Victor C. Nwagbaraocha
Denise L. Pitchford
Latish C. Owusu-Yeboa
Maxine M. Rutowski

SUPPORT STAFF
(Completing Two Semesters)

Lauren Baker
Eugene Kloiber
Brian Litzsey

SUPPORT STAFF
(Completing Three
Semesters)

Cedric Banks
Ann M. Terrell
James Zych

SUPPORT STAFF
(Completing Four Semesters)

Candace L. Apple
Brian M. Hoffer
Cassandra K. Lanier
Jamie M. Maltbey
Jodie M. Theis

SUPPORT STAFF
(Completing Five Semesters)

Katie Seitz

SUPPORT STAFF
(Completing Six Semesters)

Sherlyn Brown
Kristi M. Cooley
Andrew J. Engel
Laura C. Mooney

Approval of Leaves of Absence

	Present Assignment	Effective From
Illness Leave, to June 17, 2004:		
Ruthie Darrough	Burroughs	September 9, 2003
Tonia Smith	Edison	November 21, 2003

Maternity Leave, to June 17, 2004:		
Diane Komberec	LaCausa	November 21, 2003
Anna Lind	Burbank	January 5, 2004
Maternity Leave, to June 22, 2004:		
Monica Gonzalez	MEC	November 12, 2003
Personal Leave, to January 30, 2004:		
Paul Jarvis	Robinson	November 24, 2003
Personal Leave, to June 17, 2004:		
Gayle Gorman	Mitchell	February 2, 2004
Sabbatical Leave, to January, 2005:		
Gregory Fendt	Aurora Weier	February 2, 2004

Report on Resignations

Name	Position	Effective Date
Richard D. Alexander	Teacher	09/19/03
Elizabeth M. Awe	Teacher	02/09/04
Nicholas D. Cardarella	Teacher	11/01/03
Kathleen E. Comdohr	Teacher	08/27/03
Laura J. Conroy	Teacher	08/27/03
Joan M. Cunningham	Teacher	12/19/03
Joanna J. Gerow	Teacher	11/07/03
Joseph S. Hyland	Teacher	11/07/03
James L. Ingraham	Teacher	12/05/03
Amelia D. Kunst	Teacher	07/29/03
Kerrie B. Lentz	Teacher	08/27/03
Jamie M. Maltbey	Supervisor	11/24/03
Mariano Matos	Teacher	11/19/03
Sarah J. Richardson	Teacher	11/10/03
Mary L. Sullivan	Teacher	01/31/04
Laura M. Womack	Teacher	11/06/03

Affirmative Action Report

The Affirmative Action monthly personnel transaction report for November 2003 is attached to the minutes of your Committee's meeting. This is an informational report, and no action is required.

Committee Recommendations

Your Committee 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.

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

* * * * *

(Item 3) Action on Recommended Administrative Appointments and Promotions

Committee Recommendation

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

4(r)	Gilberto Brown	Assistant Principal Kagel School	Schedule III, Range 10Z $63,872.94
2(r)	Indyria Graham	Assistant Principal Urban Waldorf School	Schedule III, Range 10Z $63,765.72

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
r Resident who must remain resident

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

* * * * *

(Item 4) Action on a Recommendation to Modify the Middle-School Attendance Areas to Reflect the Closing of Sholes and Steuben Middle Schools

Administration's Analysis

1. At its meeting of March 27, 2003, the Board approved the closing of Sholes Middle School over a three-year period commencing with the 2003-2004 school year.

2. At its meeting of August 28, 2003, the Board approved the closing of Steuben Middle School, phasing it out over two years, beginning with the 2004-2005 school year.

3. Closing these facilities now requires reassignment of the former attendance areas assigned to the schools. The following recommendations take into consideration several factors, including:

a. the administrative policy on grade organization;

b. the ability of the students to attend the schools closest to their homes;

c. recommendations contained in the High School Redesign Blueprint; and

d. impact of the Neighborhood Schools Initiative.

4. In the past, the reassignment of an attendance area at the middle-school level would have been accomplished by assigning the feeder elementary schools to the nearest middle school. With the large number of K-8 schools involved, and given the new organization structure of K-8, 9-12, it would now be appropriate to reassign the former attendance area to the feeder K-8 schools and to continue to reassign non-K-8 schools to an adjacent middle school. Students in the K-8 schools would still be able to attend a middle school, if they so desired, under the Board's transportation guidelines for middle schools.

5. Using these guidelines, the following schools would be reassigned to middle-school attendance areas as indicated:

Elementary Attendance Area	Middle-school Assignment
Garland	Fritsche
Lowell	Audubon
Morgandale	Audubon
Neeskara	Walker
38th Street	Douglas

6. All of the attendance area changes are detailed in the attachment.

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, Board Policy or Rule Statement

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

Fiscal Impact Statement

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

Implementation and Assessment Plan

10. 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 student-assignment process to be conducted for FY05. 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 Recommendation

Your Committee recommends that the Board approve the changes in school attendance areas reflecting the closing of the Sholes and Steuben Middle Schools as shown in the attachments to the minutes of your Committee's meeting.

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

* * * * *

(Item 5) Action on Recommendation for a Continuation of Contracts for Early Childhood Education Services

Administration's Analysis

1. The Milwaukee Public Schools, in partnership with Milwaukee Area Technical College, was awarded a $662,583 federal childcare block grant to improve access to, and the quality of, childcare for

children from birth to age 12. This grant represents the fourth year in which the District has received funding from the federal childcare block grant program. Statewide the funding for the Community Child Care Initiatives Grant was cut 86% from $17.2 million to $2.4 million. Funds must be spent by September 30, 2004.

2. The Administration has been working over the last three years to develop and implement this comprehensive program, which focuses on childcare accessibility and quality. Some of the outcomes in the 2002-2003 Year-End Program Report included:

- 45 childcare centers participated in the PACES (Partners Acting on the Commitment to Early Success) Project to improve the quality of childcare services provided to approximately 3700 children.
- 16 Safe Place sites participated in the PACES project to improve the quality of before- and after-school services provided to approximately 800 children.
- 25 partnerships were created between MPS elementary schools and childcare programs.
- MPS Safe Place and Camp staff received training in school-age activities and developmentally appropriate practices.
- 1,080 families received services from Milwaukee County Economic Support Specialists on site at their children's before- and after-school programs, including the receipt, review, and authorization of applications for childcare and medical and food-stamp assistance.
- School-readiness dialogues took place between MPS kindergarten teachers, Head Start teachers, childcare teachers and administrators, and parents.
- The Children's Outing Association (COA) and 11 MPS elementary schools partnered to provide the HIPPY (Home Instruction for Parents of Preschool Youngsters) program to 150 preschool children and their families.
- 650 participants attended the two-day Embracing Diversity Conference, a professional-development opportunity for the early childhood community.
- Curriculum training and support materials were developed for MPS kindergarten teachers and childcare teachers.
- MPS support to MATC to recruit and retain students of color in the associate-degree early childhood program.

3. This project has been evaluated and re-engineered based on input from the project participants. Additionally, the Department of Workforce Development Office of Child Care has favorably reviewed this project.

4. The early childhood community understands the tremendous benefits that collaboration between MPS and the childcare community can provide. Providing high-quality, seamless care is important for both a child's physical well-being and his or her future academic success. This project strives to level the quality of care throughout the city.

5. To ensure that quality 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 National Association for the Education of Young Children. The evaluation tools being used are the Infant/Toddler, Early Childhood, and School-Age Environmental Rating Scales — nationally validated instruments for assessing childcare quality.

6. The Administration is requesting authorization to enter into contracts with six local agencies or institutions which are participating in the implementation of this comprehensive program. An overview of the services and activities provided by each agency or institution is presented below. All of the services and activities delineated below represent a continuation of the previous year's project activities:

a. Wisconsin Early Childhood Association (WECA)

The completion of childcare center assessments (the Infant/Toddler and Early Childhood Environmental Rating Scales) with identified childcare centers and the school-age assessment (School Age Environmental Rating Scale) with MPS's Safe Place sites.

b. Milwaukee Area Technical College (MATC)

Continued funding for the instructional services faculty and academic support services staff for MATC's early childhood department in an effort to increase the diversity of the faculty and the successful participation of students, with a special focus on persons of color

1) to create a human infrastructure (two FT educational assistants) that helps to optimize the recruitment, enrollment, and retention of students of color in the MATC early childhood education program;

2) to provide laptop computers and academic and technical support for students registered in MATC early childhood education program's on-line courses and the customized record keeping courses for family childcare providers;

3) to continue the provision of academic support in the early childhood education program and the Infant Toddler Credential Program (English and bilingual tracks); to increase the diversity of students and their successful participation, with a special focus on persons of color;

4) to provide a centralized facility for multicultural materials and instructional support for MATC students, parents, early childhood education professionals, and employees of community-based organizations.

c. The Planning Council for Health and Human Services

The continuation of the formal evaluation of this initiative.

d. Community Coordinated Child Care (4-C)

In collaboration with Milwaukee Public Schools and the Milwaukee Area Technical College, the planning and implementation of a community-wide conference and leadership institute for early childhood professionals.

e. Children's Outing Association (COA)

Funding to support COA so that it can continue to provide the Home Instruction Program for Preschool Youngsters (HIPPY) 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 at least 150 children and their families.

f. Milwaukee County Department of Human Services

To deploy four economic-support specialists in order to facilitate and expedite the process of receiving, reviewing, and authorizing applications for childcare, medical assistance, and food stamps for parents enrolling their children in Milwaukee Public Schools before- and after-school programs. Two of the positions are supported by grant funds, while two are funded by matching grants from Milwaukee County.

Strategic Plan Compatibility Statement

7. These contracts support the MPS Strategic Plan, Goal 1, student Achievement; Goal 2, student success in further education and employment; and Goal 3, family satisfaction, as measured by their choices in the education marketplace. These contracts also support the MPS Professional Learning Community Capacity Builders. 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, MPS Policy, or Board Rule Implication Statement

8. 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.

Fiscal Impact Statement

9. The District was awarded a $662,583 federal childcare block grant to improve the access to, and quality of, childcare for children from birth to age twelve. Total cost of these contracts is $473,200. Funds for these contracts are allocated in account GEN-0-0-O14-RC-ECTS, federal childcare block grant.

Implementation and Assessment Plan

10. The project manager for this grant will monitor the compliance of vendors with their respective contracts and manage the reimbursement of monthly (or other determined periodic) expenditures. Vendors will provide quarterly program reports with their periodic cost reports. The Administration will provide periodic reports about expenditures and program progress to the MPS Board of School Directors and the Milwaukee County Early Childhood Council.

Committee Recommendation

Your Committee recommends that the Board authorize the Administration to enter into contracts from December 1, 2003 to September 30, 2004, for the amounts indicated below with the following agencies and institutions 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 in the District:

Vendor	Contract Amount
Milwaukee Area Technical College	100,000
Planning Council for Health and Human Services	35,000
Wisconsin Early Childhood Association	109,200
Community Coordinated Childcare	75,000
Children's Outing Association	50,000
Milwaukee County	104,000
TOTAL	$ 473,200

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

* * * * *

(Item 6) Action on a Recommendation to Authorize a Sole-Source Contract for the Center for Self-Sufficiency

Administration's Analysis

1. Best Friends/Best Men is an abstinence-education program developed by the Best Friends Foundation in Washington, D.C. The Best Friends program 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.

2. 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. Similarly, the boys become Best Men Leaders.

3. 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. Principals report that the Best Friends/Best Men programs help to create a positive school climate.

4. MPS has been able to sustain the Best Friends/Best Men youth development programs because of the grant writing and program services of Ms. Angela Turner, Executive Director of the Center for Self-Sufficiency (CFSS), who has been working on behalf of Milwaukee Public Schools for the last six years in writing grants to obtain funds to support abstinence education in the Milwaukee Public Schools. Ms. Turner, who has a great deal of expertise in writing grants and community collaboration, has obtained federal, state, and local funding for the program, not only for MPS, but for other Milwaukee agencies as well. She is well respected in the community, serving on the Wisconsin Abstinence Initiative Team (WI Division of Health), Milwaukee Alliance for Youth and Families, Opportunities Industrialization Center of Greater Milwaukee (OIC-GM). Ms. Turner has also established partnerships with Rosalie Manor, New Concept, Northcott House, and the Center for Entrepreneurship. In addition, she also provides services to the Best Friends/Best Men program as a consultant in reporting and tracking program success and bringing community opportunities to the schools.

5. CFSS provides financial opportunities to enable MPS to participate in the Best Friends/Best Men program.. Best Friends started ten years ago with a $60,000 grant and now has grown to over $300,000 from six funders. Over 800 boys and girls within 13 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; however, at this time funding is not available.

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. The recommendation is consistent with Administrative Policy 7.09, Human Growth and Development, and Administrative Policy 7.08, Teaching About Drugs, Alcohol and Tobacco. Ms. Angela Turner meets the requirements set forth in Administrative Policy 3.09 for receiving sole-source consideration and has been approved by the Superintendent's designee as a sole-source vendor.

Fiscal Impact Statement

8. This item authorizes expenditures. Funds are available in the following accounts:

GEN 00 SC4 CI-ECNS (State Incentive Grant — Consultants).....$20,000
GRD 00 QN3 DW-ECTS (Brighter Futures — Contracts).....$10,545
SDV 00 QB4 DW-ECNS (MPS/Bradley Foundation — Contracts).....$30,000
GRD 00 UH4 CI-ECTS (SPRANS — Contracts).....$20,000

Implementation and Assessment Plan

9. Pre- and post-tests will be given to all students involved in the program to assess knowledge and behavior associated with risk factors. 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 programs with those of students who are not enrolled.

Committee Recommendation

Your Committee recommends that the Board authorize the Administration to enter into a sole-source contract with the Executive Director of the Center for Self-Sufficiency to provide abstinence grant-writing services for MPS, not to exceed $80,545, from November 1, 2003, through December 31, 2004.

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

* * * * *

(Item 7) Action on a Recommendation to Revise Administrative Policy 8.13, Student Attendance/Absences

Administration's Analysis

1. The Board adopted the revision to Administrative Policy 8.13, Student Attendance/Absences, on October 21, 2002. The current policy — which represents the "written attendance policy" for the District, as required in Wisconsin Statutes Section 118.16(4)(a) —includes language that addresses parentally excused absences and the legal reasons to excuse student absence, as allowed in Wisconsin Statutes Section 118.15(3).

2. The current policy allows for the school principal to excuse an absence when a parent or guardian submits a written statement to the school. The proposed revision includes language to expand the format in which a parent or guardian may submit an excuse to the school to include electronic format (e.g., transcribed telephone calls or transcribed voicemail, e-mail, or fax) or any other personal contact of which a written record is kept at the school.

Strategic Plan Compatibility Statement

3. The recommendation supports the MPS vision statement, "The Milwaukee Public Schools will ensure the maximum educational opportunities are provided for all students to reach their highest potential…"

Statute, Board Policy or Rule Statement

4. The Administration's recommended revisions are consistent with Wisconsin Statutes, §118.15(3) and §118.16(4)(a).

Fiscal Impact Statement

5. No additional funding is required at this time. The Board will be informed if this should change.

Implementation and Assessment Plan

6. Revisions to Administrative Policy 8.13,Student Attendance/Absences, will be announced to MPS staff via the Administrator's Bulletin, to be disseminated by building administration through staff meetings, and meetings with administrators.

7. Parents and students will be informed of the revisions in the *Parent/Student Handbook on Rights, Responsibilities, and Discipline.* Schools will be requested to review the revisions to the policy and procedure and to include information on the revisions in school publications.

Committee Recommendation

Your Committee recommends that the Board adopt the revisions to Administrative Policy 8.13, Student Attendance/Absences, as follows:

ADMINISTRATIVE POLICY 8.13: STUDENT ATTENDANCE/ABSENCES

(1) OVERVIEW

(a) Regular school attendance is expected of all MPS students. Education studies indicate that regular school attendance is a key factor in the successful academic achievement, positive social interactions, and high self-esteem of school-age children. Children who attend school regularly are less likely to become involved in drugs, alcohol, and youth violence.

(b) Chapter 118.15(1)(a), Wisconsin Statutes, requires all children between the ages of six and eighteen years to attend school regularly (religious holidays excepted) during all scheduled hours, full-time until the end of the term, quarter, or semester of the school year in which the student becomes eighteen years of age, graduates, or is relieved of school attendance with a legal excuse.

(2) LEGALLY EXCUSED ABSENCES

(a) School-excused Absences

1. An absence by a student may be excused by the school principal when the school receives a report of the absence from the parent or guardian ~~a written statement~~ either in writing, via electronic format (for example, by transcribed telephone calls or transcribed voicemail, e-mail, or fax), or by any other method of personal contact of which a written record is kept by the school ~~is submitted to the school~~. The ~~written~~ statement must be presented within 48 hours after the student's return to school, or the absence shall be considered a truancy.

2. The following reasons listed are considered by the school as legally excused absences. All other absences are regarded as truancies.

a. personal illness

b. funerals

c. required legal appearances

d .designated religious holidays

e. medical or dental appointments

f. family emergencies — student absences which contribute to the health, safety, or financial well-being of the family

g. driver's examinations

h. educationally beneficial activities approved by the school principal

i. district-sponsored activities approved by the school principal

j. school suspensions up to fifteen days, only during the expulsion process.

(b) Personal Illness — Temporary Medical Condition

1. Any student who is temporarily not in proper physical or mental condition to attend school, but who can be expected to return to school upon termination or abatement or the illness or condition, can be legally excused from school attendance.

2. The principal may request that the parent or guardian obtain a written statement from a licensed physician, dentist, chiropractor, optometrist, or psychologist, or Christian Science practitioner who is living and residing in this state and who is listed in the *Christian Science Journal*, as sufficient proof of the physical or mental condition of the student. The statement, which must be in writing, shall state the time period for which it is valid, said period not to exceed (30) thirty days.

3. When a medical statement is requested, notification of the absence by the parent or guardian in person, in writing, or by phone, to the school is not sufficient to excuse the absence. The absence is considered a truancy until the principal receives the requested statement.

(c) Parent-excused Absences

Parents or guardians ~~may~~ have the right to excuse a student's absence from school, for any or no reason, by submitting written notification ~~of the absence to the school, for any or no reason,~~ prior to the student's absence from school. A student may be excused for up to ten days per year under this provision.

(d) Other Excused Absences

The principal may excuse absences for other reasons in advance at the parent's or guardian's request if adequate provision is made for the student to complete or make-up classwork that will take place during the absence and the principal is satisfied that the absence will contribute to the student's education.

(3) SCHOOL NOTIFICATION

When students are absent, it is the responsibility of the parents or legal guardian to:

(a) contact the school as early as possible, by phone or any other means, to inform the school of the absence;

(b) provide whatever information concerning the absence that is available at the time; and

(c) provide a report of the absence either in writing, via electronic format (for example, by transcribed telephone calls or transcribed voicemail, e-mail, or fax), or by any other method of personal contact of which a written record is kept by the school ~~submit a written excuse when the student returns to school following an absence~~.

(4) PARENTAL NOTIFICATION

(a) At the start of each school day, the school shall determine which students enrolled in the school are absent from school and whether each absence is excused. It is the responsibility of each elementary and K-8 school to attempt to contact the parents or guardians, by phone, within two hours after it has been determined that their children are absent from school without any notification to the school by the parents or guardians.

(b) Each school shall notify the parent or guardian of a student who is absent from school without excuse before the end of the second school day after it is determined that the student is not in attendance. (See Administrative Policy 8.14, Truancy Policy, Parent Notification).

(5) MAKE-UP ASSIGNMENTS AND EXAMINATIONS

(a) In all instances of excused absences, students are expected to complete a reasonable amount of make-up classwork without penalty. Students shall be given the opportunity to make up work missed during an excused absence when they return to school. It is the responsibility of the students and their parents or guardians to contact the teacher(s) to make arrangements for making up work missed during an excused absence from school.

(b) The respective teachers shall identify make-up work and a reasonable timeframe for its completion. If any question arises as to the appropriateness or feasibility of making up a particular assignment, the teacher shall confer with the building principal to discuss the extent to which make-up work or substitute assignments are possible.

(4) PART-TIME ATTENDANCE

Upon the principal's recommendation, the Board may permit students to attend school part-time during the last school year preceding graduation from high school if the student is in good standing academically.

Adopted 6-30-75; Revised 8-31-82, 3-29-95, 6-21-95, 10-21-02

PREVIOUS CODING: Admin. Policy JED, prior to May 1995; Admin. Policy 10.13, May 1995-August 1996

CROSS REF.: Admin. Proc. 8.13 Student Attendance/Absences

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

* * * * *

(Item 8) Authorization to Revise and Enter into FY04 Pupil Transportation Contracts

Administration's Analysis

1. At its meeting on June 27, 2002, the Milwaukee Board of School Directors approved revisions to Administrative Policy 3.09, Purchasing and Bidding Requirements. The revised policy governing transportation contracts is stated below:

Student transportation contracts are to be formally bid and awarded by the Board every three (3) years, or as determined by the director of Business Support Services, with approval by the Board. Contracts for individual bus routes or services may be awarded on an emergency basis. All MPS student transportation services must be purchased from transportation vendors that meet the safety and licensing requirements of the Division of Pupil Transportation Services.

2. At its meeting on June 26, 2003, the Board approved a one-year extension of contracts for special education services, homeless and shelter services, and regular and suburban services, the amounts per contract having been based on bus routes established at that time. As is normally the case, considerable rerouting is required over the summer months and early in the school year to adjust routes to schedule new students and students who move. In addition, adjustments were required to match equipment with actual rider counts. Since the start of school, 163 routes have been either added or deleted. The contracts, which were first bid for three years in 1999, were extended in 2002 and 2003. A revised summary of the awards is found as Table I listed below.

Table 1

Bus Contractor	Board-approved Amount	Revised Amount
Atlas Transit	$1,707,788	$987,570
Bee Bus	$2,429,325	$3,141,813
Bestway Services	$2,439,605	$2,723,350
Dairyland Bus	$1,801,189	$939,185
Johnson Bus	$485,073	$856,852
Joy Farm Bus	$1,800,000	$1,727,895
Laidlaw Bus	$10,221,936	$10,412,050
Lakeside Bus	$11,648,029	$11,187,170
Lamers Bus	$5,942,769	$5,836,440
Milwaukee Bus	$1,375,995	$1,329,373
Milwaukee Transit	$4,643,766	$4,893,766
Riteway	$0	$250,000
Specialized Care	$1,287,754	$1,240,090
Totals	**$45,298,641**	**$45,525,554**

3. The Administration is recommending the Board approve the revised contract amounts as detailed in Table 1

4. The Administration is also seeking approval of the transportation contracts identified in Table 2. The contracts are one-year extensions of existing contracts, first bid in 1999 and extended in 2002 and 2003. These contracts were included in the negotiations to extend the regular/suburban and special education contracts described in Table 1.

Table 2

Bus Contractor	Mid-Day Kindergarten	CATP* Shuttles	Lady Pitts	Residence Transport
Atlas Transit	$26,040			
Bee Bus	$41,123		$85,303	
Bestway Services	$45,570			
Dairyland Bus	$6,510			
Johnson Bus	$19,530			
Joy Farm Bus	$41,124			
Laidlaw Bus	$117,495			
Lakeside Bus	$140,994	$679,079		
Lamers Bus	$70,495			
Milwaukee Bus	$19,530			

Milwaukee Transit	$0			
Riteway	$0			
Specialized Care	$26,040			
WI Ctr for Blind				$85,597
Totals	**$554,451**	**$679,079**	**$85,303**	**$85,597**

* Community Assessment Training Program

5. The Administration is also seeking approval of various miscellaneous transportation contracts as identified in Table 3. The contracts for athletics and MPS and suburban after-school service are one-year extensions of existing contracts. These contracts were included in the negotiations to extend the regular/suburban and special education contracts described in Table 1. Supplemental after-school service was awarded through a bid. The amounts are estimates, and most contracts have not expended more than $50,000. Actual costs are dependent upon frequency and location of the activity.

Table 3

		After-school		
Contractor Residence	Athletics	MPS	Suburbs	Supplemental
Alliance	$80,000			
Atlas Transit	$50,000	$7,800		$98,600
Bee Bus	$20,000	$46,000	$14,445	
Bestway Services	$20,000		$290,000	
Dairyland Bus	$0		$5,650	
Johnson Bus	$40,000			
Joy Farm Bus	$50,000	$104,800	$42,800	
Laidlaw Bus	$80,000	$85,000	$126,500	$19,552
Lakeside Bus	$80,000	$107,000	$45,000	$19,500
Lamers Bus	$80,000	$48,750	$30,000	$43,680
Milwaukee Bus	$10,000	$4,320	$1,600	
Riteway	$10,000		$2,700	
Specialized Care	$30,000	$31,000		$14,560
Totals	**$550,000**	**$434,670**	**$558,695**	**$195,892**

Strategic Plan Compatibility Statement

6. Pupil transportation supports the MPS Strategic Plan, Goal 1, student achievement; Goal 2, student access to further education and employment, and Goal 3 family satisfaction as measured by their choices in the education marketplace.

Statute, Board Policy or Rule Statement

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

Fiscal Impact Statement

8. Funds were included in the FY04 transportation budget for the services described, with the exception of supplemental after-school services, about which the Office of Academic Excellence will provide funding information at the time of this Committee's meeting. The amounts listed in the tables are projections. Actual expenditures may vary, depending on demand for service. The Administration expects to operate near its FY04 budget levels. The accounts are as follows:

Funding Sources for Contracts Specified in Table 1

Regular	$ 10,621,789	STP00TRSDWEPPT
Regular	15,530,051	RTS00TRSDWEPPT
Sub/MPS	1,137,212	SMT00TRSDWEPPT
MPS/Sub	6,932,134	SM100TRSDWEPPT
Special Education	1,942,933	RST00TRSDWEPPT
Special Education	69,158	NRT00TRSDWEPPT
Special Education	2,445,636	TPH00TRSDWEPPT
Special Education	276,632	THI00TRSDWEPPT
Special Education	2,766,319	RWT00TRSDWEPPT
Special Education	1,383,160	TLD00TRSDWEPPT
Special Education	2,074,740	TED00TRSDWEPPT
Special Education	345,790	OPT00TRSDWEPPT
Total	**$ 45,525,554**	

Funding Sources for Contracts Specified in Table 2

MPS Midday Kgn	$ 447,484	MDK00TRSDWEPPT
Sub Midday Kgn	106,969	KMT00TRSDWEPPT
CATP	679,079	TCS00TRSDWEPPT
Lady Pitts	85,303	SAT00TRSDWEPPT
Residence Transport	85,597	THI00TRSDWEPPT
Total	**$ 1,404,432**	

Funding Sources for Contracts Specified in Table 3

Athletics	$ 550,000	TSP00TRSDWEPPT
Sub Afterschool	558,695	SUT00TRSDWEPPT
MPS Afterschool	434,670	IPT00TRSDWEPPT
Supplemental	17,525	STP0S1S4BYEPPT
Supplemental	17,525	STP0S1S481EPPT
Supplemental	11,683	STP0S1S4FHEPPT
Supplemental	17,525	STP0S1S4GFEPPT
Supplemental	20,645	STP0S1S4KAEPPT
Supplemental	11,683	STP0S1S4PPEPPT
Supplemental	17,525	STP0S1S4CAEPPT
Supplemental	5,842	STP0S1S4CSEPPT
Supplemental	17,525	STP0S1S4DAEPPT
Supplemental	5,842	STP0S1S4BEEPPT
Supplemental	11,683	STP0S1S4MUEPPT
Supplemental	23,364	STP0S1S4WCEPPT
Supplemental	17,525	STP0S1S4VNEPPT
Total	**$ 1,739,257**	

Implementation and Assessment Plan

9. Bus contracts are for the FY04 year. With the exception of services for early childhood, orthopedically impaired, and homeless/shelter, transportation contracts will be bid for FY05.

Recommendation

The Administration recommends that the Board approve the contract amounts and contracts found in the tables below:

Bus Contractor	Board-approved Amount	Revised Amount
Atlas Transit	$1,707,788	$987,570
Bee Bus	$2,429,325	$3,141,813
Bestway Services	$2,439,605	$2,723,350
Dairyland Bus	$1,801,189	$939,185
Johnson Bus	$485,073	$856,852
Joy Farm Bus	$1,800,000	$1,727,895
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Lamers Bus	$5,942,769	$5,836,440
Milwaukee Bus	$1,375,995	$1,329,373
Milwaukee Transit	$4,643,766	$4,893,766
Riteway	$0	$250,000
Specialized Care	$1,287,754	$1,240,090
Totals	**$45,298,641**	**$45,525,554**

Bus Contractor	Mid-Day Kindergarten	CATP* Shuttles	Lady Pitts	Residence Transport
Atlas Transit	$26,040			
Bee Bus	$41,123		$85,303	
Bestway Services	$45,570			
Dairyland Bus	$6,510			
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Lakeside Bus	$140,994	$679,079		
Lamers Bus	$70,495			
Milwaukee Bus	$19,530			
Milwaukee Transit	$0			
Riteway	$0			
Specialized Care	$26,040			
WI Ctr for Blind				$85,597
Totals	**$554,451**	**$679,079**	**$85,303**	**$85,597**

* Community Assessment Training Program

Contractor Residence	Athletics	After-school		
		MPS	Suburbs	Supplemental
Alliance	$80,000			
Atlas Transit	$50,000	$7,800		$98,600
Bee Bus	$20,000	$46,000	$14,445	
Bestway Services	$20,000		$290,000	
Dairyland Bus	$0		$5,650	
Johnson Bus	$40,000			
Joy Farm Bus	$50,000	$104,800	$42,800	
Laidlaw Bus	$80,000	$85,000	$126,500	$19,552
Lakeside Bus	$80,000	$107,000	$45,000	$19,500
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Milwaukee Bus	$10,000	$4,320	$1,600	
Riteway	$10,000		$2,700	
Specialized Care	$30,000	$31,000		$14,560
Totals	**$550,000**	**$434,670**	**$558,695**	**$195,892**

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

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REPORTS OF SPECIAL COMMITTEES

The Director, Office of Board Governance/Board Clerk, presented 25 expulsion orders from the Independent Hearing Panel of the Milwaukee Board of School Directors.

Director Johnson moved to accept the reports of the Independent Hearing Panel of November 5, 14, 19, 20, 21, 25, and 26, 2003, and December 1, 2, 3, 4, 8, 10, 11, 12, and 19, 2003.

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

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

Noes—None.

* * * * *

RESOLUTIONS

Resolution 0304R-025

by Director Hardin

WHEREAS, MPS is responsible for educating all of the children in our community; and

WHEREAS, Parents should have the right of a fair chance to place their children in the schools of their choice; now, therefore, be it

RESOLVED, That the Board direct the Administration to analyze and develop a plan of implementation to require every school to enroll all students who apply for enrollment in that school, unless the school is either full or beyond the second year in a language-immersion program; and be it

FURTHER RESOLVED, That the Administration be directed to bring this plan back to the Board for approval no later than the March 2004 Board cycle.

Referred to the Committee on Innovation/School Reform

Resolution 0304R-026

by Directors Blewett and Balistreri

WHEREAS, The Milwaukee Area Technical College (MATC) is the only technical college in the state that is authorized to confer high-school diplomas; and

WHEREAS, Apprenticeship programs, many employers, some colleges, and the military still do not accept GEDs in lieu of high-school diplomas; and

WHEREAS, The Adult High School allows adults who have had to interrupt their education to finish their studies and to earn their high-school diplomas; and

WHEREAS, Since 1991, 1,672 students have graduated from the MATC Adult High School, many of them no doubt former MPS students; and

WHEREAS, According to survey which the Adult High School has conducted of it current 903 students, 347 (38%) of them are pursuing an adult high-school diploma, 277 (31%) are taking or retaking math and science high-school courses to enter college-level programs at MATC, and 202 (22%) are taking credits back to their districts; and

WHEREAS, The High School Contract program allows MATC to provide unique educational opportunities to high-school students (including 100 from MPS) in districts that do not offer technical and industrial coursework; and

WHEREAS, The Adult High School program allows students to pursue their diplomas in a college setting, thereby introducing these students to the world of higher education; and

WHEREAS, In a move to reduce costs, the MATC administration is considering the closing of this valuable educational resource; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors emphatically declare its support for the continuation of the Milwaukee Area Technical College's Adult High School program; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors direct the administration of the Milwaukee Public Schools to offer its support and assistance to the administration of the Milwaukee Area Technical College and the MATC Adult High School program in developing a plan to preserve the Adult High School program at MATC; and be it

FURTHER RESOLVED, That the Administration present this plan to the Board for approval no later than the January 2004 Board cycle.

Referred to the Committee on Innovation/School Reform

Resolution 0304R-027

by Directors Balistreri and Morales

WHEREAS, The mission of the Milwaukee Public Schools is to ensure that maximum educational opportunities are provided to enable all students to reach their highest potential; and

WHEREAS, As part of this mission, the district is charged with ensuring that students are provided with a means to achieve their education goals of today in preparation for the workforce of tomorrow; and

WHEREAS, Students having taken the SATs who have studied Italian tend to score higher on vocabulary and grammar, due to Italian's being based upon the Latin language, from which 60 per cent of English vocabulary is derived; and

WHEREAS, To be competitive in a global society, students must acquire a greater knowledge and appreciation of other cultures; and

WHEREAS, Becoming bilingual is an advantage for students seeking employment opportunities domestically as well as internationally; and

WHEREAS, Milwaukee Public Schools has embraced the Immersion philosophy for language learners to create opportunities for multicultural learning in a multicultural district; and

WHEREAS, Multicultural schools are successful because they create nurturing environments in which pupils naturally acquire the second language

WHEREAS, The immersion philosophy for pupils to communicate in a second language with the ability approximating that of a student who is native to that language; and

WHEREAS, Language learning should be started early in order to provide the maximum number of contact hours in the second language; and

WHEREAS, In order for language learning to be successful, children must see that the language can be used immediately in meaningful situations; and

WHEREAS, Immersion programs involve students in the use of the second language for communicating in normal everyday situations and in subject content learning; and

WHEREAS, The effectiveness of Immersion programs are currently being demonstrated through the Milwaukee Spanish, German and French Immersion schools; and

WHEREAS, That community members will conduct a study to provide the MPS administration with information to determine the feasibility of establishing an Italian Immersion School; now, therefore, be it

RESOLVED, That the Board direct the Administration to use the community study to determine the feasibility of establishing an Italian Immersion school and to report its recommendations to the Board in the first Board cycle after completion of the community study.

Referred to the Committee on Innovation/School Reform

Director Hardin, Chair of the Committee on Legislation, Rules and Policies, on behalf of Director O'Neil, requested that Resolution 0203R-029, by Director O'Neil, to restrict the length of time of Board and Committee meetings, be withdrawn from consideration.

There being no objection, the resolution was withdrawn.

The Board recessed from 9:10 to 9:20 PM.

The Board adjourned at 9:36 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
JANUARY 13, 2004

Special meeting of the Board of School Directors called to order by President Spence at 6:15 PM.

Present—Directors Balistreri, Dannecker, Hardin (6:37 PM), Horton, Morales, O'Neil, and President Spence—7.

Absent and excused—Directors Blewett and Johnson—2.

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

January 12, 2004

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Jeff Spence, a special meeting of the Board of School Directors will be held at 6:00 p.m. on Tuesday, January 13, 2004, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, 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. 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.

With respect to item 1, the Board, 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.

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, and may adjourn from executive session.

LYNNE A. SOBCZAK
Board Clerk

REPORTS OF SPECIAL COMMITTEES

The Director, Office of Board Governance/Board Clerk, presented seven 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 December 15, 16, 17, 18 and 19, 2003.

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

Ayes— Directors Balistreri, Dannecker, Horton, Morales, O'Neil, and President Spence—6.

Noes—None.

With respect to Item 2, 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, Horton, Morales, O'Neil and President Spence—6.

Noes—None.

The Board retired to executive session at 6:20 PM.

The Board adjourned from executive session at 7:17 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
JANUARY 27, 2004

Special meeting of the Board of School Directors called to order by President Spence at 6:02 PM.

Present—Directors Balistreri, Blewett, Dannecker, Johnson, Morales and President Spence—6.

Absent and excused—Directors Hardin, Horton and O'Neil—3.

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

January 23, 2004

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Jeff Spence, a special meeting of the Milwaukee Board of School Directors will be held at 5:30 p.m., on Tuesday, January 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 appeals of disciplinary actions 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 Johnson 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, Blewett, Dannecker, Johnson, Morales and President Spence—6.

Noes—None.

The hearing was closed at 6:06 PM.

The Board recessed from 7:26 to 7:33 PM and from 8:55 to 9:06 PM.

The Board concluded the hearing at 9:20 PM.

Director Johnson moved that the Board retire to executive session to deliberate under the provisions of Section 19.85(1)(a), Wisconsin Statutes.

The motion prevailed, the vote being as follows:

Present—Directors Balistreri, Blewett, Dannecker, Johnson, Morales and President Spence—6.

Noes—None.

The Board retired to executive session at 9:22 PM.

The Board reconvened in open session at 10:18 PM.

Director Johnson moved that the Board uphold the administration's decision to terminate the teacher, based on the following:

1. Ms. Baker seriously battered a child living with her as a foster child on or shortly before January 29, 2003; and

2. Ms. Baker pleaded no contest to battery for the above offense and has been sentenced for this offence, as shown on the sentencing report submitted as an exhibit by the administration in this proceeding; and

3. The battery for which Ms. Baker has been sentenced is significant and constitutes evidence that she is unfit to work as a teacher with young people in the Milwaukee Public School System; and

4. Termination is warranted by the facts and circumstances attending Ms. Baker's conduct and conviction.

The Board therefore upholds the recommendation of the administration for termination.

The motion prevailed, the vote being as follows:

Ayes—Directors Balisteri, Blewett, Dannecker, Johnson, Morales and President Spence—6.

Noes—None.

The Board adjourned at 10:20 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
JANUARY 29, 2004

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

Present—Directors Balistreri, Blewett, Hardin, Horton, Johnson, O'Neil, and President Spence—7.

Absent and excused—Directors Dannecker and Morales—2.

President Spence requested that a moment of silence be observed in memory of Leif Hall, a 10th-grader at Bradley Tech High School, who died tragically on January 9, 2004, in a snowmobile accident.

AWARDS AND COMMENDATIONS

Recognition of Dr. Martin Luther King, Jr. Speech Contest Winners

On Saturday, December 13, 2003, 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), and Darrel Jacobs (retired MPS principal). This year, 21 MPS schools and 18 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:

2003-04 Dr. Martin Luther King, Jr. Speech Contest Winners

Category	Place	Name	School
K-2	1st Place	Nahona Brooks	Lloyd
	3rd Place	Tyler Demko	Hawley School
Grade 3-5	1st Place	Emily Daly	Golda Meir
	3rd Place (tie)	Joseph Benson	Hopkins
	3rd Place (tie)	Imarilesse Turner	Riley
Grade 6-8	1st Place	Jessica Holden	Westside Academy II
Grade 9-10	1st Place	Jason Bochek	Madison University High School
Grade 11-12	2nd Place	April T. Walker	Project Stay
	3rd Place	Jamahl Turner	WCLL

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 Standards

More MPS teachers are seeking, and receiving, certification from the National Board for Professional Teaching Standards (NBPTS). To become certified, candidates examine every aspect of their teaching practices. Throughout the process, teachers document their knowledge of the subjects they teach, provide evidence that they know how to teach effectively, and demonstrate their ability to manage and measure student learning. Teachers create and submit a portfolio that includes videotapes, student work samples, and written documentation describing, analyzing, and reflecting on their practices. In addition to the portfolio, teachers must also demonstrate content-knowledge by taking six standardized assessments in their areas in which they are licensed. 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 the No Child Left Behind Act.

Teachers report that this process is the best professional development they have experienced, making them more focused on each child's learning and development so all students have the opportunity to achieve to the very best of their ability.

The number of Milwaukee teachers certified recently grew to eight, with an additional 33 candidates currently in the process. MPS staff certified by the National Board and the years in which they became certified are:

Margaret Igowsky (2003)	Debbie Kuether (2003)	Karen Corlyn (2002)	Lori Voelker (2002)
Wendy Weiner (2002)	Laura Busse (2001)	Wendy Rowley (2000)	Mary Staten (2000)

MPS is working with the NBPTS and the MTEA to increase the number of urban teachers and teachers of color seeking certification. Forty-five percent of the current candidates are teachers of color. The NBPTS is providing funds to help recruit candidates, offset the $2300 application fee, and provide mentoring support to candidates during the process.

Other Awards and Commendations

STUDENTS

Daniel Bingham-Pankratz, a senior at Rufus King International Baccalaureate High School, has been selected as a candidate for the United States Presidential Scholars Program, one of the nation's highest honors for high-school students. Scholars are chosen on the basis of their accomplishments in many areas — academic and artistic success, leadership, and involvement in school and the community — and represent excellence in education and the promise of greatness in America's youth.

Rufus King International Baccalaureate High School's Academic Olympic team consisting of Daniel Bingham-Pankratz, Michel Zoller, Brian Scheer, and Samuel Daly, captured first place and was awarded $10,000 in this year's Beach Ball Classic Academic Olympics held in South Carolina. The Academic Olympics is a high-level, game-show-style competition in which four-person teams compete for a total of $100,000 in scholarship awards. In only two years, the Academic Olympics has become known as a premier academic tournament, with more direct scholarship awards than any other event in the country. The Rufus King team is coached by David Forecki.

Mickey Smith, a student at Milwaukee High School of the Arts, recently wowed audiences with his original choreography to the song "I'm Proud to be an American" at the Modjeska Youth Theatre Company. Mickey was offered a full scholarship at the Milwaukee Ballet School and received a part in a show as the Carousel Attendant in *The Nutcracker*. Mickey's first role at the Modjeska was as "Mouthpiece" in *West Side Story*. In just two years, Mickey has performed in the company's production of *Attack of the Elvis Impersonators, Annie, Anything Goes* and *The Wiz*. Last summer, Mickey auditioned for and earned a $2000 scholarship to study with Long Beach Ballet Arts Center.

STAFF

Henry Kranendonk, mathematics curriculum specialist, was recently recognized by the National Council of Teachers of Mathematics for his recent article "People Count — Analyzing a Country's Future," which appeared in the January 2004 edition of *Mathematics Teacher*. Approximately 50,000 individuals and institutions receive copies of the journal.

Gina Spang, manager of design and construction with MPS's Facilities and Maintenance Department, was honored last month by the YWCA of Greater Milwaukee at the 2003 Outstanding Women of Achievement ceremony, for her contributions to her profession and to the community at large.

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APPROVAL OF MINUTES

The minutes of the regular and special Board meetings of December 2, 4, 10 and 16, 2003, were approved as printed.

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COMMUNICATIONS FROM THE BOARD CLERK

(Item A) Suspension of Board Rule 1.02(1) and Rescheduling of the Regular March 2004 Board Meeting

Office of
Board Governance

TO THE BOARD OF SCHOOL DIRECTORS:

Board Rule 1.02(1) provides that the regular meetings of the Board shall be held on the last Thursday of each month. Under the provisions of this Rule, the regular March 2004 Board meeting would take place on March 25, 2004, at which time many of the members of the Board will be attending the annual convention of the National Association of School Boards.

In light of this, it is recommended that the Board suspend Board Rule 1.02(1) and change the date of the regular March Board meeting to another date of the Board's choosing.

Respectfully,

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, Blewett, Hardin, Horton, Johnson, O'Neil and President Spence—7.

Noes—None.

Director Hardin moved to reschedule the regular February Board meeting to February 23, 2004.

The motion prevailed, the vote being as follows:

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

Noes—None.

Director Hardin moved to reschedule the regular March Board meeting to March 23, 2004.

The motion prevailed, the vote being as follows:

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

Noes—None.

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REPORTS OF STANDING COMMITTEES

Separate consideration was requested of the following items:

Special Education Committee, Item 2, a request for approval to apply to the Department of Public Instruction for a waiver from special education rules concerning categorical labels for students who qualify for and receive special education services; and

Finance/Personnel Committee, Item 4, relocation of the Milwaukee French Immersion School to the former Steuben Middle School.

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

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

Noes—None.

COMMITTEE ON STRATEGIC PLANNING AND BUDGET

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

TO THE BOARD OF SCHOOL DIRECTORS:

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

REPORT #1

(Item 1) Follow-up to Informational Report on District Operational Expenses

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

Background

1. In December, the Administration presented to the Committee on Strategic Planning and Budget a number of options for reducing district costs. The Administration now is prepared to present further information.

2. In preparing this board item, the Administration, while having retained some background information from the December 10 item, has also deleted specific options which were presented in December and are, therefore, not discussed further in this Board item. As the deletions were made only for the sake of brevity in this board item, the Administration remains willing to discuss any option previously presented. Substantive changes to items are highlighted.

3. The Administration brought the options forward because expenses are rising so rapidly that additional funds which the district receives do not cover the cost of continuing existing operations. While core revenues rose 17% per pupil over the last five years, several costs rose much more. For example, the cost of employee benefits rose 34%, primarily due to an 87% jump in health insurance costs. FY04 benefits are budgeted at 55% of wages, while the projected 2005 fringe benefit rate is 63%. If nothing changes to mitigate the impact of the cost of fringe benefits, the district may have to take drastic steps to balance its budget. The impact of the fringe-benefit rate can be demonstrated by applying it to the FY04 budgets of individual schools (see attachment to the minutes of your Committee's meeting).

4. Other costs have increased significantly as well. Utility costs increased 45% over the last five years, and debt service on borrowing to update and maintain school buildings grew by $3.1 million, or 42%.

5. The district has had to cut services year after year in order to close that deficit and produce a balanced budget. Central Service budgets, for example, have been trimmed by $16 million since FY2000, including $12 million in FY04 alone. The Administration will include in its FY05 budget a proposal to cut Central Service budgets by an additional $4 million to $5 million.

6. Since schools are allocated the greatest part of district funds, however, they have directly borne much of the impact of the district's reduced purchasing power. In FY04, schools cut instructional and support staff by over 550 positions — teachers, educational assistants, and support staff. Since FY99, total district staffing has decreased by more than 900 positions.

7. The fiscal pressures on the district continue, and the Administration believes that it is essential to adopt cost-saving measures to allow the maximum resources to be devoted to the classroom. In December, the Administration presented for the Board's review cost-savings options that focused on

a. costs of employee compensation;

b. transportation of pupils;

c. standards for communications and computer wiring; and

d. elimination of facilities.

8. The Administration now would like to present additional information to the Committee about some of the options. The Administration also is providing, as attachments to the minutes of your Committee's meeting, a PowerPoint update of the district's facilities standards and requested information about the district's maintenance and repair costs.

Administration's Analysis

PUPIL TRANSPORTATION

9. Pupil Transportation Services provides home-to-school and school-to-school busing services for almost 64,000 students daily. Transportation is provided to each MPS school site, to 23 suburban districts as part of the Chapter 220 Inter-district program, and to 96 non-public schools. In addition, over 100,000 other bus trips for such things as class field trips, athletics, and after-school activities are scheduled. Students are able to attend the schools of their choices through the district's transportation system.

a. The chart below provides an overview of the transportation system.

Students Transported			Projected	
Category	2001-02	2002-03	2003-04	2004-05
Regular	55,312	54,202	49,939	46,011
Special Education	3,670	3,860	4,060	4,270
Chapter 220	4,518	4,009	3,638	3,157
Non-Public	6,299	6,072	5,853	5,642
Totals	69,799	68,143	63,490	59,080
% Change		-2.37%	-6.9.3%	-7.0%

Transportation Costs			Projected	
Category	2001-02	2002-03	2003-04	2004-05
Regular	$27,969,556	$28,427,434	$28,824,290	$27,568,674
Special Education	$11,596,864	$12,110,555	$12,022,833	$11,950,849
Chapter 220	$10,630,877	$9,919,359	$9,880,087	$9,877,089
Non-Public	$2,378,648	$2,281,704	$2,315,454	$2,373,340
Special Programs	$3,025,589	$2,258,066	$3,204,000	$3,284,100
Totals	$55,601,534	$54,997,118	$56,246,664	$55,054,052
% Change		-1.09%	2.27%	-2.12%

b. The FY04 cost increases are attributable to a 7% increase in bus rates and a significant increase in service to homeless/shelter students in response to McKinney-Vento legislation, which expanded the district's obligation to provide transportation services to homeless students.

10. Transportation Options

a. The following options for reducing transportation costs were presented to the Board in December:

- modifying school start and end times;
- establishing school-to-school service;
- transporting middle-school students via MCTS (Milwaukee County Transit System);
- modifying school assignments.

b. Modify School Start and End Times: Since 70% of bus costs are fixed, improving the efficiency of each bus run can reduce costs. The current district-wide school starting and ending time is roughly in balance for regular education routes. That is, the number of routes used for the early start time is roughly the same as for the late start time. There is, however, a significant imbalance in high-school special education routes. Any school-time adjustment needs to focus on high schools with large special-education populations.

c. To determine the fiscal impact of various options, we multiplied the reduction in the number of buses by the average annual bus cost. The number of buses and costs for regular and special education in FY03 are listed below.

	Buses	Cost
Regular:	771	$41,125
Special Education:	202	$34,550

d. The Administration presented three scenarios in December for changes in the transportation policy. Scenario #3 focused on changing the schools from two-school-day schedules to three:

Regular Buses Reduced	106
Projected Savings	$4,359,250
Special Education Buses Reduced	33
Projected Savings	$1,140,150
Total Potential Annual Savings	$5,499,400
3-tier schedule:	
City-wide schools	7:30 a.m.-2:15 p.m.
High schools	7:30 a.m.-2:40 p.m.
Middle Schools	8:20 a.m.-3:20 p.m.
Elementary Schools	9:20 a.m.-4:05 p.m.

e. Scenario #3 would require modification to the teachers' contract, as the teacher day is outside the timeframe specified in the contract.

f. The reduction in buses in scenario #3 is due to the ability to add a middle-school route between a citywide route and an elementary route. Citywide routes are 55-60 minutes in length, thus the need for an hour between school-day end times for citywide schools and middle schools. Middle-school routes now are 40-55 minutes long. To fit a middle-school route between a citywide and elementary, the middle-school route should be no longer than 45 minutes. To cut middle-school route times, Scenario #3 calls for reducing the walk-to-school eligibility distance for transportation from 2.0 miles to 1.0 mile. This revision would make the walk-to-school requirements for middle schools the same as they are for K8 schools and also would encourage students to attend their neighborhood middle schools.

g. Assuming more students do choose neighborhood schools, the lengths of bus route would decrease, and the district would be able to implement the 3-tier schedule. Middle-school route times would decrease, even if the numbers of students transported did not. Full savings may not be realized for 2-3 years, because students who started at middle schools outside their neighborhoods may choose to finish at those schools.

h. While there are potentially difficult scheduling and administrative issues with Scenario #3, the potential cost reduction is significant.

ELIMINATION AND CLOSING OF FACILITIES

11. The district operates 157 school sites. Current fiscal year costs for Facilities and Maintenance staff, leases, and utilities are in excess of $48 million. The cost of excess building capacity reduces spending on direct pupil services dollar for dollar. The district has more total capacity than it needs for its students, and expected shifts in enrollment patterns suggest some areas where overcapacity will become a significant issue, both operationally and financially.

a. *Elementary Schools.*

1) District projections indicate there will be a gradual decline over the next several years in enrolments in kindergarten through eighth-grade. Actual populations in elementary buildings will fare better, however, due to the conversion of many K-5 and K-6 schools to K-8 format. Meanwhile, the district is in the process of adding 11,000 elementary seats through NSI to provide opportunities for as many pupils as possible to receive an education in their neighborhoods.

2) As the NSI plan is completed, pupils are expected to return "home" to fill the additional seats created in what had been underserved areas of the city. As this occurs, the excess capacity in elementary schools will become a significant issue. Even now, it is evident that some elementary schools have not had, and are not expected to have, an attendance-area population large enough to justify their continued operation in a neighborhood-school system. Closing a medium-size elementary school could eliminate over $500,000 in site-related costs per year. Depending on the size of the school involved, savings could vary from $400,000 to $800,000.

b. *Middle Schools.* The 21 full-size middle schools in the district have a capacity to serve 17,100 pupils. The September 2003 enrollment in those buildings was approximately 16,300. Middle-school enrollment, however, is dropping as elementary schools add grades to become K-8 facilities. The 21 full-size buildings lost nearly 500 pupils from September of 2002 to September 2003, despite the addition of hig- school grades at a few sites. Overcapacity will continue to grow as the K-8 pattern becomes widely established. Closing a typical full-size middle school could eliminate over $1.2 million in site-related costs per year.

c. *High Schools.* The district has 15 full-size high-school buildings, with a capacity to serve 26,600 pupils. The current enrollment in those buildings is approximately 21,500. Reducing full-size high schools by one building (as presently organized) could reduce district expenses by $1.7 million per year. (A further issue that must be kept in mind when considering high-school capacity is the use of these facilities in light of the High School Redesign Initiative.)

12. Elimination of Facilities

a. Elimination of facilities could take any or all of four forms:

1) disposal of school buildings and their sites;

2) disposal of non-school facilities;

3) termination of leases;

4) disposal of undeveloped sites.

b. In addition to the savings discussed above that could be generated by school closings, disposal of a facility can yield additional savings, including elimination of utility costs and the building checks needed to preserve the building in good condition, as well as any major maintenance of infrastructure. The additional annual savings would be approximately $35,000 per elementary school, $90,000 per middle school, and $115,000 per high school — plus any scheduled infrastructure maintenance.

c. In sum, savings accrue when the children attend other MPS schools which have the facility and administrative capacity to absorb them. The Neighborhood School Plan has created significant facility capacity which is not currently being used. (The estimated cost savings assume that the same number of instructional staff is needed to teach the children.)

d. The Administration has prepared options for developing criteria for the closing of sites. They are broken down into short-term considerations and long-term considerations.

13. <u>Short-term Considerations</u>

a. Financial viability of a particular school's program can be the key criterion. The analysis would begin with reviewing the projected resources of the school:

1) general per-pupil allocation and "block grants" for transportation, building operations, special education. *(Due to the Board allocation's emphasis on equity, with a specific emphasis on per-pupil distribution of funds, this financial analysis incorporates a measure of parental selection options. Schools that attract more students are given a proportionately broader financial base than those schools with fewer pupils.)*;

2) federal and state grant programs;

3) special grants and resources.

b. The resource base would then be compared with a model to meet the minimum operating requirements of the school. The model would include:

1) maximum student/teacher ratio by grade level — a basis which would be developed with experienced principals;

2) minimum cost for administrative staff;

3) minimum anticipated costs for non-position accounts, such as substitutes and hourly-pay classifications, supplies, phones and equipment, and minor maintenance;

4) Chargeback and buyback costs (for Central Services).

c. Specifically, district spending trends for similar schools can be used as benchmarks. Schools for which the resource base is less than the cost of meeting a minimum standard operating model would be identified for further discussion and analysis. A collaborative effort would be implemented to discuss the financial strain with stakeholders, including parents, school staff, and interested community leaders. Additional factors to be reviewed would include neighborhood demographics, unique staffing models, and the costs of transportation and facilities.

d. The Administration anticipates that this process would identify schools which are operating inefficiently and, therefore, are causing a strain on the district's ability to focus limited financial resources on the classrooms throughout MPS schools. It may be noted that such inefficiency is not due to poor management by the principal, parents, or any other stakeholders — the district simply faces increasingly difficult financial constraints which call for less expensive delivery of the educational services needed by Milwaukee children.

14. Long-term Considerations

a. Schools that should be considered as candidates for closing should be those where a neighborhood's pupil population is too small to support its facility. This approach has merit on a strategic basis: MPS is seeking to return to a pattern of neighborhood-school attendance. Over the next several years, parents are increasingly expected to support this initiative. Closing schools on any basis that does not take neighborhood demand into account may have a negative effect on attempts to meet the goal of restoring neighborhood schools. It might also hamper the reduction in pupil-transportation costs needed to meet debt costs from the Neighborhood Schools Initiative. In short, there are long-term, district-wide arguments for this criterion.

b. A way to assess schools as candidates for closing under this criterion already exists. Data are available on how many pupils who are enrolled in all MPS schools reside in each attendance area. Comparing this number with that school's current enrollment or to its use capacity can provide a basic rating to be used to determine which schools should be considered for closing and disposal.

c. Once the likeliest candidates have been determined through this rating, further factors may need to be considered:

1) Does the school's attendance area have both a recent history and near-future prospect of low pupil population (i.e., is low population a long-term pattern)?

2) Is there probability that a significant number of pupils attending non-MPS schools would return to their neighborhood MPS schools if the schools served only their neighborhoods?

3) What is the school's potential for generating sale revenue and tax base if disposed of?

4) Would closing a particular school result in pupils' being outside the walk-zone of all other area schools, resulting in no decrease (or even an increase) in transportation costs?

5) Would redrawing attendance-area boundaries shore up a candidate for closing and allow the closing instead of a neighboring school which is either a less desirable physical plant or on a site with greater re-use potential?

d. *Non-school Facilities.* Opportunities may exist to reduce non-school service facilities through consolidation. If the maintenance facilities at 11th Street, Delaware, Hampton, and 39th Street could be consolidated, there is potential for at least some operating savings. But a more significant result might be the net proceeds from the sale of these facilities. The 11th Street facility may have a market value of as much as $2.5 million,. while the other facilities might be sold for $300,000. In such a consolidation, these sale proceeds would have to be netted against the cost of a replacement facility, moving expenses, and any building modifications at the new site. The balance would then be credited to the Construction Fund. Another non-school location, the Clairmont facility on South 20th Street, is another potentially disposable site. Its estimated market value is in the range of $250,000 to $350,000.

e. *Leased Sites.* The district leases a number of sites for programs ranging from Head Start (King Drive) to high school (New School for Community Service). With the identification of excess capacity at various district-owned locations, the opportunity exists to terminate at least some of these leases and move operations into an owned facility. In some cases, small programs might share a facility that would otherwise have been closed, saving the value of the leases no longer needed rather than the building-related costs of the owned facility. Savings would vary with the lease cost and with any penalty, should the lease be terminated before its full term. Current leases range from $20,000 to $400,000 per year; expiration dates vary from September 2005 to 2008.

f. *Undeveloped Sites.* The district owns two sites on the northwest side of Milwaukee that were acquired as potential school locations. Their value in an undeveloped state is not currently available; their developed value might exceed $2,000,000.

g. Another financial effect of disposing of district property is that of an increased tax base. If a site is developed (or re-developed) as taxable property, the tax base will increase not only by the value of the property in its current state, but also by the value of the improvements made to it.

* * * * *

REPORT #2

(Item 1) Action on a Timeline and Process for the FY05 Budget

Background

1. A budget calendar is to be annually adopted by the Board per Board Governance Policy 2.05: Annual Board Planning Cycle.

Administration's Analysis

2. A budget calendar for FY05 has not yet been formally adopted. The proposed calendar, as outlined in the recommendation, sets the adoption date for the budget in early June.

Statute, Board Policy, or Rules Statement

3. This item is in accordance with State Statute 119.16(8) and Board Governance Policy 2.05, Annual Board Planning Cycle, which states, "A Board calendar with all work displayed on a timetable will be developed annually." The administrative procedure calls for an April adoption, so approval of this calendar (June adoption) will override the procedure.

Fiscal Impact Statement

4. There is no fiscal impact from the adoption of the budget calendar.

Implementation and Assessment Plan

5. The budget calendar outlines the plan of action for the development of the FY05 budget.

Committee Recommendation

Your Committee recommends that the Board adopt the following FY05 Budget calendar:

FY05 BUDGET DEVELOPMENT CALENDAR		
Date(s)	**Action**	**Responsibility**
January 22, 2004	Strategic Planning and Budget Committee meeting on projected enrollment and revenues and on budget calendar.	Board
February 4, 2004	School allocations, chargeback/buyback catalog, budget forms and instructions provided to principals.	Finance
February 5, 2004	Schools will notify their parents, students, staff, school communities, and Board members of the dates when their respective school governance councils will meet on budget matters.	Schools
March 17, 2004 (by 4:30 PM)	Schools submit budget request documents.	Schools
March 17-March 30, 2004	Review school budgets and resolve problem areas. Finance will notify departments if buybacks are adjusted per this review.	Finance
March 17-April 25, 2004	Compilation of budget and analyses.	Finance
April 26, 2004	Proposed Budget Document released.	Finance
April 27-May 13, 2004	Strategic Planning and Budget Committee's review and amendment of proposed budget. There will be 4 work sessions/public hearings during this time.	Board
May 13, 2004	Proposed Budget/public hearing notice published in newspapers.	Finance & Board Governance
May 2004	Strategic Planning and Budget Committee recommends budget to Board.	Board
May 2004	Public hearing on the Budget.	Board

FY05 BUDGET DEVELOPMENT CALENDAR		
Date(s)	**Action**	**Responsibility**
May 2004	Statutory public hearing on Strategic Planning and Budget Committee's Recommended Budget.	Board
June 3, 2004	Budget Adoption.	Board
August 2004	Board transmits tax levy to Common Council.	Board Governance
Sept-Oct 2004	Board finalizes FY05 Budget - transmits any changes in tax levy to Common Council.	Board

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

* * * *

(Item 2) Report on Revenue Forecast for FY05 and Parameters to be Used in Preparing the FY05 Proposed Budget

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

Administration's Analysis

Each year, the Administration reports to the Board its estimates of enrollment for the coming school year, as well as any enrollment impact on the district's available revenues for the next fiscal year. Since the state's revenue-limit law ties general state aids and local school taxes in the School Operations and Construction Funds to enrollment changes, this estimate of expected enrollment is indispensable to financial planning. The following outlines the projections to date:

1. ENROLLMENT

   a. The projection of September enrollments for planning purposes is a joint effort by Educational Accountability, Pupil Services, Facilities, and Finance. Initial system-wide forecasts are prepared in Educational Accountability and Facilities. Projections are made on a grade-by-grade basis and agreed upon. Educational Accountability, Pupil Services, Facilities, and Finance then identify the proportion of the total enrollment expected to be in the suburban schools under the Chapter 220 and Open Enrollment programs, in alternative and partnership schools, and in non-instrumentality charter schools.

   b. The remaining portion of the projected enrollment is broken down into estimated numbers for each MPS elementary/K-8, middle, and high school. Educational Accountability confers with individual schools, reviews past years' enrollment for patterns and proposed program changes for impact, and determines a set of figures that matches the overall projected number.

   c. Projections for September 2004 (FY05) break down as follows:

Schools	FY2004 Actual Fall Enrollment	Enrollment for FY2005 Budget*	Projected Enrollment Change	Projected Percent Change
Elementary/K-8	52,788	52,971	183	0.3%
Middle	15,316	13,702	-1,614	-10.5%
High	23,154	23,173	19	0.1%
SUBTOTAL	**91,258**	**89,846**	**-1,412**	**-1.5%**
Alternative/Partnership/Contracted	3,658	3,658	0	0.0%
Non-Instrumentality Charters	2,443	3,095	652	26.7%
SUBTOTAL	**6,101**	**6,753**	**652**	**10.7%**
Chapter 220 (in suburbs)	3,648	3,300	-348	-9.5%
Open Enrollment (in suburbs)	2,762	3,458	696	25.2%
SUBTOTAL	**6,410**	**6,758**	**348**	**5.4%**
GRAND TOTAL	**103,769**	**103,357**	**-412**	**-0.4%**

** Figures for FY05 reflect enrollment changes projected to occur if the additional non-instrumentality charter schools pending before the Board are approved.*

d. The enrollment figures shown in the chart above are converted by the Finance Department to an estimated pupil full-time-equivalent countable 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 schools.

2. REVENUE LIMITS AND REVENUES

Assuming current law, revenue limits include an estimated inflationary adjustment of $240 per pupil in FY05, for a net increase of $25.0 million, from $793.5 million to $818.5 million. This means that property taxes and state general aids for the Construction and School Operations Funds may rise by $25.0 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 decrease by $0.5 million, from $90.9 million to $90.4 million.

b. No use of fund balance is included in the FY05 estimates, representing an expenditure decrease of $1.3 million. In FY04, $1.3 million in fund balance was used to pay for one-time FY04 costs.

c. Borrowing for the new special education information management system (SIMS) was completed in FY04. FY04 borrowing was $1.3 million. There will be no borrowing in FY05.

d. The final borrowing for the Neighborhood School Initiative (NSI) was executed in FY04. FY04 borrowing was $62.3 million. There will be no borrowing in FY05.

e. The Construction Fund is expected to tax at its legal limit of $0.60 per $1,000 assessed valuation. Given the latest assessed valuation figures, the Construction levy, which is part of the revenue limit, would increase by $0.6 million, from $11.6 million to $12.2 million. Estimates of E-rate and QZAB funding available in FY05 are not yet available.

f. The Extension Fund will increase by approximately $80,000, from $10.2 million to $10.3 million, to allow for 3% increases in program budgets. In addition, inter-fund payments by the Extension Fund to Operations for facilities maintenance costs will be reinstated, increasing the Extension Fund total by an additional $1.96 million. (The FY04 inter-fund payment was suspended because the FY04 School Operations budget was able to absorb that cost.)

g. Preliminary indications are that overall categorical grant funding is not expected to increase beyond the FY04 levels.

4. CENTRAL OPERATIONS

School Operations funding for central budgets is based upon revenues from MPS schools, plus any amounts identified as either:

- unrelated to MPS schools, but related to outside obligations (such as special education services to non-MPS pupils); or
- related to schools, but that must be managed at the district level to comply with policy or good administrative practice (such as litigation expenses). For FY05, Central Services budgets are being reduced to $88.4 million from the $93.5 million approved in May for FY04 This reduced amount, combined with non-departmental costs such as pupil transportation services, utilities, unallotted labor agreement reserves, etc., will reduce chargebacks and buybacks paid by schools to their lowest levels since their inception — less than 22% of school budgets.

5. SCHOOL ALLOCATIONS

The Administration is considering one major and two minor changes in the FY04 methodology for budgeting the numbers of pupils and related allocations per school.

a. The major change is an adjustment of 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, resulting in a change in the true cost differences among the four school levels. A comparison of the teacher average salaries used in FY04 and those to be used in FY05 show the following changes:

	Teacher Salaries	
School Level	FY04	FY05
High	$48,327	$48,100
Middle	$43,381	$45,100
K-8	$44,644	$45,400
Elementary	$45,521	$46,800

2) Besides different average teacher salaries, the weights for each level reflect the overall cost differences that existed at the time the current allocation method was devised. The weights, therefore, reflect not only differences in average teacher salaries, but also total costs per pupil at that point in time. For example, when the current model was created, middle schools had higher staff-to-pupil ratios than any other level of school. This factor was more substantial than average teacher salary differences; the net effect of the two factors generated the original weight.

b. The first minor change updates the high-school weight for the ACTUAL FULL COST OF ATHLETICS.

1) In previous years, a central account for co-curricular initiatives has funded part of interscholastic athletics; the estimated FY04 amount thus funded is $915,000. As a result, the cost base reflected in the high-school weighting has been artificially low. After consulting with high-school principals, the Administration is incorporating the full cost of athletics into school budgets. To reflect this, the FY05 high-school weight will be increased by 0.008 of the basic per-pupil amount. In FY04, this would have increased the high-school per-pupil amount by 0.008 of $5,428, or approximately $44.

2) The Administration will modify the level weights in FY05 budget planning to reflect the change in average teacher salaries, taking into account that teacher compensation consumes about 55% of per-pupil allocations. Full costing of athletics will be reflected in the high-school weights as well. The changes are as follows:

	Weight	
School Level	FY04	FY05
High	1.120	1.110
Middle	1.105	1.110
K-8	1.038	1.032
Elementary	1.000	1.000

3) Had these average salaries and weights had been applied in FY04, changes in the per-pupil allocations would have been as follows:

	FY04 Per-Pupil	
School Level	Actual	If Revised
High	$6,079	$5,982
Middle	$5,998	$6,025
K-8	$5,634	$5,602
Elementary	$5,428	$5,428

b. The second minor change anticipated is a modification to the FUNDING METHOD FOR KILMER ALTERNATIVE SCHOOL. At the request of its administrator, Kilmer will be funded using the school formula instead of through an allocated amount for alternative programs in general.

6. ALLOCATION OF OPERATIONS FUND REVENUE

Using the revenue guidelines described above, planning for FY05 is already underway. Base data have been established, and preliminary calculations have been made. The allocation process is outlined below.

ESTIMATED ALLOCATION OF SCHOOL OPERATIONS REVENUES
(in million $)

The following figures reflect current estimates. Figures in the proposed budget may be somewhat different because cost and revenue projections will be further refined.

FY04 SCHOOL OPERATIONS FUND	$ 937.6
Revenue Limit Inflationary Adjustment	24.4
Borrowings (NSI and SIMS borrowing completed in FY04)	(63.6)
Use of Fund Balance	(1.3)
Other Net Revenue Changes	(0.5)
FY05 SCHOOL OPERATIONS FUND	$ 896.6
Less School Nutrition Revenue	*(29.4)*
School Operations Net of School Nutrition	$ 867.2

Non-school Funding:		
Contingent Fund	$ 1.0	
Intergovernmental Agreement with City	3.6	
Repay City for Overpaid Taxes	0.2	
Debt Service	10.0	
Litigation Expenses/Judgments	0.8	
Categorical Grant Indirect Aid Support	4.0	
Suburban/Private Pupil Transportation	12.3	
Special Education for Non-MPS Pupils	3.3	
Less Non-school Funding		*(35.2)*
NET OF NON-SCHOOL FUNDING		$ 832.0
Central Funding for Schools:		
Neighborhood Schools Projects& Management	1.5	
Driver Education	0.3	
Less Central Funding for Schools		*(1.8)*
SCHOOL ALLOCATION FORMULA BASE		$ 830.2

Strategic Plan Compatibility Statement

7. 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

8. The proposed allocation method distributes 95.7% of the School Operations Fund revenue, net of School Nutrition, to schools.

9. Revenue for central budgets will decrease as a percentage of total school allocations.

10. School allocation formulas and mechanisms are expected to change to reflect updated information on average teacher salaries at the different school levels and the full cost of interscholastic athletics. Kilmer will adopt the school allocation methodology.

Implementation and Assessment Plan

11. The FY05 proposed budget will be prepared on the basis of the current state law on revenue limits, using the district's full revenue authority.

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COMMITTEE ON SPECIAL EDUCATION

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

TO THE BOARD OF SCHOOL DIRECTORS;

Your Committee on Special Education presents the following report:

(Item 1) Monthly Report on Special Education Compliance

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

Administration's Report

1. Service Information

Total Initial Evaluations (July 1, 2003 to present)	1,927

Initial Evaluations Completed.....940

Number SEN.....640

Percentage SEN.....68%

Open Initial Referrals.....987

Total Re-evaluations.....2,398

Open Re-evaluations.....1,077

Re-evaluations (Completed since September 2003).....1,321

IEP Services — Total LEA populations served.....16,543

2. Data Management Services (SSIMS)

Special Services Information Management System (SSIMS)
Project Status Report as of January 6, 2004

SSIMS (Encore) Database

- Encore database version 5.0 loaded to MPS servers on June 12
- Encore database version 5.1.7 loaded to MPS servers on August 15
- Encore database version 5.1.13 loaded to MPS servers on September 29
- Encore database version 6.0.11 loaded to MPS servers on December 8, 2003

SSIMS Training

- Encore and forms release 5.0 training took place in August and September 2003
- Encore data-entry training took place in September and October 2003
- Encore and forms 6.0.11 training schedule to begin January 20, 2004

Interfaces

- Initial data load completed in August 2003
- Inbound daily interface processing (eSIS to Encore) running nightly
- Outbound daily interface (Encore to eSIS) running nightly

IEP Forms

- Coding for the initial IEP forms (80 pages) is complete
- SSIMS team is performing final phase of user-acceptance testing of all 80 pages
- IEP forms have been incorporated into the Encore 6.0.11database application

Reports

- There are a total 37 school and district standard reports in Encore 5.0
- An additional 12 reports were added in Encore release 6.0.11
- Two executive summary reports and one school-based report are currently being developed

December Child Count

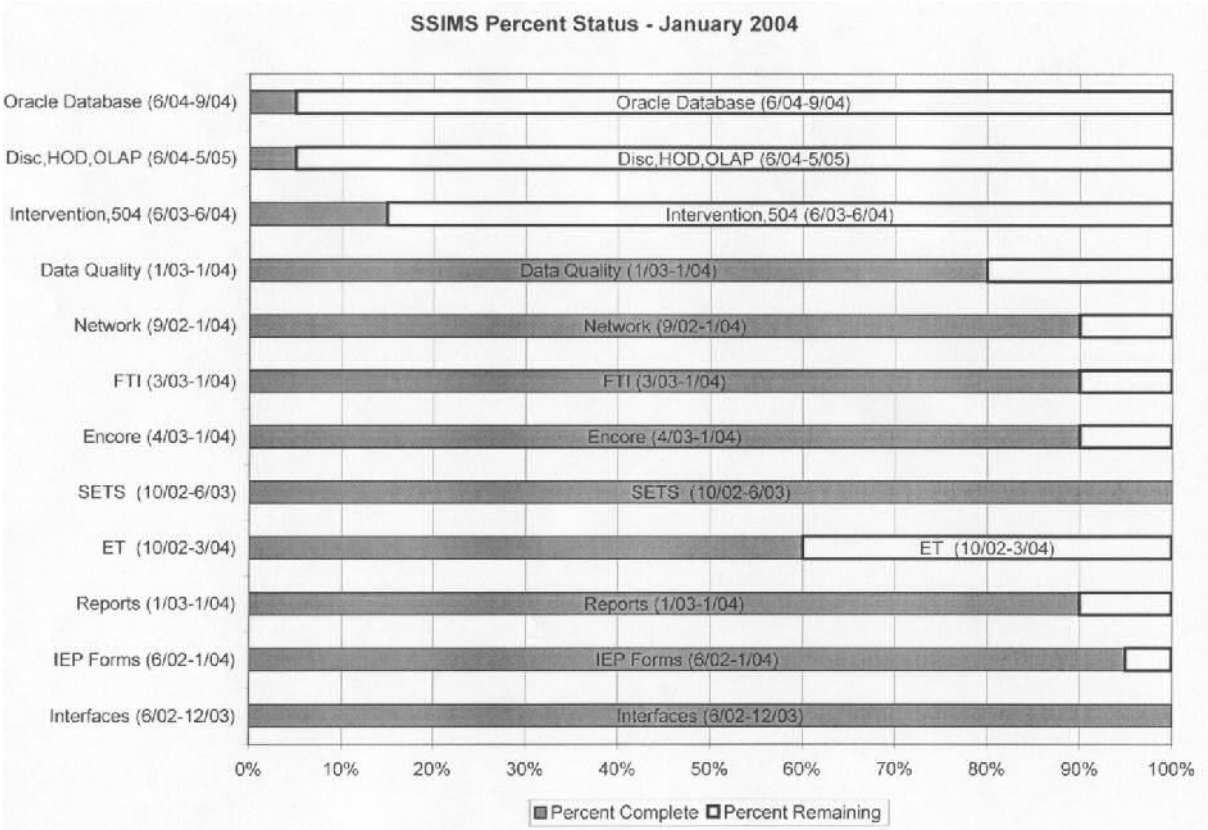
- Child-count data have been extracted from Encore and loaded into DPI application software
- Child-count audit reports have been developed to ensure data accuracy

Encounter Tracker (ET)

- ET business-process-analysis document approved by MPS on March 14, 2003
- ET application demo to MPS planned for February 2004

Forms Updating Encore Database (FTI)

- Data mapping for the initial IEP form pages is complete
- FTI coding completed on November 25, 2003
- Final FTI testing by MPS scheduled to be complete in January 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 network readiness survey sent to MPS traditional and charter principals
- Survey results have been evaluated and the results given to MPS Technology

SSIMS Data Quality

- A SSIMS data quality committee has been formed to evaluate and monitor SSIMS data
- SSIMS data is being compared with eSIS data to verify accuracy

Rollout Schedule

- As of September 2003, IEP data are being entered into the Encore 5.1.13 database daily
- Encore and forms 6.0.11 pilot rollout scheduled for January 2004

- Encounter Tracker scheduled for implementation in 2004
- Intervention, 504, Discipline, HOD, OLAP module implementation in 2004/2005

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(Item 2) Action on a Request for Approval to Apply to the Department of Public Instruction for a Waiver from Special Education Rules Concerning Categorical Labels for Students Who Qualify for and Receive Special Education Services

Background

1. The Administration is recommending Board approval to seek a waiver from Wisconsin Statutes 115.76(5) and 115.782(2)(b)2a to free the District from the necessity of providing categorical labels for students who qualify for and receive special education services. Such approval would extend to a maximum of 70% of District schools by the expiration of the four-year approval period. In accordance with State Statute 118.38, the Board must hold a public hearing prior to submitting a waiver request to DPI.

2. Current state special-education regulations require that a child found by an IEP team to be disabled and in need of special education be given a categorical designation in one of eleven areas at the end of the evaluation process. This designation is necessary for the child to receive special education services; however, such categorical labels are not required by federal IDEA law.

3. In Winter/Spring 2000, the Board, after holding a public hearing as required by state law, was granted a waiver from this regulation by the Wisconsin Department of Public Instruction in order to allow the District to classify students as disabled and in need of special education without the use of categorical labels. To do so, the District uses the processes included in Optimizing Success through Problem Solving, a District initiative that has been regularly presented to the Board over the last several years.

4. The problem-solving process focuses on interventions within the regular education classroom and on the children's responses to those interventions. When the intensity of the problem and the level of resources necessary are beyond those which can be provided in regular education, a formal referral for determining special education eligibility is initiated. A referral will also be initiated at any time if requested by a parent or others. As the evaluation process relies primarily on information already collected during interventions, measuring a student's response to interventions, the process should be completed in a shorter time than is traditionally required.

5. Subsequent to receiving the initial waiver, the Board set a goal of implementing Optimizing Success through Problem Solving in every school by 2007. State law, however, requires any waiver to be renewed every four years. Although the District could ask for renewal of the initial waiver, which has significant limitations on the number of schools allowed to use non-categorical processes, DPI has suggested that a new request be submitted which would include expanding the number of schools allowed to use a non-categorical labeling process for special education.

Administration's Analysis

6. Among the reasons for seeking a DPI waiver to use non-categorical determinations for special education is that research — while finding little support for the idea that unique treatment or teaching methods work for specific learning disabilities, cognitive disabilities, emotional or behavioral disabilities, etc. — does support the view that the same teaching methods work equally well for virtually all students with disabilities. Use of the techniques of good teaching is good teaching for every student.

7. Our district has already moved to non-label-driven service delivery, a model consistent with the above. In addition, mega analyses indicate that the use of intelligence tests as a comparison measure with academic or language functioning (the IQ discrepancy) is not essential to accurate classification. Use of problem-solving processes and measures identifies the same students with learning, language, and behavioral concerns as are found using a traditional approach.

8. Early assumptions that specific treatment or teaching techniques should be based on a student's special education label are not confirmed by the research literature. Studies find no, weak, or inconsistent effects of differential treatment by label with effect sizes ranging from -0.34 to +0.29 (good effect size is 0.50 to 2.0); however, specific treatment based on specific needs and goals, regardless of label, range from 0.70, for curriculum-based intervention/graphing with formative evaluation, to 1.0, for curriculum-based measures/graphing with formative evaluation and systematic use of reinforcement.

9. Among the findings of several national groups — the National Academy of Sciences Panel Report, 2001; the Learning Disabilities Summit Report, 2002; the Learning Disabilities Roundtable (a/k/a the National Joint Committee of Learning Disabilities report), 2002 — are that:

a. non-categorical conceptions and classification criteria that focus on matching student's specific needs to an intervention strategy would take away the need for high-incidence disability labels;

b. results of IQ tests would not be a primary criterion upon which eligibility rests, as the use of measures of potential or ability out of the context of a setting (education) is inappropriate and scientifically invalid;

c. response to quality intervention as a method of identification can promote effective practices in schools. Response to intervention should be based on problem-solving models that use progress monitoring to gauge the intensity of intervention in relation to the student's response to intervention. Research has shown such models to be effective.

Strategic Plan Compatibility Statement

10. This waiver request supports the MPS Strategic Plan, Goal 1, Student Achievement, to continuously improve achievement of all students to meet high standards.

Statute, Board Policy or Rule Statement

11. The recommendation requires a waiver from Wisconsin Statutes 115.76(5) and 115.782(2)(b)2a in order to remove the necessity of providing categorical labels for students who qualify for and receive special education services. Such approval would extend to a maximum of 70% of District schools by the expiration of the four-year approval period. State Statute 118.38 requires the Board to hold a public hearing prior to submitting a waiver request from DPI.

Fiscal Impact Statement

12. This request for a waiver would have no fiscal impact.

Implementation and Assessment Plan

13. After public hearing and upon the Board's approval, the Administration will submit the waiver request to the Department of Public Instruction for consideration and approval.

Committee Recommendation

Your Committee recommends that the Board approve the Administration's request to submit to the Department of Public Instruction a request for waiver from Wisconsin Statutes 115.76(5) and 115.782(2)(b)2a in order to remove the necessity of providing categorical labels for students who qualify for and receive special education services

Director Blewett moved to adopt the Committee's recommendation.

The motion prevailed, the vote being as follows:

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

Noes—None.

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COMMITTEE ON INNOVATION/SCHOOL REFORM

Director Johnson 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 Request for Authorization to Cancel the New Locust School Project and to Convert Jackie Robinson from a Middle School to a K-8 School

Administration's Analysis

1. At its meeting of August 24, 2000, (Proc. pp. 183-187) the Board adopted the plan for the Neighborhood Schools Initiative (NSI). The State Legislature's Joint Finance Committee plan subsequently adopted the plan on September 26, 2000.

2. Contained in the plan were several projects which required acquisition of land to enable construction of new schools or to expand existing school sites. One such project was the construction of a new two-section K-8 school (572 seats) to serve the western portion of the existing Auer Avenue attendance area and southeastern portion of the existing Frederick Douglass attendance area. This school was designated the Locust School until a permanent name could be identified.

3. At its meeting of November 28, 2000, the Board of School Directors approved changes to the attendance areas of various elementary, middle, and high schools, except for those related to Grant School and Milwaukee School of Languages, as part of the ongoing implementation of the NSI. The Board subsequently approved the changes to the Grant School attendance area on December 19, 2000, and to that of the Milwaukee School of Languages on February 26, 2001. The creation of the new elementary attendance area for the Locust School was included in the approved changes.

4. The approved Locust attendance area is bounded by West Townsend Street, North 27th Street, West Locust Street, and North 35th Street. A new attendance area has been created for the new school, whose boundaries will run from the intersection of North 27th Street and West Townsend Street,west to 35th Street, south to Concordia Avenue, west to 39th Street, south to Locust Street, east to 27th Street, and north to the point of beginning. The attendance area is bisected by the Soo Line Railroad tracks and adjacent industrial uses. A map detailing the new attendance area is attached to the minutes of your Committee's meeting.

5. In 2001, the Administration, in conjunction with the Department of City Development (DCD), identified eight (8) possible sites for the new school. All of the sites except one were ultimately eliminated as part of due-diligence activities of the district. At its meeting of May 29, 2003, (Proc. pp. 113-115) the Board approved the parcel containing 5.6 acres bounded by West Burleigh Street, North 33rd Street, West Burleigh, and the Soo Line Railroad tracks as the site for the new Locust School and authorized the Department of City Development and the City Attorney to take all necessary actions to acquire the parcel.

6. As the Administration moved forward with the acquisition of the site, additional environmental testing was conducted to determine costs for site remediation, asbestos abatement, and demolition. This additional testing indicated that greater costs than originally anticipated were going to be incurred which, when combined with the anticipated acquisition cost, exceeded the budget for this aspect of the project by $1.5 million.

7. Based upon the projected costs, the Office of Neighborhood Schools and the Division of Facilities and Maintenance Services began to explore potential alternatives for the project in order to provide the needed seats at or below the project budget. Of all of the options considered, the most cost-effective was the conversion of the Jackie Robinson Middle School to an elementary school housing a K-8 program, with the expansion of the Locust attendance area to include the Robinson facility. This option would create a school with three sections each at grades K4 through 5, and two sections at Grades 6-8, housing 698 students. It would be designed to enable the future implementation of the SAGE program in grades K5 through 3, should funds become available. The Administration will apply for a change in the funding rule to permit SAGE funds to be made available to the school.

8. The Administration has met with the principal and staff at Robinson to review the proposed change. In addition, a town hall meeting was held on December 4, 2003, with residents from the Auer Avenue, Frederick Douglass, and Townsend attendance areas to inform them of the proposal and to obtain their feedback.

Strategic Plan Compatibility Statement

9. The Neighborhood Schools Initiative is one of the major initiatives of the school district. The recommendation is consistent with the practice of fiscal responsibility and making informed decisions about the allocation of district resources and supports the goal of family satisfaction as measured by their choices in the education marketplace.

Statute, Board Policy or Rule Statement

10. The recommendations are consistent 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 by December 31 on specific schools that will be closed the following school year.*
>
> *(c) Communities to be affected by any possible school closings 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 which 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 made 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

11. The estimated cost of the modifications at Robinson to house the new school is $4,347,000 and is broken down as follows:

Construction	$ 3,216,000
Design Fees	264,000
Professional Services	161,000
Furniture and Equipment	329,000
Staff Costs	48,000
Advertising and Duplicating	20,000
Asbestos Abatement	100,000
Contingency	209,000
Total	$ 4,347,000

12. Funds will be allocated to account number FAR-0-0-NSI-RB-ECNC from the existing Locust School account, which will then be closed upon payment of all outstanding charges. To date, a total of $175,000 has been expended on the project. The remaining funds in the amount of $7,561,339 will be allocated to the overall unallocated portion of the NSI Fund.

13. Completion of the modifications at Robinson will result in further savings, as the proposed addition at the Frederick Douglass School will not be completed. This will result in savings in the amount of $1,151,263. These funds will also be reallocated to the unallocated portion of the NSI Fund.

Implementation and Assessment Plan

14. Upon approval by the Board, the Division of Facilities and Maintenance Services will begin detailed planning and design activities with the principal. It is anticipated that construction activities will commence in the spring of 2004, with project completion by August 2005.

15. Enrollments at Robinson will be phased out over a two-year period beginning in the 2004-2005 school year. No new students will be enrolled in 2004-2005, and existing students will be allowed to remain if they choose. In the 2005-2006 school year, new students will be enrolled in Grades K4-6, with a grade to be added each of the next two years.

16. All activities at the former Locust School project will be concluded and the project closed out. The property will be returned to its original condition as it was prior to the testing activities and released back to the owner. It is expected that this will be completed by Spring 2004.

17. In accordance with Board policy, the Administration is recommending that the existing name be retained. Conversion of the facility to a K-8 school, however, will require modifying the name from Jackie Robinson Middle School to Jackie Robinson School. Costs for changing the lettering is included in the costs of the modifications.

Administration's Recommendations

The Administration recommended that the Board grant authorization to:

1. terminate the Locust and Frederick Douglass School projects and to convert the current Jackie Robinson Middle School to a K-8 school on a phased-in basis commencing in the 2004-2005 school year;

2. use funds in the amount of $4,347,000 to complete needed modifications at the Jackie Robinson School;

3. return funds in the amount of $8,712,602 from the former Locust and Frederick Douglass projects to the unallocated portion of the NSI Fund for use on other projects as may be required;

4. change the name of Jackie Robinson Middle School to Jackie Robinson School; and

5. institute the proposed attendance area for the Jackie Robinson School.

Committee Recommendation

Your Committee recommends that the Board direct the Administration to analyze the current proposal as well as the proposal for a split site and to bring the analysis and impact back to the Board in March 2004.

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

* * * * *

(Item 2) Action on Resolution 0304R-026 by Directors Blewett & Balistreri Regarding Collaboration with Milwaukee Area Technical College on the Preservation of the Adult High School Program

Background

At its December 16, 2003 meeting, resolution 0304R-026 by Directors Blewett and Balistreri was referred to the Innovation and School Reform Committee:

WHEREAS, The Milwaukee Area Technical College (MATC) is the only technical college in the state that is authorized to confer high-school diplomas; and

WHEREAS, Apprenticeship programs, many employers, some colleges, and the military still do not accept GEDs in lieu of high-school diplomas; and

WHEREAS, The Adult High School allows adults who have had to interrupt their education to finish their studies and to earn their high-school diplomas; and

WHEREAS, Since 1991, 1,672 students have graduated from the MATC Adult High School, many of them no doubt former MPS students; and

WHEREAS, According to survey which the Adult High School has conducted of it current 903 students, 347 (38%) of them are pursuing an adult high-school diploma, 277 (31%) are taking or retaking math and science high-school courses to enter college-level programs at MATC, and 202 (22%) are taking credits back to their districts; and

WHEREAS, The High School Contract program allows MATC to provide unique educational opportunities to high-school students (including 100 from MPS) in districts that do not offer technical and industrial coursework; and

WHEREAS, The Adult High School program allows students to pursue their diplomas in a college setting, thereby introducing these students to the world of higher education; and

WHEREAS, In a move to reduce costs, the MATC administration is considering the closing of this valuable educational resource; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors emphatically declare its support for the continuation of the Milwaukee Area Technical College's Adult High School program; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors direct the administration of the Milwaukee Public Schools to offer its support and assistance to the administration of the Milwaukee Area Technical College and the MATC Adult High School program in developing a plan to preserve the Adult High School program at MATC; and be it

FURTHER RESOLVED, That the Administration present this plan to the Board for approval no later than the January 2004 Board cycle.

Administration's Analysis

1. In a communication to the Superintendent of Milwaukee Public Schools, the President of the Milwaukee Area Technical College (MATC) indicated that the school would be reviewing its Adult High School program to look at alternative delivery models that would serve MATC students better while making more efficient use of faculty and tax dollars. Through this review process, MATC will assure that the longstanding commitment to basic skills and its relation to the attainment of a high-school degree is preserved. This review of the Adult High School program, which is one component of MATC's efforts to constantly assess the relevancy, effectiveness, and efficiency of all MATC programs, will be sensitive to the needs of the students, community, and taxpayers in need of a high-school degree.

2. The communication further detailed the reasons for this review:

   a. Currently, the Adult High School functions in relative isolation, with little natural crossover of faculty resources to other pre-college services. All other colleges in the Wisconsin Technical College System (WTCS) perform this function in partnership with local high schools. This option, as well as that of a down-sized Adult High School that retains the ability to offer a high-school diploma, will be explored.

   b. Of the 2,300 students that are enrolled in the Adult High School program each year, only about 30% are on a diploma track, with the majority taking vocational courses or prerequisites for college courses.

   c. On average, the Adult High School graduates 107 students per year, with about 1,300 students per year completing their GEDs through MATC.

   d. The Adult High School is part of MATC's Pre-College Division, along with Basic Skills, General Education Diploma/High School Equivalency Diploma, and English as a Second Language. MATC is currently working to bring all of these functions into closer alignment to cost-effectively focus financial and human resources on the wide array of pre-college services needed to effectively meet the highly diverse educational needs of a four-county district.

   e. A committee comprising MATC faculty staff and students has been convened by the MATC administration to study the issues detailed above and make recommendations for action.

3. The Administration of MPS recognizes the value of the Adult High School program and has started working with MATC's administration to offer support in preserving this program. Initial meetings took place on September 22, 2003, at 2:00 p.m. and on December 4, 2003, at 3:00 p.m. Future meetings addressing the preservation of the Adult High School program at MATC will continue in 2004.

Strategic Plan Compatibility Statement

4. The recommendation supports MPS Strategic Plan, Goal 1, to improve 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

5. This item is consistent with Board policy.

Implementation and Assessment

6. The MPS Administration will continue to collaborate with the MATC administration through scheduled meetings to support the preservation of the Adult High School program. Efforts will be made to explore the possibility of including the Adult High School program in the high-school redesign initiative.

Fiscal Impact Statement

7. This item does not authorize expenditures. There is no fiscal impact associated with this item.

Committee Recommendation

Your Committee recommends that the Board accept the Administration's response and support the collaborative efforts between Milwaukee Public Schools and the Milwaukee Area Technical College to preserve the Adult High School program.

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

* * * * *

(Item 3) Transmittal of the Annual District Report Card

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

Administration's Report

1. In accordance with the MPS Administrative Policy 2.16, District Accountability System, the Administration presents the Board and the community with its annual Report Card for the 2002-2003 school year. School-by-school reports are presented along with a district overview.

2. Requirements of the Elementary and Secondary Education Act (ESEA) stipulate that school districts report two-year performance trends of students on statewide assessments in reading and mathematics, disaggregated by ethnicity, gender, socioeconomic status, migrant status, disability status, and English-proficiency status. According to ESEA, the graduation rate must be reported for high schools, and another indicator (attendance) must be reported for elementary and middle schools. Additionally, each school's performance is to be compared with the state's adequate yearly progress target, and professional qualifications of teachers must be reported.

3. The 2002-2003 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. As per district policy, principals have submitted brief text profiles of their schools as part of the first page of information for each school. To the extent practicable, results are reported for all students enrolled and for all schools serving MPS students.

4. ESEA requires that Report Cards also contain information regarding the percent of classes taught by "highly qualified" teachers. Given the complexities in reporting data on teacher quality, the district will rely on Department of Public Instruction's annual reports to provide this information to the community.

5. The Report Card also presents two years of value-added analyses of information regarding student to complement the attainment results required under ESEA. These measures level the playing field between schools serving diverse populations of students and help to improve our understanding of schools' achievement gains over time.

6. This year's Report Card was produced as a collaborative effort between staff in the Division of Technology and that of the Division of Assessment and Accountability. The Report Card is now an application hosted on a server in Technology that receives data directly from the data warehouse and eSIS. Following validation steps, data is disaggregated and summarized within the application itself.

7. Administrators (school-based and Central Services) will use information in the 2002-2003 Report Card to inform instructional planning and program evaluation and to define future research and policy needs.

* * * * *

REPORT #2

(Item 1) Response to, and Action on, Resolution 0304R-018 by Director Johnson Regarding an Early Start Date for Rufus King High School for the College Bound

Background

At its meeting on October 28, 2003, the Board referred Resolution 0304R-018 by Director Johnson to the Committee on Innovation/School Reform:

> WHEREAS, Rufus King High School for College Bound has offered a recognized International Baccalaureate (IB) Program since 1979; and
>
> WHEREAS, Approximately eighty-five to ninety 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 2004-2005 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 are currently 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, Due to a desire to fully examine all options to best meet the needs of this unique school and program, and after consulting with the City Attorney's office, 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, School and District staff members are 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, 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 2004-2005 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 2004-2005 school start date, negotiate any necessary MOU for implementation of a corresponding calendar, determine any additional costs incurred as a result of this action, and assist in the investigation and development of viable options for future years.

Administration's Analysis

1. 2001 Wisconsin Act 16 requires school boards to start a term after September 1 unless a school board submits a request to the Department of Public Instruction stating the reasons it would like the school term to start earlier. The Department may grant a request if it determines that there are compelling reasons for doing so.

2. By approving Resolution 0304R-018, 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 2004-2005 school year for Rufus King High School for the College Bound. The request will cite the fact that the post-September 1, 2004, start date conflicts with the curriculum requirements of the International Baccalaureate (IB) program, which has been in place at the school since 1979. Approximately ninety percent of Rufus King's 1,420 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, Board Policy or Rules Statement

3. The recommendation supports MPS Strategic Plan, Goal 1, to improve 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 Recommendation

Your Committee recommends that the Board adopt Resolution 0304R-018 and direct the Administration to submit a request to the Department of Public Instruction for an early start date for the 2004-2005 school year for Rufus King High School for the College Bound.

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 on 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

Air Conditioning

Urban Waldorf School

Prime Contractor
J.&H. Heating, Inc.
1220 Mineral Springs Drive
Port Washington, WI 53074

Low Bidder, Base Bid of.....$552,896.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	14% MBE	40	0	1	Corporation	1

This contract is for cyclical maintenance projects related to air systems that were budgeted in FY03 account FAR-0-0-MM2-UW-ECNC ($94,361) and for installation of an air conditioning system for which funds were provided in FY03 account number FAR-0-0-980-UW-ECNC ($460,535). Project is to begin on February 2, 2004, and is scheduled for completion on August 2, 2004.

CONSTRUCTION CONTRACTS

Total construction contract dollars awarded.....$552,896.00
Total dollars HUB participation $77,405.44
% of MBE participation.....14.00
% of WBE participation 0.00
% Minority employees within company.....0.00
% Women employees within company 3.00

Energy-Management Equipment

Urban Waldorf School

The following purchases of energy-management equipment are being reported as sole-source purchases in accordance with Board action in June 1996.

Prime Contractor
Siemens Building Technologies Inc.
135 West Wells Street
Milwaukee, WI 53203

For a cost of.....$79,000.00

Funds for this NSI project were previously approved to be from FY03 account code FAR-0-0-980-UW-ECNC. Project is to begin on February 2, 2004, and is scheduled for completion on August 2, 2004.

Architectural Services

Seher Boys & Girls Project

Request is being made for authorization to enter into contract negotiations for architectural services for the following Neighborhood Schools Initiative project:

Prime Contractor
BMR Design Group, Inc.
503 West Lincoln Avenue
Milwaukee, WI 53207

To provide architectural design services for documents from 51% complete construction documents through 100% complete bid documents, for a cost not to exceed.....$206,494.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
Yes	30% MBE 5% WBE	73% MBE 5% WBE	7	2	2	Corporation	7

Funds have previously been committed for this project from Neighborhood Schools Initiative account code FAR-0-0-NSI-SX-EOTH (W.O. 2-582485).

It was originally intended that the Boys & Girls Club, as part of the lease agreement with MPS, be responsible for contracting for this service. In the absence of having an approved lease document, it is necessary for MPS to contract directly for these services in order to keep the project on schedule for student occupancy in the fall of September 2005. This cost, along with the previously awarded contract, are included as part of the total project budget, which will be included in, and detailed as part of, the formal lease agreement.

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 Extend a Contract to Update Web Teacher Recruitment/Application Process

As the District will be implementing a new version of PeopleSoft (8.8) human-resources-management system (HRMS), it is necessary to make changes to the Teacher Recruitment/Application System to fully function with version 8.8 of the PeopleSoft HRMS application. In order to continue applicant processing, these changes must be in place prior to cutover. Additionally, all interfaces associated with applicant processing must change to accommodate the new PeopleSoft version.

Montello Partners LLC developed the current Teacher Recruitment/Application System, which interfaces with PeopleSoft HRMS. A contract in the amount of $49,500 was issued to Montello Partners LLC to provide enhancements to the Human Resources Teacher Recruitment Web Site. It has subsequently become necessary to extend this contract by an amount not to exceed $55,500. Board authorization is necessary because this extension will bring the total amount of the contract to $105,000.

The budget code to be charged is SFS-0-0-STF-HR-ECNS (Teacher recruitment consultants)

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-5347 Authorization to Award a Bid for Pipe-Insulation Materials

Bay Insulation of Milwaukee was the sole bidder for pipe-insulation materials. The bid covers 220 different insulation materials. The value of the bid is approximately $55,000 for a one-year period. The centralized inventory code to be charged is: 1100000000-AISP. Individual school budgets are ultimately charged after materials are installed.

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-5438 Authorization to purchase eight Tractors

The Administration recommends awarding a bid to Esch Economy of Milwaukee for the purchase of eight John Deer Tractors. These tractors will be used by schools for grass cutting and snow removal. Esch Economy of Milwaukee was the low bidder at $11,498 per unit. The total value of the bid is $91,984 (eight units at $11,498). The budget code to be charged is: GLBLDBOPDW-EREQ.

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-5339 Authorization to Purchase Cafeteria Equipment and Maintenance Services

The Administration recommends awarding a bid to Ecolab, Inc., for the purpose of providing dish chemicals, installing dispensers, and servicing dish machines in the cafeterias of MPS schools under the supervision of the Division of School Nutrition Services.

The dish chemicals would be ordered under inventory account code GL11000000-AINV and stocked in the 7th Street warehouse. The chemicals would subsequently be charged to various school cafeterias as they are requisitioned.

The contract would be for five months (February 1 through June 30, 2004), with the option of three annual renewals. The value of the contract is $101,831.

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-398 Authorization to Purchase Chemical Management Services

The Administration is requesting authorization to enter into a contract with ChemReport for the purpose of 1) inventorying existing MPS chemicals, 2) building an internet-based chemical database, 3) drafting regulatory compliance programs, 4) training MPS staff, and, 5) disposing of chemical waste.

Federal and state regulations require employers to meet standards of chemical safety in the workplace. The Administration issued an RFP requesting assistance in complying with those regulations. An evaluation team reviewed the responses to the RFP and recommended a contract be awarded to ChemReport, Inc. ChemReport has demonstrated success in each of these project areas and has implemented similar programs in other Wisconsin public school districts.

The contract will be for an amount not to exceed $160,000; INJ00DIJDW-EGLB — $150,000; INJ00DIJDW-EFSI — $10,000

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 — JANUARY 2004

Total contract dollars to be awarded…… $624,315
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 and the Expenditure Control Report

Statement of Revenues as of November 30, 2003:

	Amended Budget	Approved Transfers(1)	Revised Budget	Cur. Month. Revenues	Year-to-Date Revenue	Unrealized Revenue	Percent Realized
School Operations	$908,289,485	$49,308,089	$957,597,574	$5,265,111	$88,836,458	$868,961,116	9%
Categorically Aided	151,978,748	17,253,086	169,231,834	6,465,068	28,042,500	141,189,334	17%
School Nutrition	29,360,066	789,428	30,149,494	3,029,265	3,333,265	26,816,229	11%
Construction	35,787,377	32,855,230	68,642,607	3,000	595,297	68,047,310	1%
Extension	10,179,058	703,927	10,882,985	62,735	998,056	9,884,929	9%
Total All Funds	1,135,594,734	100,909,760	1,236,504,494	14,825,179	121,605,576	1,114,898,918	10%

B. Statement of Expenditures as of November 30, 2003:

	Amended Budget	Approved Transfers(1)	Revised Budget	Cur. Month. Expenditures	Year-to-Date Exp.&Encumb.	Unexpended Balance	Percent Expended
School Operations	$908,289,485	$49,308,089	$957,597,574	$66,597,643	$366,234,938	$591,362,636	38%
Categorically Aided	151,978,748	17,253,086	169,231,834	14,548,892	66,742,384	102,489,450	39%
School Nutrition	29,360,066	789,428	30,149,494	2,571,069	9,702,386	20,447,108	32%
Construction	35,787,377	32,855,230	68,642,607	2,312,647	53,562,266	15,080,341	78%
Extension	10,179,058	703,927	10,882,985	531,490	4,383,196	6,499,789	40%
Total All Funds	1,135,594,734	100,909,760	1,236,504,494	86,561,741	500,625,170	735,879,324	40%

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

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

Report on Administrative and School Fund Transfers

This report has been attached to the minutes of your Committee's meeting.

Report on Contracts Awarded between $25,000 And $50,000

SECOND QUARTER FY 03-04

MONTH	SCH/DEPT	PROJECT DESCRIPTION	CONTRACTOR/VENDOR	HUB%	AMT	
Dec	Tech / 68th	Mitel telephone equip.	Mitel Networks Solutions, Inc.		0	28,204
Dec	Tech / 6 8th	Mitel telephone equip.	Mitel Networks Solutions, Inc.	0	28,510	
Dec	DSSC Spec. Ed.	Filemaker Pro Software	Filmaker, Inc.		0	36,598
Dec	Burroughs Middle	Parking Lot Reconstruction	Wm. Beaudoin & Sons, Inc.	15%	31,584	

Acceptance of Donations

School	Donor	Amount	Gift or Purpose
Carson	Phillip Clark	$36	To help teachers purchase *Scholastic News* Magazines
Carson	National Organization of Black Law Enforcement Executives	$261	To help teachers purchase *Scholastic News* Magazines
Carson	Doris Taylor	$30	To help teachers purchase *Scholastic News* Magazines
Carson	Rev. Janice Cummings	$25	To help teachers purchase *Scholastic News* Magazines
Carson	Mt. Zion Missionary Baptist Church	$1000	To help teachers purchase *Scholastic News* Magazines
Congress	Red Lobster	$25	School Incentives (Gift Certificate)

School	Donor	Amount	Gift or Purpose
Congress	Target	$30	School Incentives (Gift Certificate)
Congress	American	$25	School Incentives (Gift Certificate)
Congress	Wal-Mart	$25	School Incentives (Gift Certificate)
Congress	Big Lots	$25	Reading Incentives (assorted school supplies)
Congress	Toys-R-Us	$50	Reading Incentives (assorted toys)
Congress	P.T.O	$250	School Incentives (books)
Congress	Best Buy	$25	Reading Incentives (movie)
Congress	UMB Bank	$100	Reading Incentives (tote bags)
Congress	M & I Bank	$300	Reading Incentives (toys, pencils, key chain)
Congress	Target	$139	"Take Charge of Education Program"
Fernwood	K-Mart	$13	Monetary donation to school
I.D.E.A.L	Mary Ann Padol	$500	School supplies
I.D.E.A.L	John Laskowski	$500	Music Enhancement (piano/organ)
Juneau	Morton Foundation	$2,000	Boys Basketball Club
Keefe	Mr. Adolph Paul	$500	Books/Kits and other instructional materials
LaFollette	Eagle Concrete	$20	1 box of copy paper
MacDowell	Gloria Foster	$2,900	Fundraising (1-14k gold/diamond bracelet – 1.5 carats) and ¾ burgundy cabretta lamb leather coat w/fox trim
Metcalfe	Dr. Ronald Rose	$25	Student Camping Trip
Metcalfe	Beverly Thomas	$25	Student Camping Trip
Metcalfe	Sara Syse	$50	Student Camping Trip
Metcalfe	Nikki Schultz	$25	Student Camping Trip
Metcalfe	Marilyn Runge	$50	Student Camping Trip
Metcalfe	Tenora Cottrell-Pitts	$50	Student Camping Trip
Metcalfe	Eugene Pitchford, III	$50	Student Camping Trip
Metcalfe	Jackie Lovas	$50	Student Camping Trip
Metcalfe	Helen Lee	$25	Student Camping Trip
Metcalfe	Mark Lawrence	$25	Student Camping Trip
Metcalfe	Mamie Durrett	$25	Student Camping Trip
Metcalfe	Sara Colwell	$50	Student Camping Trip
Metcalfe	Payne and Dolan	$1,500	Student Camping Trip
Metcalfe	Ruth Agrusa	$25	Student Camping Trip
Metcalfe	Ann Agrusa	$25	Student Camping Trip
Metcalfe	Angeline Agrusa	$25	Student Camping Trip
Metcalfe	Joan Jennings	$25	Student Camping Trip
Metcalfe	Francine Harris	$50	Student Camping Trip
Metcalfe	Rev. Anthony Branch	$50	Student Camping Trip
Metcalfe	Marcus Wenzel	$87	Student Camping Trip
Metcalfe	William Mungovan	$25	Student Camping Trip
MHSA	A Taste of Philly	$250	Activities for Brothers of Kwanza
MHSA	David and Rosemarie Kearns	$1,000	Scholarship
MHSA	WEAC	$400	Orchestra needs
MHSA	Department of Public Instruction	$200	Choral Needs
MHSA	Music in the Park	$1,250	Jazz Activities and Needs
MHSA	Human Resource Management of SE WI Inc.	$300	Jazz Activities and Needs

School	Donor	Amount	Gift or Purpose
MHSA	Aurora Health Care	$300	Jazz Activities and Needs
MHSA	Clifford Gribble	$56	Jazz Activities and Needs
Milwaukee Public Schools/Finance Department	Robert J. Young	$300	MPS general fund
North	Dr. Craig Jordan	$5,900	Life fitness treadmill and life fitness upright bicycle
Riley	Yaskawa Electric America, Inc.	$200	Donation to needy family
Riley	Yaskawa Electric America, Inc.	$200	Pick'N Save vouchers
Riley	Mr. & Mrs. Pinkowski	$100	Children's Holiday Program
River Trail	P.T.O.	$1,038	Student Fieldtrips
Silver Spring	Arlene Mann	$200	Math tutoring materials
South	Consulate General of Mexico	$5,000	Digital Antenna (dish)
Thoreau	Quad Graphics	$2,200	School Donation
Vieau	Mexican Fiesta	$1,000	Holiday Food Baskets
Washington	Ruth Caves	$150	Student Incentives

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.

Committee Recommendation

Your Committee recommends that the Board authorize the contracts and purchases as listed above and accept the donations as listed, with appropriate acknowledgment to be made on behalf of the Board.

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

* * * * *

(Item 2) Action on Monthly Personnel Matters: Approval of Classified Personnel Transactions; Approval of 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
	PROMOTIONS	
David Clark Building Operations	School Engineer I $33,249.06/yr.	12-22-03
John Dixon, Jr. Allen-Field	School Engineer II $43,960.28/yr.	01-05-04
Randall Gess Hamilton	Building Service Helper II $26,929.76/yr.	12-21-03
Mary Herlache Juneau	School Secretary III $36,923.12/yr.	12-08-03

William McPartland Walker	Boiler Attendant Trainee $27,387.62/yr.	12-22-03
Jeffrey Thomas Roosevelt	School Engineer III $46,163.52/yr.	01-05-04
Thomas Thompson Building Operations	School Engineer I $33,249.06/yr.	01-05-04

REINSTATEMENTS

Katy Haney Sarah Scott	School Secretary I $26,169.11/yr.	12-02-03

CHANGES IN STATUS

Mark Bessa Hayes	School Engineer I $41,080.52/yr.	12-22-03
Trenatte Gates Hamilton	Handicapped Children's Assistant $14,609.70/yr.	11-24-03
Frances Hall Clement	Handicapped Children's Assistant $14,609.70/yr.	11-24-03

Approval of Certificated Appointments — Teachers

Code	Teachers	Division	Salary	Yrs. Exp. Credit	Start Date
r	Eric R. Berg Science	B	$29,224.00	0	01/12/04
nr	Amy A. Boglitsch Speech and Language	D	$41,672.00	5	02/02/04
a,r	Douglas E. Bremer Cross Categorical	B	$29,224.00	0	12/15/03
a,r	Ellen M. Hawley Cross Categorical	B	$29,224.00	0	08/28/03
nr	Mark W. Kachel Mathematics, Alternative Education	B	$29,224.00	0	12/10/03
a,nr	Vahan Kamalian Technology Education	B	$29,224.00	0	12/15/03
r	William M. Key Jr. Social Studies, Alternative Education	B	$35,448.00	5	12/15/03
r	Marla D. Lawrence Grade 2	BB	$37,176.00	5	12/18/03
r	Peter J. Manning Cross Categorical	B	$29,224.00	0	12/17/03
nr	James P. Wehr Science, Chemistry, Biology, Physics	B	$38,214.00	7	12/01/03

CODES

(a) Reappointment without tenure
(nr) Non-Resident who must become a resident
(r) Resident who must remain a resident

Approval of Leaves of Absence

	Present Assignment	Effective From
Illness Leave, to January 30, 2004:		
Carl Christopher	Bradley Tech	November 24, 2003
Frances Jastroch	Lincoln Ave.	December 15, 2003
Jennifer Krenke	LaFollette	November 21, 2003
Paul Schneider	Marshall	August 28, 2003
Personal Leave, to June 17, 2004:		
Monique Brown	Robinson	January 5, 2004
Kimberly Dunn	MEC	January 22, 2004
Sondra James	Dr. King	January 11, 2004
Carol Pleas Carnie	Garden Homes	January 5, 2004
Robert Slavens	Burroughs	March 1, 2004
Sabbatical Leave, to June 17, 2004:		
Aleta Gretenhardt	Clarke	February 2, 2004
Tammy Swessel	Webster	February 2, 2004
Study Leave, to June 17, 2004:		
Tiffany Prather	Muir	February 2, 2004
Extension of Personal Leave, to June 17, 2004:		
Susan Scaffidi	Leave	February 2, 2004
Extension of Personal Leave, to June 30, 2004:		
Christine Anderson	Leave	February 2, 4004

Report on Resignations

Name	Position	Effective Date
Katherine A. Adams	Teacher	01/23/04
Michelle Anderson	Psychologist	12/13/03
Carolyn Armour	Principal	12/19/03
Kathleen Crowley	Teacher	06/17/04
Kristi Giese	Teacher	07/01/99
Amy Gruszewski	Teacher	12/02/03
Larina Hightower	Teacher	01/02/04
Tracy Karabelas	Teacher	01/05/04
Lisa Klug	Teacher	12/29/03
Lynn Mrotek	Teacher	06/17/04
Johnny Myers	Teacher	06/20/03
Lourdes Orellana	Teacher	08/27/03
Heidi Parsons	Teacher	12/19/03
Tamara Pellicier	Teacher	06/30/03
James Simmons	Teacher	07/28/03
Nancy Ullmann	Teacher	12/19/03
Michael Wenzel	Teacher	04/23/04

Affirmative Action Report

The Affirmative Action Report for December 2003 is attached to the minutes of your Committee's meeting. This is an informational report, and no action is required.

Committee 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 Recommendation

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

2(r)	Winifred Tidmore	Principal Silver Spring School	Schedule III, Range 13Z $78,669.80
5(r)	Ellen Galvin	Assistant Recreation Supervisor Adaptive Athletics Division of Recreation & Community Services	Schedule III, Range 4A $56,623.00
5(nr)	Kymm Mutch	Supervising Dietitian Division of School Nutrition Services	Schedule III, Range 8C $55,000
1(r)	Richanda Kaquatosh	Coordinator Education of Native Americans Division of Bilingual Multicultural Education	Schedule III, Range 7A $60,695.76
5(nr)	Amy Titzer	Benefits Administration Analyst Benefits and Insurance Services Division	Schedule III, Range 6A $48,250.00

* 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 marked with an asterisk.

Codes:

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

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

* * * * *

(Item 4) Action to Relocate the Milwaukee French Immersion School to the Former Steuben Middle School

Administration's Analysis

1. At its meeting of January 4, 1983, (Proc. pp. 515-526) the Board approved a number of recommendations relating to the planning for the mid-1980s, specifically plans for the 1983-1984 school year and the Five-Year Plan, 1983-1988. One of the recommendations approved was the closing of six (6) schools — Blaine, Brown Street, Eighty-eighth Street, Hayes, Ninth Street, and Tippecanoe. The Administration was directed to submit recommendations on leasing or disposition at a later date.

2. At its meeting of August 31, 1983, (Proc. pp. 273-275) the Board approved a recommendation to retain the Blaine, 88th Street, and Tippecanoe Schools and directed the City Real Estate Agent to advertise these properties for lease. With regard to 88th Street, the Board subsequently took action on June 27, 1984, (Proc. pp. 135-137) to authorize leasing of nine (9) classrooms to Teaching Centers, Inc., and eight (8) rooms to the Milwaukee Fire Department. Both leases were for five (5) years, with 90-day termination clauses.

3. At its meeting of January 3, 1985, (Proc. pp. 448-453) the Board took action to relocate the elementary French Immersion program from 82nd Street and Lancaster Schools to 88th Street School, with it to be identified as the Eighty-eighth Street School French Immersion program. The school was subsequently renamed Milwaukee French Immersion School on April 23, 1992 (Proc. pp. 629-630).

4. The Administration has received a request from the staff, parents, and school governance council of the Milwaukee French Immersion School to relocate the program to the former Steuben Middle School for the 2004-2005 school year. The school governance council surveyed the parents and staff to determine the support for their request. Results of the survey, which was completed by 254 of the 261 families at the school, indicate that 100% of the staff, 86% of the school governance council, and 64% of the parents support the proposed relocation, while 15 percent of those surveyed had no opinion about the proposal.

5. The proposal indicates that there are a number of benefits to the requested relocation, including:

   a. a central location which will make the program more accessible;

   b. a facility which will permit the program to increase the number of students that it serves;

   c. reduction in transportation costs;

   d. greater opportunities for community partnerships; and

   e. promotion of greater diversity.

6. The Administration has reviewed the requested change and supports the relocation of the program.

Strategic Plan Compatibility Statement

7. The recommendations supports the MPS Strategic Plan Goal 1, student achievement, and Goal 3, family satisfaction as measured by their choices in the education market place.

Statute, Board Policy or Rule Statement

8. The recommendations are consistent with Administrative Policy 5.01(8), Facilities, and Administrative Procedure 5.01(2), Facilities Retirement. The recommendations are also consistent with the practice of fiscal responsibility to facilitate informed decisions about allocations for district programs, functions, and operations.

Fiscal Impact Statement

9. It is anticipated that relocation of the program to Steuben will result in reduced costs for transportation due to more efficient use of vehicles. The Division of Business Services has estimated that a $41,000 decrease in costs would have resulted in FY03, had the relocation occurred. The central location will also enable more students to walk to the school, which may result in additional savings.

10. Relocation of the program will permit the district to close the existing French Immersion School (formerly 88th Street School), which will result in lower operating costs for the district by approximately $640,000 in FY05.

11. Relocation of the program to Steuben will require modifications to the facility to accommodate the program. Known modifications include creation of early childhood classrooms, installation of a totlot, re-striping of the playground, creation of a parking area separate from the playground, installation of the school-name lettering from the program's current facility, installation of new letters at 88th Street School, and installation of bilingual signage. It is estimated that the cost of these modifications would not exceed $1,761,000.

12. Funding for the relocation and the modifications to the building will occur over a two-year period, as the modifications will occur over a similar period. Funds totaling $1,506,000 will be required for the 2004-2005 school year, with the balance being funded in the 2005-2006 school year. Funding for the modifications will be included in the Five-Year Capital Plan. Funds for the relocation will be included in the Operations Fund for 2004-2005. School funds will also be used for a portion of the modifications in the 2005-2006 school year.

13. Relocation of the program would also require funding for one-time operational costs. These include packing and unpacking for the staff; moving costs for furniture, equipment, and supplies to Steuben; and moving and storage of the middle-school furniture from Steuben. These non-recurring expenditures are estimated at $166,000.

Implementation and Assessment Plan

14. Upon approval by the Board, the Administration will begin the planning activities necessary for moving the program and identifying all of the needed modifications to the facility in more detail. Appropriate contract documents will then be developed, and bids will be solicited. Modifications would be completed over a two-year period commencing in the spring of 2004 and continuing throughout the 2004-2005 school year. Space exists to complete the modifications during the school year and minimize disruption to the program. All modifications would be completed by August 2005.

15. Expansion of the French Immersion program would begin in September 2004 as follows:

K4 .....from 50 to 75 seats
K5 .....from 60 to 75 seats
Grade 1 .....from 60 to 75 seats

16. Expansion in grades 2-5 would occur in subsequent years as classes naturally increase, adding another 60 students total.

17. The existing French Immersion facility will remain closed for FY05. The Administration will include the facility in an assessment of facilities usage.

18. The Milwaukee Leadership Training Center, which is temporarily leasing a portion of the building, will remain during the 2004-2005 school year. Any space needs of the Milwaukee French Immersion program will receive a higher priority in regard to classroom use.

Committee Recommendations

Your Committee recommends that:

1. the Milwaukee French Immersion School be relocated to the former Steuben Middle School for the 2004-2005 school year;

2. the program be expanded as follows for the 2004-2005 school year:

   K4.....from 50 to 75 seats
   K5.....from 60 to 75 seats
   Grade 1.....from 60 to 75 seats;

3. the name of the current Steuben Middle School building be changed to Milwaukee French Immersion School, and that the name of the current Milwaukee French Immersion building revert back to South 88th Street School; and

4. funds in the amount of $1,506,000 be placed in the FY05 budget to relocate the program and complete the first phase of modifications.

Director Blewett moved to adopt the Committee's recommendation.

The motion prevailed, the vote being as follows:

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

Noes—None.

* * * * *

(Item 5) Action on a Recommendation for Authorization to Enter Into Contracts with E-Rate Vendors

Background

1. The E-Rate program is a federal program administered through the FCC to provide funding to schools and libraries to develop, implement, and maintain Internet connectivity. The district has participated in this program from its inception in 1998.

2. On July 31, 2003, the Board approved the district's entering into contracts with the following vendors, contingent upon E-Rate funding approval:

Vendor Name	Contract Amount	District Amount	%
Munger Technical Services	$175,000.00	$17,500.00	90%
Sun Microsystems	$936,421.03	$93,642.10	90%
Munger Technical Services	$357,075.00	$35,707.50	90%
Apple Computer	$621,813.00	$62,181.30	90%
AE Business Solutions	$330,000.00	$33,000.00	90%
Berbee	$210,000.00	$21,000.00	90%
SBC	$149,854.00	$14,985.40	90%
SBC	$1,418,976.00	$227,036.16	84%
Inacom Information Systems	$214,889.00	$21,488.90	90%
Mitel Networks	$150,000.00	$15,000.00	90%
iTech, Inc.	$175,000.00	$17,500.00	90%
Courtney Industrial Battery	$148,533.00	$14,835.30	90%
RCC Consultants, Inc.	$176,100.00	$17,610.00	90%
SBC	$361,550.00	$36,155.00	90%
SBC	$3,750,956.00	$600,152.96	84%
Southeast Telephone Company	$205,500.00	$32,880.00	84%
WiscNet	$227,556.00	$36,408.96	84%
Totals	$9,609,223.03	$1,297,083.60	

3. On December 2, 2003, the SLD (E-Rate) advised the district that each of the applications filed for FY04 (E-Rate Year 6) was denied because the district did not have signed contracts with vendors prior to the submission of the applications in February 2003.

4. The district has filed appeals directly with the Federal Communications Commission.

5. While the district is waiting on the appeal process regarding the applications denied, Board approval is required to enter into contracts with specific vendors for selected services. These services include telephone services, network/e-mail/Internet support, and internal connections.

Administration's Analysis

6. 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.

7. The district has used the E-Rate program to fund critical technology-based services, including telephone, network/e-mail/Internet support, and internal connections. Without these services, the district cannot accomplish its core mission of educating children.

Strategic Plan Compatibility Statement

8. This recommendation supports the MPS Strategic Plan, Goal 1, student achievement.

Statute, Board Policy or Rule Implementation Statement

9. This recommendation complies with Administrative Policy 3.09, Purchasing and Bidding Requirements.

Implementation and Assessment Plan

10. Upon Board approval, the district will enter into contracts with the vendors listed for the various services indicated.

Vendor	Description	Amount	E-Rate Budget Code	E-Rate Amount	MPS Share Budget Code	MPS Share Amount
Munger Technical Services	Ad Hoc Cabling	$175,000	TSV-0-0-EM4-TC-ECTS0000	$157,500		$17,500
Munger Technical Services	Classroom Closet	$357,075	TSV-0-0-ER4-TC-ECTS0000	$321,368		$35,707
AE Business Solutions	Network Maintenance	$330,000	TSV-0-0-EB4-TC-ECTS0000	$297,000		$33,000
Berbee	Network Maintenance	$210,000	TSV-0-0-EB4-TC-ECTS0000	$189,000		$21,000
SBC	Cisco Maintenance	$149,854	TSV-0-0-E44-TC-ECTS0000	$134,869		$14,985
Inacom Information Systems	Novell Operating System	$214,889	TSV-0-0-EN4-TC-ECTS0000	$193,400		$21,489
ITech	Internet Support	$175,000	TSV-0-0-EI4-TC-ECTS0000	$157,500		$17,500
Mitel Networks	PBX Maintenance	$150,000	TSV-0-0-E34-TC-ECTS0000	$135,000		$15,000
SBC	Sonet	$3,750,956		$3,150,803		$600,153
Southeast Telephone Co.	Alternate ISP	$205,500	TSV-0-0-ET4-TC-EBBS0000	$172,620		$32,880
WiscNet	Alternate ISP	$227,556	TSV-0-0-ET4-TC-EBBS0000	$191,147		$36,409
Totals		$5,770,830		$5,100,207		$845,623

Fiscal Impact Statement

11. This item authorizes the expenditure of $5,770,830.00 from the accounts listed in the table above. While the district is pursuing the appeal of the E-Rate denials, the potential exists that the revenue anticipated will not be realized. If that is the case, the E-Rate share of the payments — $5,099,967.00 — will have to be funded through the district's fund balance. The Administration will seek further action by the Board if a transfer from fund balance is needed.

Committee Recommendation

Your Committee recommends that the Board authorize the Administration to enter into contracts with the specified vendors for $5,945,830.00. Funding is budgeted in the accounts as listed below. While the district is pursuing the appeal of the E-Rate denials, the potential exists that the revenue anticipated will not be realized. If that is the case, the E-Rate share of the payments — $5,099,967.00 — will have to be funded through the district's fund balance. The Administration will seek further action by the Board if a transfer from fund balance is needed.

Vendor	Description	Amount	E-Rate Budget Code	E-Rate Amount	MPS Share Budget Code	MPS Share Amount
Munger Technical Services	Ad Hoc Cabling	$175,000	TSV-0-0-EM4-TC-ECTS0000	$157,500		$17,500
Munger Technical Services	Classroom Closet	$357,075	TSV-0-0-ER4-TC-ECTS0000	$321,368		$35,707
AE Business Solutions	Network Maintenance	$330,000	TSV-0-0-EB4-TC-ECTS0000	$297,000		$33,000
Berbee	Network Maintenance	$210,000	TSV-0-0-EB4-TC-ECTS0000	$189,000		$21,000
SBC	Cisco Maintenance	$149,854	TSV-0-0-E44-TC-ECTS0000	$134,869		$14,985
Inacom Information Systems	Novell Operating System	$214,889	TSV-0-0-EN4-TC-ECTS0000	$193,400		$21,489
ITech	Internet Support	$175,000	TSV-0-0-EI4-TC-ECTS0000	$157,500		$17,500
Mitel Networks	PBX Maintenance	$150,000	TSV-0-0-E34-TC-ECTS0000	$135,000		$15,000
SBC	Sonet	$3,750,956		$3,150,803		$600,153
Southeast Telephone Co.	Alternate ISP	$205,500	TSV-0-0-ET4-TC-EBBS0000	$172,620		$32,880
WiscNet	Alternate ISP	$227,556	TSV-0-0-ET4-TC-EBBS0000	$191,147		$36,409
Totals		$5,770,830		$5,100,207		$845,623

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

* * * * *

(Item 6) Action on a Recommendation for Authorization to Enter into Contracts Contingent upon Approval of the E-Rate Program for Funding (July 1, 2004, through June 20, 2005)

Background

1. The E-Rate program is a federal program administered through the FCC to provide funding to schools and libraries to develop, implement, and maintain Internet connectivity. The district has participated in this program from its inception in 1998.

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 a contract 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 upon the approval of local funds will be included in each contract.

Administration's Analysis

4. 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.

Strategic Plan Compatibility Statement

5. This recommendation supports the MPS Strategic Plan, Goal 1, student achievement.

Statute, Board Policy or Rule Implementation Statement

6. This recommendation complies with Administrative Policy 3.09, Purchasing and Bidding Requirements.

Implementation and Assessment Plan

7. Upon Board approval, the district will sign contracts with the selected vendors prior to filing the E-Rate applications. The appropriate language will be included in the contracts to render them invalid if the applications are not approved by the E-Rate Program or if district funds are not available.

RFP#	Vendor Name	Description	Amount	MPS Amount
422	Munger Technical Services	Ad Hoc Cabling	$80,000.00	$8,000.00
423	AE Business Solutions	Network Maintenance	$368,000.00	$36,800.00
424	Berbee Information Systems	Cisco Smartnet Maintenance	$1,330,246.81	$133,024.68
425	Inacom	Novell Operating System	$183,320.00	$18,332.00
426	Mitel Networks	PBX Maintenance	$373,777.00	$37,377.70
427	I-Tech	Internet Technical Support	$200,000.00	$20,000.00
428	SBC	Sonet (Network) and Basic Telphone Service	$3,750,956.00	$600,152.96
429	TDS	Alternate Internet Service Provider 1	$227,556.00	$36,408.96
429	WiscNet	Alternate Internet Service Provider 2	$61,485.23	$9,837.64
430	SBC	Long Distance	$9,000.00	$1,440.00
431	SBC	Internet Transmission Service	$40,449.00	$6,471.84

Fiscal Impact Statement

8. This item authorizes the FY05 expenditure of $907,845.78 from technology budgets to be identified. This item also authorizes the Administration to enter into contracts with the specified vendors for $6,624,790.04, as detailed in the table below, contingent upon approval of the E-Rate Program, with expenditures to be made from the FY05 budget:

Vendor Name	Description	Amount	E-Rate Budget	E-Rate Amount	MPS Budget	MPS Amount
Munger Technical Services	Ad Hoc Cabling	$80,000.00	TSV-0-0-EM5-TC-ECTS	$72,000.00	TSV-0-0-TEC-TC-ECTS	$8,000.00
AE Business Solutions	Network Maintenance	$368,000.00	TSV-0-0-EB5-TC-ECTS	$331,200.00	TSV-0-0-TEC-TC-ECTS	$36,800.00
Berbee Information Systems	Cisco Smartnet Maintenance	$1,330,246.81	TSV-0-0-E45-TC-ECTS	$1,197,222.13	TSV-0-0-TEC-TC-ECTS	$133,024.68
Inacom	Novell Operating System	$183,320.00	TSV-0-0-EN5-TC-ECTS	$164,988.00	TSV-0-0-TEC-TC-ECTS	$18,332.00
Mitel Networks	PBX Maintenance	$373,777.00	TSV-0-0-E35-TC-ECTS	$336,399.30	EQM-0-0-TEC-TC-EMTC	$37,377.70
I-Tech	Internet Technical Support	$200,000.00	TSV-0-0-EI5-TC-ECTS	$180,000.00	TSV-0-0-TEC-TC-ECTS	$20,000.00
SBC	Sonet (Network) and Basic Telphone Service	$3,750,956.00	TSV-0-0-ET5-TC-XXXX	$3,150,803.04	NWS-0-0-TEC-TC-EDDS	$600,152.96
TDS	Alternate Internet Service Provider 1	$227,556.00	TSV-0-0-ET5-TC-EDDS	$191,147.04	TSV-0-0-TEC-TC-ECTS	$36,408.96
WiscNet	Alternate Internet Service Provider 2	$61,485.23	TSV-0-0-ET5-TC-EDDS	$51,647.59	TSV-0-0-TEC-TC-ECTS	$9,837.64
SBC	Long Distance	$9,000.00	TSV-0-0-ET5-TC-XXXX	$7,560.00	NWS-0-0-TEC-TC-EDDS	$1,440.00
SBC	Internet Transmission Service	$40,449.00	TSV-0-0-ET5-TC-XXXX	$33,977.16	NWS-0-0-TEC-TC-EDDS	$6,471.84
Totals		$6,624,790.04		$5,716,944.26		$907,845.78

Committee Recommendation

Your Committee recommends that the Board authorize the Administration to enter into contracts with the specified vendors for $6,624,790.04, as detailed in the table below, contingent upon approval of the E-Rate Program, with expenditures to be made from the FY05 budget:

Vendor Name	Description	Amount	E-Rate Budget	E-Rate Amount	MPS Budget	MPS Amount
Munger Technical Services	Ad Hoc Cabling	$80,000.00	TSV-0-0-EM5-TC-ECTS	$72,000.00	TSV-0-0-TEC-TC-ECTS	$8,000.00
AE Business Solutions	Network Maintenance	$368,000.00	TSV-0-0-EB5-TC-ECTS	$331,200.00	TSV-0-0-TEC-TC-ECTS	$36,800.00
Berbee Information Systems	Cisco Smartnet Maintenance	$1,330,246.81	TSV-0-0-E45-TC-ECTS	$1,197,222.13	TSV-0-0-TEC-TC-ECTS	$133,024.68
Inacom	Novell Operating System	$183,320.00	TSV-0-0-EN5-TC-ECTS	$164,988.00	TSV-0-0-TEC-TC-ECTS	$18,332.00
Mitel Networks	PBX Maintenance	$373,777.00	TSV-0-0-E35-TC-ECTS	$336,399.30	EQM-0-0-TEC-TC-EMTC	$37,377.70
I-Tech	Internet Technical Support	$200,000.00	TSV-0-0-EI5-TC-ECTS	$180,000.00	TSV-0-0-TEC-TC-ECTS	$20,000.00
SBC	Sonet (Network) and Basic Telphone Service	$3,750,956.00	TSV-0-0-ET5-TC-XXXX	$3,150,803.04	NWS-0-0-TEC-TC-EDDS	$600,152.96
TDS	Alternate Internet Service Provider 1	$227,556.00	TSV-0-0-ET5-TC-EDDS	$191,147.04	TSV-0-0-TEC-TC-ECTS	$36,408.96
WiscNet	Alternate Internet Service Provider 2	$61,485.23	TSV-0-0-ET5-TC-EDDS	$51,647.59	TSV-0-0-TEC-TC-ECTS	$9,837.64
SBC	Long Distance	$9,000.00	TSV-0-0-ET5-TC-XXXX	$7,560.00	NWS-0-0-TEC-TC-EDDS	$1,440.00
SBC	Internet Transmission Service	$40,449.00	TSV-0-0-ET5-TC-XXXX	$33,977.16	NWS-0-0-TEC-TC-EDDS	$6,471.84
Totals		$6,624,790.04		$5,716,944.26		$907,845.78

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

* * * * *

(Item 7) Action on a Recommendation to Authorize a Sole-Source Contract for Safe and Drug Free Programs

Administration's Analysis

1. There are four principles of effectiveness that all school districts are required to meet as a condition for receiving federal funding for Safe and Drug Free Schools:

a. performance of a needs assessment;

b. establishment of measurable objectives and performance measures;

c. implementation of effective scientifically-based programs; and

d. provisions for program evaluation.

2. In order to meet these requirements, MPS has developed a menu of program and service options for school staff and principals. These programs and services meet the requirement for scientifically based or evidence-based programming.

3. Because the programs that meet these criteria are available only from certain vendors, they require sole-source contracts.

4. All MPS schools conducted a needs assessment using data from the MPS Youth Risk Behavior Survey (YRBS) and other sources. After doing the needs assessment for 2003, school staff selected programs for their schools from the available menu of programs and services.

5. Because the value of one of the service agreements requested by the schools exceeds $50,000, the contract requires Board approval. The Administration is, therefore, requesting authorization to enter into a sole-source contract in the amount of $65,000 with Children's Health Education Center (CHEC) for CHEC Health/Wellness Programs.

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. This program is consistent with Administrative Policy 7.08, Teaching About Drugs, Alcohol and Tobacco; and Administrative Policy 7.09, Human Growth and Development. CHEC 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

8. MPS has received funding from DPI. Funds will come from the $1.5 million Project 510 Federal Safe and Drug Free Schools Grant and the $350,000 Project 217 State-AODA/Drug Free Grant. The request represents a portion of the funds available, and the amount of the contract might vary slightly if more schools request the program. The budget code to be charged is FLDOSV94CI-EPPT.

Implementation and Assessment Plan

9. A rubric has been developed to assess the implementation of all Safe and Drug-Free programs. Each school will assess its programming in the spring of 2004 using the needs assessment done in the fall of 2003 as a comparison. The results will be submitted to the Office of Prevention/Wellness for compilation for the MPS report to the DPI's Prevention/Wellness Team.

Committee Recommendation

Your Committee recommends that the Board approve authorization to enter into a sole-source contract in the amount of $65,000 with Children's Health Education Center (CHEC) for CHEC Health/Wellness Programs.

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

* * * * *

(Item 8) Action on a Recommendation to Authorize Contracts for the Provision of Technical Assistance for Early Childhood Centers

Administration's Analysis

1. The Milwaukee County Department of Health & Human Services has awarded the Milwaukee Public Schools a $650,000 grant to improve access to, and the quality of, childcare services for children

from birth to age twelve. Milwaukee County, recognizing the value of work begun by MPS through the PACES (Partners Acting on the Commitment to Early Success) Project, 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.

2. The Milwaukee County Board of Supervisors approved funding for this grant on December 18, 2003, and the County Executive approved it on December 19, 2003. In anticipation of this funding, MPS solicited competitive proposals from qualified vendors for the provision of quality-improvement technical-assistance services.

3. The Administration is requesting authorization to enter into contracts with the local agencies and institutions which are participating in the implementation of this comprehensive program. An overview of the services and activities provided by each agency orinstitution is outlined below. All of the services and activities delineated below represent a continuation of previous years' project activities.

- **Wisconsin Early Childhood Association (WECA)**
  - — Providing quality-improvement technical assistance to family childcare providers, with the goal of quality improvement and/or national accreditation. Generally, the technical-assistance consultation focuses on assisting the programs by creating or enhancing positive learning environments for young children.
- **Community Coordinated Child Care (4-C)**
  - — The completion of family childcare center assessments (the Family Daycare Environmental Rating Scales) with identified family childcare providers;
  - — Providing quality-improvement technical assistance to group childcare 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.

Strategic Plan Compatibility Statement

4. 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.

5. These contracts also support the MPS Professional Learning Community Capacity Builder. Quality childcare leads to future academic achievement. Parents will have quality choices as they access childcare resources, partnerships, 4-year-old kindergarten, and neighborhood schools.

Statute, MPS Policy, or Board Rule Implication Statement

6. No Board policy or rule would require modification. These agencies meet the HUB criteria set by the district and have been approved by the Superintendent's designee.

Fiscal Impact Statement

7. The Milwaukee County Department of Health & Human Services has awarded the Milwaukee Public Schools a $650,000 grant to improve access to, and the quality of, childcare services for children from birth to age twelve. Total cost of these contracts is $451,000. Funds for these contracts are allocated in account GEN-0-0-TA4-RC-ECNS.

Implementation and Assessment Plan

8. The project manager for this grant will monitor the compliance of vendors with their respective contracts and manage the reimbursement of monthly (or other determined periodic) expenditures. Vendors will provide quarterly program reports with their periodic cost reports. The Administration will provide periodic reports about expenditures and program progress to the Milwaukee Board of School Directors and to the Milwaukee County Department of Health and Human Services.

Committee Recommendation

Your Committee recommends that the Board authorize the Administration to enter into contracts from January 1, 2004, through December 31, 2004, for the amounts indicated below with the following agencies or 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:

Vendor	Contract Amount
Wisconsin Early Childhood Association	$ 150,000
Community Coordinated Child Care	$ 301,000
TOTAL	$ 451,000

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

* * * * *

(Item 9) Action on Resolution 0304R-016 by Director Morales to Authorize Amending Administrative Policy 3.09 to Require Detailed Cost Information for Contracts of $10,000 Or More

Background

On September 24, 2003, Resolution 0304R-016 by Director Morales was referred to the Committee on Finance/Personnel:

WHEREAS, The public has an interest in knowing the purposes for which its money is being spent; and

WHEREAS, The Milwaukee Board of School Directors should attempt to address this reasonable interest, even when the District is not the direct provider of a service on which the public's money is being spent; now, therefore, be it

RESOLVED, That the Administration require all future quotations and bids for private provision of these services to include a specific accounting for each price component of the bid, to include the formulas for calculating costs for each, and a list of all cost items the contractor is including in determining his/her quotation or bid.

Administration's Analysis

1. Administrative Policy 3.09 requires contracts of $10,000 or more to include a written quotation and scope of work. This policy could be amended to require that the contractor's scope of work provide a detailed breakdown of all material cost components including, but not limited to, applicable labor rates, product costs, travel expenses, licensing fees, third-party costs, and miscellaneous charges, e.g., telephone usage, duplication, printing, faxing, and express mail. This type of breakdown would allow the Administration to compare costs across vendors to determine the pricing structure most beneficial to MPS.

2. Vendors are likely to incorporate profit margins within individual cost components. The Administration believes vendors would not be willing to provide formulas for calculating proprietary profit data, as such information would be of value to competitors.

Strategic Plan Compatibility Statement

3. The recommendation is consistent with the practice of fiscal responsibility and making informed decisions concerning the allocation of district resources.

Statute, Board Policy, or Rule Statement

4. The recommendation is consistent with Administrative Policy 3.09, Purchasing and Bidding Requirements.

Fiscal Impact Statement

5. This item does not authorize expenditures.

Implementation and Assessment Plan

6. The Administration would amend Administrative Policy 3.09 immediately upon Board approval.

Committee Recommendation

Your Committee recommends that the Board authorize the Administration to amend Administrative Policy 3.09 to include the following language for contracts of $10,000 or more:

> The contractor's scope of work must provide a detailed breakdown of all material cost components, including, but not limited to, applicable labor rates, product costs, travel expenses, licensing fees, third-party costs, and miscellaneous charges, e.g., telephone usage, duplicating, printing, faxing, and express mail. Proposals not in compliance may be considered non-responsive.

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

* * * * *

(Item 10) Action on a Request for Authorization to Enter into a Long-term Lease Agreement for the Rockhill Missionary Baptist Church Program

Background

1. At its meeting of August 28, 2003, the Board authorized the Administration to enter into a lease agreement with Rock Hill M.B. Church, Inc., (doing business as Rockhill Missionary Baptist Church [RMBC]) for four classrooms and support space at its new facility located at 1200 West Burleigh Street, contingent upon RMBC's meeting all requirements for receipt of Board funds.

2. The fiscal impact statement listed a maximum project contribution by Milwaukee Public Schools of $723,650 and a maximum total project cost estimated at $1,603,481.

3. Efforts by the Administration, RMBC, and their representatives to address the contingency events enumerated in the lease agreement reviewed by the Board on August 28, 2003, necessitate changes to several material terms and conditions of the lease agreement which the Board authorized on that date.

4. Accordingly, the Committee met to consider the leasing of public properties from RMBC, including material changes to the terms and conditions of the lease agreement for public properties authorized by the Board on August 28, 2003.

Committee Recommendations

Your Committee recommends that the Board:

1. authorize a modification to the lease agreement which the Board approved on August 28,2003, between the district and Rockhill Missionary Baptist Church to permit expenditure of up to an additional $75,000 in district funds to secure the completion of the Rockhill Missionary Baptist Church partnership project for the construction of four classrooms and support space, with additional rent payable under the lease agreement thus not to exceed $798,650; and

2. grant the Administration the authority to negotiate additional, material changes to the draft lease agreement approved by the Board on August 28, 2003, including, without limitation to, the retainage amounts required under the disbursing agreement of such lease and the completion deadline under such lease, to the extent that such changes shall be necessary to secure the completion of the RMBC partnership project, shall be in the best interests of the district, and shall not result in the district's additional rent obligations under the lease agreement exceeding $798,650.

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

* * * * *

(Item 11) Receipt of the Fiscal Year-End 2003 Audit Report: Basic Financial Statements

Background

1. State statute 120.14 requires school boards to provide for the audit of school district accounts and certification of the audit.

2. 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. The contract requires KPMG to audit and express an opinion on the following year-end reports:

- Basic Financial Statements
- Early Retirement Supplement and Benefit Improvement Plan
- Supplemental Early Retirement Plan for Teachers
- Schedules of Expenditures of Federal and State Awards (Single Audit Report)

3. The contract also requires KPMG to issue a commentary report on various district management and internal control issues and a status update of the prior year's commentary report.

4. The contractor has completed its audit of the basic financial statements for the year ended June 30, 2003. 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.

5. The Federal and State Single Audit Report, the defined benefit pension plan financial statements, the auditor's Commentary Report, and the auditor's Summary Report on the Status of the Prior Year's Commentary Report Recommendations have not been completed. It is anticipated that these reports will be completed within the next three weeks and presented to the Board in February 2004.

6. The KPMG report has been transmitted to the Board under separate cover.

7. Representatives of KPMG will be present at the committee meeting to provide the committee with an overview of the audit and answer any questions from Board members.

Committee Recommendation

Your Committee recommends that the Board receive the Basic Financial Statements for the Year Ended June 30, 2003.

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

* * * * *

REPORTS OF SPECIAL COMMITTEES

The Assistant Director, Office of Board Governance/Assistant Board Clerk, presented 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 January 5, 6, 7, 8, 9, 12, 13, 14, 15, 16, 20, 21, 22, 23, 26, 27, and 28, 2004.

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

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

Noes—None.

* * * * *

RESOLUTIONS

Resolution 0304R-028

by Director O'Neil

WHEREAS, The mission of the Milwaukee Public Schools is to ensure that maximum educational opportunities are provided to enable all students to reach their highest potential; and

WHEREAS, As part of this mission, the district is charged with ensuring that all students are provided with a means to achieve their educational goals of today in preparation for the workforce of tomorrow; and

WHEREAS, Milwaukee Public Schools serves a diverse population; and

WHEREAS, There is an increasing population of non-English-speaking students entering the district; and

WHEREAS, Learning opportunities are increased when students can learn in English as well as their native languages; and

WHEREAS, Becoming bilingual is an advantage for students seeking employment opportunities domestically as well as internationally; and

WHEREAS, Multicultural schools are successful because they create nurturing environments in which pupils naturally acquire the second language; and

WHEREAS, The Milwaukee Public Schools has embraced the immersion philosophy for language learners to create opportunities for multicultural learning in a multicultural district; and

WHEREAS, The immersion philosophy is to enable pupils to communicate in a second language with the ability approximating that of a student who is native to that language; and

WHEREAS, Language learning should be started early in order to provide the maximum number of contact hours in the second language; and

WHEREAS, In order for language learning to be successful, children must see that the language can be used immediately in meaningful situations; and

WHEREAS, Immersion programs involve students in the use of the second language for communicating in normal everyday situations and in subject-content learning; and

WHEREAS, The effectiveness of immersion programs is currently being demonstrated through the Milwaukee Spanish, German, and French Immersion schools; now, therefore, be it

RESOLVED, That the Board direct the Administration look into the feasibility of establishing an English-immersion school for non-English-speaking students; and be it

FURTHER RESOLVED, That the Board direct the Administration to report back to the Board its findings during the next meeting cycle.

Referred to the Committee on Innovation/School Reform

Resolution 0304R-029

by Director Hardin

WHEREAS, The Milwaukee Public Schools district serves a diverse population and has chosen to charter schools to increase student choice within MPS; and

WHEREAS, The district contracts with both instrumentality and non-instrumentality entities for charter schools; and

WHEREAS, Instrumentality charter schools, being located in MPS buildings, receive no funds in their budgets for facilities costs; and

WHEREAS, Non-instrumentality charter schools usually lease space in non-MPS-owned facilities and are, therefore, allocated funds for facilities costs; and

WHEREAS, Many of the non-instrumentality charter schools are incurring a much greater cost related to facilities than are the instrumentality charter schools; and

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, From time to time, MPS phases out programs, leaving the district with empty buildings; and

WHEREAS, Empty buildings become safety hazards and pose greater insurance liabilities; and

WHEREAS, As part of the Facilities Plans and Specifications for the district, Administrative Policy 5.01, Facilities, section 3(a)(3), states that existing school and community groups should be used as much as feasible in facilites planning, with each constituency responsible for selecting its participants; and

WHEREAS, The Milwauke Board of School Directors practices fiscally responsible budgeting habits; now, therefore, be it

RESOLVED, That the Board direct the Administration to offer available lease space in MPS facilities to non-instrumentality schools, with the MPS facility, as the host school, to receive funds generated from the lease agreement with the non-instrumentality charter school back into its budget for use in the classroom.

Referred to the Committee on Finance/Personnel

Resolution 0304R-030

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 healthy food habits through providing nutrition education and healthful food choices that reflect dietary guidelines as well as student preferences; and

WHEREAS, Student preference is an important part of this program, in that we teach our children that they should have the ability to make choices; and

WHEREAS, By the time students reach high school, we trust them to make good decisions; and

WHEREAS, Beverage vending machines in high schools offer students variety and allow pre-adult students the opportunity to make decisions about what they want to drink with their lunch; and

WHEREAS, There is currently no district policy that dictates to students who bring bag lunches what type of non-alcoholic beverages they are allowed to have with their lunches; and

WHEREAS, Every student in the Milwaukee Public Schools should be allowed equal opportunity for both education and decision making; and

WHEREAS, We require many of our high-school students to remain on the grounds during their lunch periods; and

WHEREAS, With the extended hours spent in school buildings for tutoring and other activities that provide our children a safe and nurturing environment, school has become an extension of the children's home lives; and

WHEREAS, As many of the high schools in the district do not have air conditioning, students can become dehydrated throughout the day in buildings with no air conditioning; and

WHEREAS, Beverage vending machines provide students access to liquids other than milk during their lunch periods as well as on hot summer days;

RESOLVED, That the Administration review Administrative Policy 4.06, Vending Machines, and draft a revision to that policy to allow the placement of beverage vending machines and the selection of items to be sold to be the purview of the individual school principals; and be it

FURTHER RESOLVED, That all funds gained from the sale of the beverages from the machines in a school be placed in the school's discretionary fund; and be it

FURTHER RESOLVED, That the policy revision be brought back to the Board by the April Board meeting cycle.

Referred to the Committee on Legislation, Rules and Policies

Resolution 0304R-031

by Director Balistreri

WHEREAS, The Milwaukee Public Schools contracts with the Milwaukee County Transit system (MCTS) for transportation services; and

WHEREAS, Middle- and high-school students are issued weekly pre-printed bus passes weekly and pre-printed bus tickets for special circumstances; and

WHEREAS, The cost of purchasing transportation services from MCTS continues to rise each year; and

WHEREAS, A large portion of the cost associated with contracting with MCTS is related to the printing of bus passes and tickets; and

WHEREAS, Eliminating printing costs associated with paper bus passes and tickets and implementing a system such as bar-coded student ID cards could result in a substantial cost savings for the district; and

WHEREAS, Implementing a system using bar-coding technology is usually justified within the first school year by the amount of time saved, an increase in accuracy, and a reduction in the loss of assets such as paper bus passes; and

WHEREAS, The University of Hertfordshire has implemented such technology, using four interfaces to cover all of the functions that used to be contained on 5 separate cards — i.e., ID. card, bus pass, an access card, a library and computer card — and will be replacing cash with bar-coded cards for use in vending machines and at the University's shops in the near future; and

WHEREAS, The bar-coded ID card system is already in place and being used by many MPS students instead of lunch tickets; and

WHEREAS, This has prevented theft and fraudulent activities associated with printed paper lunch tickets; and

WHEREAS, The electronic lunch ticketing process has also allowed the district to realize a more accurate count of the number of students within the district who take advantage of the free and reduced-price lunch program; and

WHEREAS, Tracking the use of bus passes and tickets in the same manner could allow the district to realize a substantial savings on the cost of transportation; now, therefore, be it

RESOLVED, That the Administration work with the MCTS to develop a system for electronic bus passes and tickets for cost-effective transportation cost tracking; and be it

FURTHER RESOLVED, The Administration bring the plan and two fiscally responsible alternatives related to paperless bus passes and tickets back to the Board for consideration by the April Board meeting cycle.

Referred to the Committee on Finance/Personnel

Resolution 0304R-032

by Directors Balistreri and Morales

WHEREAS, The Milwaukee Public Schools (MPS), having embarked upon a program to develop smaller high schools, has received a grant from the Bill and Melinda Gates Foundation to plan for smaller high schools; and

WHEREAS, The costs of establishing and maintaining smaller high schools is unknown; and

WHEREAS, As the Bill and Melinda Gates Foundation grant does not provide for capital, personnel, equipment, or all other ongoing costs to operate schools, responsibility to raise funds to provide for these ongoing costs, for both the long and short term, will rest with the Board; and

WHEREAS, MPS has faced budget shortfalls and cuts over the last several years; and

WHEREAS, It is not likely that additional funding will be available to MPS in the foreseeable future; and

WHEREAS, the MPS Board is committed to providing for student success; and

WHEREAS, The success of MPS students rests with the ability of the MPS Board to operate successful programs and schools; now, therefore, be it

RESOLVED, That that Milwaukee Board of School Directorsl direct the Administration to report back to the Board the status of the High School Redesign Initiative, along with a study of the costs to establish and to maintain over time a system of smaller high schools; and be it

FURTHER RESOLVED, That the costs be broken into categories that parallel the MPS budgeting categories; and be it

FURTHER RESOLVED, That the Administration report back to the Board by April 2004, to enable the Board to use the information to make decisions about small high schools and to develop long-term funding strategies.

Referred to the Committee on Innovation/School Reform

Resolution 0304R-033

by Director Balistreri

WHEREAS, The Milwaukee Public Schools traditionally holds ceremonies honoring high-school seniors who successfully complete the requirements for graduation; and

WHEREAS, Typically, schools engage in pre-graduation activities such as book signing and spirit day to honor graduating seniors; and

WHEREAS, Some senior-level students have traditionally participated in these official school-planned events, as well as other unofficial events such as Senior Skip Out Day; and

WHEREAS, In the past, school principals have received complaints from parents and other community members about some of the activities related to graduation that take place outside of the school building, as well as events that take place in the school building, such as graduation ceremonies; and

WHEREAS, Graduation ceremonies are used to showcase the graduating young adults and their accomplishments in front of their families, friends, and MPS community partners; and

WHEREAS, The manner in which the ceremonies are conducted is a direct reflection of Milwaukee Public Schools as a public school district; and

WHEREAS, Currently, there is no policy or standard format for a graduation ceremony in a Milwaukee public school; now, therefore, be it

RESOLVED, That the Administration develop a policy to ensure that students, parents, and MPS community members experience a high-quality graduation ceremony and that a model of what a standard MPS graduation ceremony looks like be distributed to all school principals; and be it

FURTHER RESOLVED, That the policy and model of the ceremony standards be brought back to the Board for approval by the April Board meeting cycle.

Referred to the Committee on Innovation/School Reform

Resolution 0304R-034

by Director Hardin

WHEREAS, The vision of the Milwaukee Public Schools is to ensure that schools will be a vital part of the neighborhood, sharing a common purpose with community partners in a system of mutual support; and

WHEREAS, Auer Avenue school has adopted this vision and has implemented educational programming that connects teaching and learning to the community; and

WHEREAS, The demand for the elementary-level seats at the Auer Avenue school has been lower than anticipated; and

WHEREAS, The unused elementary seats could be used to help meet the demand for space at the secondary level; now, therefore, be it

RESOLVED, That the Board direct the Administration to expand the current Auer Avenue K-8 program to include grades 9 through 12; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors direct the Administration to work with Auer Avenue School to bring forth to the Board within the April 2004 Board Meeting cycle a plan to expand Auer Avenue's grade organization from K-8 to K-12.

Referred to the Committee on Innovation/School Reform

Resolution 0304R-035

by Director Morales

WHEREAS, Insufficient resources pose a challenge to school districts, schools, and children all over Wisconsin; and

WHEREAS, Insufficient resources diminish the quality of education for children in the state's largest urban and smallest rural area — and all school districts in between; and

WHEREAS, Students, educators, parents, and residents of all of Wisconsin's school districts need to better understand each other in order to effectively work for school-finance reform and sufficient funding for all children; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors welcome an exchange program with students, educators, parents, and residents of the White Lake School District in order to increase understanding, foster trust, and build on our common need for comprehensive, statewide school-funding reform based on sufficient resources that give all children the opportunity to succeed.

Referred to the Committee on Innovation/School Reform

The Board adjourned at 8:20 PM.

EUGENE JONES
Assistant Director, Office of Board Governance/Assistant Board Clerk

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
FEBRUARY 19, 2004

Special meeting of the Board of School Directors called to order by President Spence at 8:50 PM.

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

Absent and excused—Director O'Neil—1.

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

February 18, 2004

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Jeff Spence, a special meeting of the Board of School Directors will be held at 7:30 PM (or immediately upon adjournment of the meeting of the Committee on Special Education) on Thursday, February 19, 2004, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of taking action on a resolution recognizing the 40th anniversary of the Beckum-Stapleton Little League and one of the League's founders, James W. Beckum.

Upon reasonable notice, efforts will be made to accommodate the needs of individuals with disabilities through sign language interpreters or other auxiliary aids. Please contact the Office of Board Governance, Room 273, Central Services Building, 5225 West Vliet Street, P.O. Box 2181, Milwaukee, WI 53201-2181 (Phone 475-8284; Fax 475-8071; TDD 475-8893).

LYNNE A. SOBCZAK
Director/Board Clerk

President Spence presented the following resolution on behalf of Milwaukee Board of School Directors:

A Resolution
in Recognition of the
40th Anniversary of the Beckum-Stapleton Little League
and of the
75th Birthday of Its Co-founder,
James W. Beckum

WHEREAS, After a career as a player with the East St. Louis Giants of the Negro League in the 1950s, Mr. James W. Beckum came to Milwaukee in 1964 to start the city's first Little League team with Charles Stapleton; and

WHEREAS, For 40 years, the Beckum-Stapleton Little League has been a source of recreation, exercise, entertainment, and structured activity for the entire community; and

WHEREAS, The Beckum-Stapleton Little League now comprises 11 teams, each of which plays two or three times per week; and

WHEREAS, James W. Beckum — an inductee into both the Milwaukee Brewers' Hall of Fame and the Old Timers Hall of Baseball — has, for the last four decades, devoted himself to teaching — along with the fundamentals of baseball — sportsmanship, responsibility, courtesy, cooperation, respect, and integrity to thousands of Milwaukee children; now, therefore, be it

RESOLVED, That, on this, the occasion of the 40th anniversary of the Beckum-Stapleton Little League, the Milwaukee Board of School Directors express its support for the tradition of the Beckum-Stapleton Little League and acknowledge the incalculable contributions which the League has made to the children of Milwaukee and to the community in which they live, and be it

FURTHER RESOLVED, That, on this, the occasion of the 75th birthday of Mr. James W. Beckum, the Milwaukee Board of School Directors proclaim its deep admiration, respect, and gratitude to Mr. Beckum for the love and devotion which he has shown for the children of Milwaukee; and be it

FURTHER RESOLVED, That this Resolution be spread upon the permanent Record of this Board, and that the Board's President present a suitably engrossed copy to James W. Beckum at a reception and awards ceremony to be held on Saturday, February 21, 2004, at the Milwaukee Performing Arts Center.

Director Johnson moved to adopt the resolution.

The resolution was adopted on the following vote:

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

Noes—None.

The Board adjourned at 8:58 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
FEBRUARY 23, 2004

Regular meeting of the Board of School Directors called to order by President Spence at 6:48 PM.

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

Absent and excused—Director O'Neil—1.

AWARDS AND COMMENDATIONS

Special Performance in Honor and Celebration of Black History Month

In honor of Black History Month, there will be special performances by students from Malcolm X Academy and Hartford University School. The students from Malcolm X who will perform this evening are directed by Ms. Debbie Tate, the school's librarian and extra-curricular drama and poetry advisor.

The Board meeting will begin with a solo performance of "Lift Every Voice and Sing" by Ms. Mishahka McNeal, a ninth-grade student at Malcolm X. The words to the song are included, should you wish to sing along in celebration.

Lift Every Voice and Sing

Lift every voice and sing

Till earth and heaven ring,

Ring with the harmonies of Liberty;

Let our rejoicing rise

High as the listening skies,

Let it resound loud as the rolling sea.

Sing a song full of the faith that the dark past has taught us,

Sing a song full of the hope that the present has brought us,

Facing the rising sun of our new day begun

Let us march on till victory is won.

Stony the road we trod,

Bitter the chastening rod,

Felt in the days when hope unborn had died;

Yet with a steady beat,

Have not our weary feet

Come to the place for which our fathers sighed?

We have come over a way that with tears has been watered,

We have come, treading our path through the blood of the slaughtered,

Out from the gloomy past,

Till now we stand at last

Where the white gleam of our bright star is cast.

God of our weary years,

God of our silent tears,

Thou who has brought us thus far on the way;

Thou who has by Thy might

Led us into the light,

Keep us forever in the path, we pray.

Lest our feet stray from the places, Our God, where we met Thee,

Lest, our hearts drunk with the wine of the world, we forget Thee;

Shadowed beneath Thy hand,

May we forever stand.

True to our GOD,

True to our native land.

After her song, Ms. McNeal and Ms. Vervita Richardson, an eighth-student at Malcolm X, will perform a dramatic poetry interpretation titled “Why Did God Make Me Black?”.

To conclude the Black History Month celebration, the Hartford University School Dance Troupe will perform. The Hartford University School Dance Troupe is composed of students from Hartford's upper school (grades 6-8) who believe music and dance can unite us regardless of color, nationality, or religion. The dancers study traditional and contemporary dance from Africa, Asia, and the Americas. Tonight the young ladies will be performing the “Dance of Life” from Africa. The movements tell the story of the proper way to live. The troupe is led by Ms. Rose Onama, a native of Uganda, East Africa.

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:

Steve Vande Zande
Teacher
Hartford University School

Mr. Steve Vande Zande is currently an art teacher at Hartford University School. During his tenure at the school, Mr. Vande Zande has emerged as an outstanding educator who consistently puts children first.

Due to Mr. Vande Zande’s energy, enthusiasm, and expertise as an art teacher, the walls and corridors of Hartford University School virtually sing with the creative work of young people, announcing to anyone who steps into the school that this is a place where young people think, create, articulate their perspectives, and explore the experiences and contributions of others. Each collection of work is labeled with a description of the media, ideas, and traditions students explored in the process of creating the work. Students’ art spills out into the community, and the many community projects in which Mr. Vande Zande engages students forge a connection for young people into the larger world.

These projects have connected Hartford Avenue students with the University of Wisconsin-Milwaukee, Marquette University, museums, galleries, businesses, community agencies, and independent artists.

Mr. Vande Zande's tireless innovation has brought tremendous resources and opportunities to our young people. He insists that students pursue their art with real purpose. As a result, students talk about their work in remarkable depth and detail. It is inspiring to see students taking themselves and their work so seriously. This clearly begins with a teacher who takes young people — their experiences, their worth, their talents, their passions, and their potential — seriously. Mr. Vande Zande is such a teacher, and our students are truly the beneficiaries.

In addition to his positive impact on the students, Mr. Vande Zande has also had a very significant impact on the adults at Hartford Avenue. He is an active participant in the life of the school — whether formally as a member of the School Governance Council, or informally in social interactions and impromptu school committees. He is universally respected and well liked. He brings people together, and his optimistic vision for young people is contagious. As a natural collaborator, Mr. Vande Zande has been central to the positive climate changes and increased student achievement at Hartford University School.

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

Teachers awarded the Board's Excellence in Education award also receive a $250 monetary award, funding for which is provided by the Milwaukee Public Schools Foundation, Inc., through a contribution made by School Board President Jeff Spence.

Other Awards and Commendations

Students

Sarah Johnson, a junior at the Milwaukee School of Languages High School, was selected to attend the prestigious Presidential Classroom Media and Democracy Program in Washington, D.C. The Presidential Classroom program gives students unparalleled opportunity to interact with and investigate the leaders who shape America's public policy. The program included interaction with members of Congress, presidential appointees, senior military officials, top business leaders, and Washington journalists.

Schools

The following 23 Milwaukee Public Schools were awarded *Reading First* grants from the Wisconsin Department of Public Instruction. Reading First is designed to assist in the establishment of reading programs for students in kindergarten through grade three.

Academy of Accelerated Learning	Hampton Elementary	Philipp Elementary
Browning Elementary	Hi-Mount Elementary	Riley Elementary
Bryant Elementary	Humboldt Park	Siefert Elementary
Burbank Elementary	LaFollette Elementary	Thirty-fifth Street
Fifty-third Street	Lloyd Elementary	Twenty-first Street
Franklin Elementary	Manitoba Elementary	Trowbridge Elementary
Gaenslen Elementary	Maple Tree Elementary	Wheatley Elementary
Goodrich Elementary	Milwaukee Sign Language	

The following two Milwaukee Public Schools have been named as finalists in Time Warner Cable's 2004 Hang Tough Video Contest and will participate in the finals on March 5.

Audubon Middle School — Katrice Cotton, Principal; Karen Ambrosh, Media Education Teacher

Wisconsin Conservatory of Lifelong Learning — Sallie Brown, Principal; Char Harteau, Media/Technology Teacher

Staff/Departments

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 through 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. The MPS Foundation is also grateful for the support received from GE Medical Systems Information Technologies.

This is the fourth consecutive year in which the MPS Foundation has sponsored the grant program. Over the last three years, more than 150 grants, totaling about $100,000, were awarded.

The following is a list of this year's grant award winners and a description of the project funded:

Academy of Accelerated Learning	Linda Gaspardo and Chris Kronschnabel	$750
"Immigration: Exploring Our Diversity"		
Fifth-grade students will explore the immigrant roots of Milwaukee and their own neighborhoods. An appreciation for diversity will be strengthened through a photography project, Historical Milwaukee Tour, and supplemental reading materials.		
Audubon Middle School	Mary Christison	$300
"News-2-You"		
The News-2-You" project will enhance the reading comprehension, language arts, and career education skills of middle-school-age students with special education needs. Students will be engaged in a variety of learning activities provided in a weekly online newsletter subscription. One of the activities involves learning skills related to cooking, including reading recipes, shopping for groceries, measuring ingredients and cooking, and then eating items prepared.		
Audubon Middle School	Heather Schulz	$750
"Bowling for Numbers"		
Forty students with special education needs will participate in the project focused on improving math skills, social and interpersonal skills, and athletic skills, as well as on providing students with a community experience. Student participants will broadcast their activities (and the bowling results) via the school's television station to share their experiences with the entire school.		
Bell Accelerated Academy	Barbara Hickling	$750
"Literacy Circles in Literacy Hour"		
Seventh- and eighth-grade students will participate in literature circles, reading books of their choice. The project encompasses all of the components of the MPS comprehensive literacy framework. Funds will be used to purchase supplementary books and materials to increase students' reading scores and to help foster a lifetime love for reading.		
Bradley Technical High School	Joshua Putnam	$750
"Transportation"		
Thirty ninth- through eleventh-grade special education students will participate in a three-week thematic unit on transportation. Students will design, manufacture and test an electric vehicle. In addition, students will visit a manufacturing facility to experience a "real world" parallel of the project.		
Brown Street Academy	Kristine Kowalski and Todd Hartwig	$715
"Let's Sea!"		
Second-grade students will participate in a thematic teaching unit revolving around oceanic exploration. Through various hands-on activities, multimedia presentations, interactive software, and exposure to current literature and periodicals, students will acquire science content and develop critical-thinking skills such as problem solving, cause-and effect-relationships, and deductive reasoning. Students will visit the Humphrey IMAX Dome Theater to see *Whales* as a culminating activity.		

Browning Elementary School	Mary Steckel and Cindy Clay	$750
"Enhancing Learning and Literacy in the Classroom"		
The project goal is to create a sound-rich learning environment to enhance listening, language, and literacy in a kindergarten classroom through amplification of the teacher's voice. Success will be measured by Reading Readiness Test scores and by tracking the learning of the alphabet and assessing development of phonemic awareness, as well as sound symbol relationships and other literacy skills.		
Burdick School	Erica Mucino	$750
"Project R.E.A.D."		
Project R.E.A.D. — Reaching Enhanced Achievement Daily — will empower first-grade students to acquire literacy skills through the use of appropriately leveled reading materials used to motivate and inspire learners. The project consists of shared reading of big books and guided reading using sets of leveled trade books. Students will experience a variety of instructional approaches to meet divergent and developing learning styles.		
Cass Street School	David Dulmes and David Kahn-Pettigrew	$730
"The Little Engineer That Could"		
Third-grade students will learn the basics of simple and complex machines, energy, motion, and forces through building models and scientific experimentation. Students will build models according to pre-designed plans and conduct experiments using the models. Among the machines the children will build are wheels, axles, screws, wedges, inclined planes, pulleys, levers, and gear systems. An example of an experiment will be to calculate the difference in the force needed to move an object up inclined planes of differing angles.		
Clemens Elementary School	Jeralynn Peterson	$715
"Leap Into Reading"		
First-grade students will have the opportunity to use developmentally appropriate interactive books and educational games at home to reinforce the skills taught in the classroom. The take-home activities will motivate students to want to read and will provide parents with the materials and support they need to become more active at home in helping to develop their children's reading abilities.		
Clement Avenue School	William Machtel	$750
"The Study of Flight by Kite Making"		
Third-grade students will learn the basic principles needed to create flight. The project involves reading and research skills, descriptive writing of procedures, the use and understanding of standard and metric measurement, knowledge of present and ancient art history of kites, and scientifically experimenting with changing variables to succeed in making high-flying kites. Students will visit Veterans Park at the lakefront to test fly their kites.		
Cooper Elementary School	Erik Conner and Molly Aschauer-Follmer	$750
"El Club Español"		
Sixth-grade students will participate in El Club Español, involving Spanish language-learning activities and rich cultural awareness activities. Students will meet once a week and will be introduced to foreign-language instruction and engaged in a number of enriching activities, including music, dance, customs, traditions, and food. Students will visit the United Community Center and host guest student performers from other schools.		
Custer High School	Peter Iselin and Barbara Riebau	$750
"Integrating Technology and Creativity in the Geometry Classroom"		
About 145 geometry students will supplement classroom instruction with the "Geometer's Sketchpad" computer program. Students will experience geometry through use of an interactive and discovery-based program that promotes students' visualization of geometric concepts, taking their new knowledge beyond the textbook. Students will demonstrate what they have learned in discussions and written assessments.		

Dover Street School	Meay Healy and Molli Jo Latin-Kasper	$750
"Self-Esteem Development Under the Stars"		
Twenty-five regular and special education students will participate in team-building games, skits, canoeing, a wagon ride, horseback riding, sing-alongs, telling "ghost" stories, and performing domestic jobs during an overnight camp experience at the YMCA Triangle "Y" Ranch. The cognitive, social, emotional, and physical well being of the children will be nurtured through these activities to develop their self-esteem in a beautiful nature setting.		
Eighth Street School-Project Stay	Linda J. Port	$750
"Theater Partnership"		
Twenty students from this alternative high school will participate in a partnership with the Chamber Theater. Students will read the play prior to attending a production and participate in a workshop with visiting actors. Students will also research jazz and the work of Duke Ellington and have a professional music experience at a Stackner Cabaret performance. Students will write reviews and other project-based essays after these experiences.		
Elm Creative Arts School	Melissa Browning	$750
"Multi-Intelligence Literacy Centers"		
Learning center kits will be developed for second-grade students to enrich current curriculum in reading, science, and social studies, focusing on the multiple-intelligences approach to learning. Kits will include books of all levels, academic learning games, and curriculum-enriching activities to reinforce academic standards in all subject areas.		
Fairview Elementary School	Laura Yale and Wendy Novak	$750
"Learning to Read and Reading to Learn"		
Thirty first-grade students in a full-inclusion classroom will have the opportunity to choose and read high-interest, leveled books in fiction, nonfiction, poetry, and biographies in the curricular areas of science and social studies. Students will share their acquired information in a variety of writing activities. Students will use graphic organizers to write, edit, and publish their own works for home use and the classroom library.		
Fernwood Montessori School	Carla Langhus	$750
"We've Got the Beat"		
First-, second-, and third-grade students will explore historical and cultural aspects of rhythm and rhythm instruments and create a timeline of rhythms and cultures. Through lessons with rhythm instruments, they will learn music notation; interact with the rhythms of language, literature, poetry, and music; and perform in solo and ensemble groups.		
La Escuela Fratney	Jeffifer Riveros and Sara Lizdas	$710
"Discover Family"		
Spanish-dominant kindergarten students will participate in the Discovery Packs program to strengthen the link between home and school. Each week, students will select a cross-curricular thematic pack to take home. Students and their families will explore the materials together, reinforcing the skills and knowledge learned at school.		
Fritsche Middle School	Michelle Wade and Sheila Yarrington	$750
"World At War Museum"		
This cross-curricular project will allow 385 seventh-grade students to demonstrate in-depth understanding of World War II and the Holocaust. Knowledge will be gained through student-facilitated literature circles, research papers, multimedia presentations, and project-based learning experiences. Students will create museum exhibits and design a square for a Holocaust memory quilt.		
Grand Avenue Middle School	Mark Jung	$750
"Global Art Exposure		
The school will establish a thematic based rotating display of multicultural art throughout student accessible areas to include the halls and commons. The prints for display will be selected within the arts and social studies classes as research activities and prepared for mounting as graphics projects. The art will serve as accessible resources to support instruction in language arts, social studies, art, and other areas.		

Grant Elementary School	Margaret Reynolds	$750
"Places Everyone!"		
Seventy-five students from all grade levels will be directly involved in the comedy musical production of the play "Unhappily Ever After." Students will be directed in and taught all aspects of theater production by a professional community theater director. Students will be in the cast and will be in charge of tickets, publicity, seating, and many backstage responsibilities. Practices will be held after school. The play will be performed for the entire school community.		
Hampton Elementary School	Amelia Emmerich	$750
"Learning from the Past"		
This cross-curricular project is an extension of the first-grade social studies and Investigations math series. Students will design their own quilt squares using a computer program and will construct the square from the paper pattern. Students will learn how classes were conducted in the past, how the community was part of the school, and how the students' and teachers' lives were different. Students will make slates out of masonite board and black chalkboard paint, and one day will be set aside on which all work in the class will be conducted using only the slates. Students will visit Old World Wisconsin.		
Happy Hill School	Mary Mazzulla	$750
"Operation Improved Speech 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 through group discussions. Take-home materials will help integrate the skills learned in the classroom with the child's home environment.		
Hartford University School	Robin Squier	$700
"Urban Ornithologists"		
Fourth-grade students conduct an in-depth study of urban ecology, walking a transect weekly to spot, identify, and record different avian species. The data will be analyzed to determine limiting factors within the environment. Through this project, students will experience authentic field research and share results with the Cornell Laboratory of Ornithology.		
Hawley Environmental School	Kim McSorley and LeeAnne Chappelle	$750
"Bedtime Books"		
Thirty kindergarten students will participate in a home literacy program that will increase students' reading levels and high-frequency word awareness. Students will be sent home with high-quality, developmentally appropriate books to read nightly with a family member. After reading the book, students fill out a "book report." Students receive a sticker to place on their Bedtime Book Charts. Once the children complete their charts by reading 20 books, they are rewarded with books of their own to keep which they can add to their home library or use to create their first library.		
Hi-Mount Elementary School	Lori Salinsky and Michael Coffey	$750
"Student Newsletter"		
Third-grade students will establish an ongoing relationship with a *Milwaukee Journal Sentinel* journalist through publishing a newsletter. Students will research, write, and edit stories for the publication and be responsible for photographs and layout and design. Students will participate in a tour at the paper hosted by their partner journalist.		
Honey Creek Elementary School	Jeffrey Milani and Kim Islas	$750
"Madison Experience"		
This fourth-grade project will enhance students' understanding of Wisconsin culture, heritage, and government. Students will visit Madison, tour the state capitol, and visit a fourth-generation family-owned company focusing on the areas of history, civics, and government. Students will research and write a paper about their experiences.		
Kluge Elementary School	Patricia Winter	$750
"The Solar SystemIs out of This World!"		
Second-grade students will increase their understanding of the solar system through enhanced classroom library materials and a visit to the Milwaukee Recreation Planetarium at Hamilton High School. Students will research earth-science topics and prepare and give oral presentations on their topics.		

Lincoln Center of the Arts	Elyse Roman	$750

"KIT Days" (Keep in Touch)

KIT Days is a summer component of the Best Friends program. It promotes self-respect and character building through positive structured activities. It also promotes the message of abstinence through guided discussions. Structured activities include a day at the zoo, helping with a homeless shelter, pizza night, swimming, afternoon at the YMCA, bowling, and a book club. The program will serve 15-20 girls from the Best Friends program who would benefit most from having a summer mentor.

Lloyd Street Elementary School	Kay Zupko and Sylvia Llanas	$750

"Global Art Projects"

This project will integrate more hands-on art projects during the academic subject-matter time for first-grade students. Projects are cross-curricular, including social studies, art, math, language arts, and science. Engaging and creative projects are planned in alignment with specific learning targets. A few examples are: India: students will make their own raksha (bracelet) and a divali lamp (clay pot); China: students will create a Chinese scroll and an opera mask; African-American: students will build structures to make a city neighborhood; Africa: students will create a pattern in math and duplicate it into a Kente cloth sash.

Lloyd Street Elementary School	Phyllis Bankier	$750

"Successfully Improving Reading"

Project will increase reading levels of students in kindergarten through fifth grade by supplementing their curriculum with two software programs: *Simon Sounds it Out* engages students with an animated, personal tutor that presents skill-building activities to maintain students' interest. *Start to Finish Books* are high-interest, age-appropriate stories for students who are more than two grades below reading.

Longfellow Elementary School	Marilyn McKnight and Beatriz Angeles	$750

"Great Books for Great Learning"

Sixty bilingual third- and fourth-grade students will participate in the research-based Junior Great Books Read Aloud Program. The program integrates reading, writing, and shared-inquiry discussion activities with rich, multicultural literature to improve students' reading comprehension, vocabulary, writing, and critical-thinking skills as well as to increase interest in and appreciation for fine children's literature.

MacDowell Montessori School	Tim Souers and Kathy Hubing	$750

"Excel Science Experiments"

This project will create seven new easy-to-read early childhood science books complete with simple illustrations along with hands-on materials that will be placed in 25 kindergarten classrooms in the six MPS Montessori schools. These books focus on the specific science learning targets developed by teachers last year. Topics include: Wind Power I and II; Which is Heavier?; Color Mix; Surface Tension; Electricity I; and Electric circuits II. Students will be able to successfully carry out a basic science experiment and answer the question at the end of each book, "What happens?"

Maple Tree Elementary School	Amy Taylor and Christie	$750

"The Art of Science Through the Eyes of Children"

This is a cross-curricular project for 50 fourth-grade students, involving activities in science, math, reading, and writing. Students will conduct simple science experiments using microscopes. Visual results will be documented using art supplies to create a large-format work of art. Students will also document what they see and draw through writing exercises and will learn to measure and hang art in the "Hall of Natural Science," a space in the school designated for this purpose.

Milwaukee Education Center Middle School	Jeannie M. Loberg	$700

"Karaoke Kickoff"

The purpose of this project is to increase reading skills of cognitively disabled sixth- through eighth-grade students with pre-kindergarten to grade 1 reading-level abilities. Students will be engaged in exciting fun-filled, cooperative learning experiences. A karaoke machine will be used by students to read word-by-word prompts to music as well as to sing along to familiar tunes while reading words on the screen. Students will research music Internet sites from around the world, write one-paragraph essays expressing their favorite song choices, describe careers in the music industry, and make a class presentation on their work.

Milwaukee French Immersion School	Christiane Wood	$750
"Learning to Read in French"		
This project will enrich and support the learning of sixty kindergarten students as they learn to read in French. Few parents are fluent French speakers and are sometimes discouraged by their inability to help their children learn to read in a second language. Children will be able to take home a Leap Pad with a French book to share their learning and language experiences with their families.		
Milwaukee School of Languages	Sherry Pelgrin and Jennifer Schlegel	$750
"A Step From Heaven"		
About 150 ninth-graders will be provided with a common learning experience through literature. All incoming ninth-graders will be provided with books during freshman orientation in August. Students will be expected to read the novel, *A Step From Heaven,* prior to the start of the school year to create an intentional high-achievement norm for the students. Students will participate in class discussions, write essays, and make presentations in both English and foreign-language classes around the themes of the novel.		
Neeskara Elementary School	Reina Ingram Estes	$750
"Backpacks To Go"		
Eighty English-language learners in kindergarten through grade five will be provided with take-home backpacks filled with educational supplies and activities to reinforce skills in math, writing, listening, vocabulary, and reading. The project will aid in breaking down barriers that keep non-English speaking parents from getting more actively involved in their children's education and will help increase the parents' own literacy in English as they work with their children.		
Pierce Elementary School	Katie Fitzpatrick	$725
"Rock Hounds and Pebble Pups"		
75 second-graders and 125 fourth-graders will investigate rocks and geological land formations in connection with a thematic unit in geology. Students will perform laboratory experiments, categorize rocks according to their characteristics, learn how rocks are formed, and make fossil imprints. Students will visit a rock quarry and a state park as a part of the project.		
Pulaski High School	Ming Yon Blackwell	$735
"Celtic Mania"		
Thirty-five high-school students will be introduced to the native art of Great Britain and Ireland and learn that Celtic motifs took careful geometric and mathematical skill. Students will learn to use geometric and mathematical skills to create studies of Celtic art and use their own adaptations to create new art forms. Students will also study animal forms (zoomorphics) to incorporate into their art pieces.		
Sherman Multicultural Arts School	Sarah Richardson and Maureen Dardis	$750
"Integrated Farm Unit"		
This project supports an integrated farm unit for two all-day four-year-old kindergarten classes serving about 50 students. It is a cross-curricular project focusing on math, science, language, art, and music activities. Students will be introduced to the animals that live on a farm and will have many hands-on learning experiences. Activities include hatching duck or chicken eggs in the classroom and will conclude with a trip to a farm.		
Sherman Multicultural Arts School	Brenda DePriest	$750
"Sensational Plants"		
Second-grade students will participate in a thematic unit revolving the exploration of plant life. Activities involve reading and language arts, science, social studies, and math. Students will learn about plants in a creative, cooperative learning environment that emphasizes thinking, speaking, reading, and writing. Students will visit the museum and the Domes in Milwaukee.		
Silver Spring Elementary School	Thomas Brown	Parents as Partners"
"Reading and Writing with Children		
Third-grade students will use children's literature to read and create stories to support their reading and writing achievement. Students will create pieces of writing each week, and their work will be published in a booklet. Students will present their work in class and read it to their kindergarten buddy partners. Parents will be informed of the project and encouraged to participate.		

South Division High School	Lori Ramirez and Risa Berg Iskandarsjach	$750
"Great Stories Make Great Families"		
This project will support a literacy program for teen parents and their children. Monthly sessions are held during the lunch hours, each of which has a thematic focus. At each session, students receive a book to develop a personal library of children's books at home, engage in small group discussion circles, and learn to dramatically read a bedtime story. The project demonstrates the importance of early literacy and also helps to improve students' reading skills.		
Story School	Cynthia Frankowiak Wytch and Sue Russell	$750
"T.E.E.N.S. — Teens with Educational, Emotional, and Nutritional Skills"		
Seventh- and eighth-grade students will participate in an expanded after-school tutoring program focused on life skills and study skills. As a part of this project, students will attend tutoring sessions twice a week, study and discuss the *7 Habits of Highly Effective Teens*, participate in two hours of after-school guided homework time each week, and take turns preparing nutritional snacks. Students will also videotape a two-minute segment highlighting a study skill that will air on the in-school news program to be viewed by all grades.		
Thirty-fifth Street Elementary School	Danielle Zivney	$750
"Animal World"		
Third-grade students will study in depth the traits that make up various classifications of animals. By utilizing living animals, research projects, hands-on laboratory activities, leveled reading, and social-justice projects, students will learn about various types of animal life cycles, behaviors, habitats, and food and what it takes to care for them. Students will visit the Milwaukee County Zoo and adopt an endangered animal.		
Tippecanoe School for the Arts and Humanities	Sara Lovas	$500
"A Medieval Adventure"		
Sixth-grade students will go on a medieval adventure to learn about and experience life in the Middle Ages. Through extensive study, research, art, and opera writing, students will develop an understanding of the Medieval Era. This is a cross-curricular six-week unit to broaden student knowledge in the humanities and the arts. For example, students will work on map making, legend writing, logic skills, building model castles with working drawbridges, and more. The project will culminate with a medieval feast complete with costumes, skits, and music.		
Trowbridge School of Discovery and Technology	Karen Rinka and Jennifer O'Connor	$525
"Cross Grade Drama"		
15 second-grade and 24 fifth-grade students will prepare, practice, and perform the traditional Cinderella play for the school and their community partner, St. Ann Center for Intergenerational Care. Students will develop writing and oral reading skills, literature appreciation, play components, multicultural awareness, listening skills, and cooperative learning and will compare and contrast story elements.		
Twenty-first Street School	Jayne Jaskolski	$750
"Early Literacy Literature Kits"		
This project creates literature kits for early childhood and kindergarten students to be used in the classroom and taken home. Kits will include a fabulous children's book with props, puppets, and audiotapes to be used to enhance a rich literature experience for students and their families. To enhance the home and school experience, a parent workshop will be offered in the evening to demonstrate how to use the kits the children will be bringing home.		
Wisconsin Avenue School	Maria Porn	$750
"I Can Read with My Eyes Shut Club"		
Thirty fourth-grade students will participate in this in-classroom club to motivate students to read for pleasure while increasing fluency, comprehension, and confidence. Students will be required to read books from the multicultural, high-interest library each month, present oral reports, complete written reviews, and track reading minutes on a log. The project will culminate with a book-sharing party during the last presentations.		

Wisconsin Conservatory of Lifelong Learning	Mary Owen-Tresp	$750
	"Supplies A La Cart"	
Seventeen fifth- and sixth-grade special education students will participate in a school supply business. It will allow students to purchase and sell school supplies from a cart by going room to room in the school two days per week. Learning experiences for students will include counting, making change, and maintaining inventory of supplies. Students will learn how to take public transportation, how to shop wisely, and how to comparison shop. Social skills will be emphasized as well as speaking in front of strangers and peers.		
Zablocki Elementary School	Deborah Ciepluch	$750
	"Electronic Activity Center"	
First-grade students with special education needs and students with limited English proficiency will participate in an electronic activity center using Leap Pad and Geo Safari learning tools. Key components include animated storybooks, interactive flip books, alphabet recognition and sounds programs, phonics lab, and phonemic awareness activities. The center will build skills needed for reading success and promote independence for the students.		

Chris Napierala, a teacher at Samuel Morse Middle School, has been selected to receive the *Technology Educator of the Year Award* by the Wisconsin Technology Education Association, Inc., for demonstrating outstanding service and commitment to technology education.

The Milwaukee Partnership Academy (MPA) was recently awarded the prestigious *Kenneth Howey Award for Contribution to Urban Education*. The award brings national recognition, more strongly than ever, to the importance of linking universities, community organizations, and schools in dynamic and productive partnerships. The MPS was recognized for its efforts in professional development, teacher retention, and improving teaching and learning in Milwaukee Public Schools.

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APPROVAL OF MINUTES

The minutes of the regular and special Board meetings of January 13, 27 and 29, 2004, were approved as printed.

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COMMUNICATIONS FROM THE BOARD CLERK

(Item A) Report from the Board's Youth Adult Steering Team on an Information-Collection Effort Regarding High-School Students' Views on Budget-Related Transportation Changes

Background on the Information Collection and Distribution Network

The MPS School Board Youth Adult Steering Team (YAST), as part of the Board's initiative to involve students in District decision making, has developed a network of Student Liaisons in 10 MPS high schools to help distribute and collect information regarding topics under consideration by the Board. These 10 liaisons are supported by a Staff Champion in each school, a staffperson who has volunteered to help the school's liaison fulfill his/her duties. YAST's goal is to eventually have a Student Liaison and Staff Champion in every high school.

YAST members hosted an open house for the Student Liaisons and Staff Champions to familiarize them with their roles and with the Board and to provide written and verbal assistance with information collection and distribution strategies. Further development activities for the Liaisons are being planned.

Information Collection on Students' Views on Budget-Related Transportation Changes

YAST conducted its first information-collection effort in January. The topic was potential transportation changes being considered by the Board in order to save money on yellow bus service. The survey form, a copy of which will be submitted at the time of the meeting, offered background on the possible changes and included three main questions and a space for students to ask for more information or to add comments.
The questions were:

1. Do you think that, when you were a middle-school student, you could have handled riding the city bus to school?
2. If your school began an hour later and ended an hour later than all other high schools, what would the effects be?
3. If you were required to attend a high school in your region, or to find your own transportation to a school outside of your region, how would this affect your education?

Results

We received nearly 450 responses from students in three high schools: Milwaukee School of Languages, Bradley Tech, and Juneau. The majority of the responses came from Bradley Tech, but the results show a wide range of opinion.
Data tables summarizing the results of the survey will be distributed at the Board meeting on 23 February.
YAST will use the knowledge gained from this first district-wide attempt to collect information on student opinion to improve the information-gathering process. We welcome the Administration's and Board members' comments on how to make this information most useful in the decision-making process.

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REPORTS OF STANDING COMMITTEES

Separate consideration was requested of the following items:

Innovation/School Reform Committee, Item 5, revision of Administrative Policy 9.12 and Administrative Procedure 9.12, Charter Schools;
Innovation/School Reform Committee, Item 6, report on a long-range strategic plan for the expansion of MPS Montessori options;
Innovation/School Reform Committee, Item 8, follow-up action on a request for authorization to cancel the new Locust School project and to convert Jackie Robinson from a middle School to a K-8 school
Finance/Personnel Committee, Item 1, monthly finance and facilities matters;
Finance/Personnel Committee, Item 2, monthly personnel matters;
Finance/Personnel Committee, Item 5, a resolution regarding hazing and revision of Administrative Policies 8.23 and 8.28;
Legislation, Rules and Policies Committee, Item 1, a resolution to revise the process for submitting communications, petitions, resolutions, and items of new business for the Board's consideration; and
Legislation, Rules and Policies Committee, Item 4, a resolution regarding an interpretive system to facilitate the public's understanding of Board meetings

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

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

Noes—None.

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 Item Regarding Strategic Intent Relative to Contracted Schools

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

Administration's Report

1. As the FY05 Budget is under development, the Administration has requested direction from the Board of School Directors regarding its strategic intent relative to each of the categories of contracted schools (i.e., non-instrumentality charter schools, instrumentality charter schools, at-risk partnership schools, behavioral-reassignment partnerships, special education partnerships, adjudicated-youth programs, K-8 early childhood contracts, and MPS alternative programs).

2. A memorandum of understanding regarding the contracting of educational services and redesigning low-performing schools was established between the Milwaukee Teachers' Education Association and the Milwaukee Board of School Directors in 1999 to regulate MPS student enrollment in non-MPS contracted schools:

> 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. Increases in such contracting from current levels shall be phased in accordance with the following limits: 5% for the 1999-2000 school year; 6.5% for the 2000-2001 school year; and 8% for the 2001-2002 school year.

3. According to the fall semester 2003 third-Friday count, a total of 97,359 students are enrolled in MPS schools, including contracted programs. Eight percent of that number is 7,789. Enrollment of 6,195 is anticipated for 2004-2005 (FY05) (see attachments one and two of the minutes of your Committee's meeting). The anticipated contracted FTE for 2004-2005 (FY05) is 7,145. In addition, the Board of School Directors has approved the concept of two non-instrumentality charter schools, with a total enrollment of 670, that are scheduled to open in 2005-2006 (FY06).

Contracted School Types

4. Charter Schools

   a. Charter schools are largely independent public schools. In exchange for greater accountability, they are exempt from the provisions of Chapters 115 to 121 of the Wisconsin Statutes, except as explicitly provided for in Section 118.40. An MPS charter school may be either an instrumentality or non-instrumentality of MPS. If the Board determines that an MPS charter school is an instrumentality of MPS, the Board shall employ all personnel for the charter school. If an MPS charter school is not an instrumentality of MPS, the Board may not employ any personnel for the charter school.

b. The first charter school law was enacted in Minnesota in 1991. Wisconsin's first charter school law was enacted in 1993. The current Wisconsin Statutes, s. 118.40: Charter Schools, allows for multiple authorizers in Milwaukee: the City of Milwaukee, Milwaukee Area Technical College, Milwaukee Public Schools, and the University of Wisconsin-Milwaukee.

c. Wisconsin established charter schools to foster an environment of creativity. Charter schools are created with the best elements of regular public schools in mind. Regular schools can observe and learn from what happens in the charter school and make similar improvements without having to experience "growing pains." Through this process, the entire public school system is continually challenged to improve itself.

d. Wisconsin also wants each charter school to meet the special needs and interests of its community, parents, and students. This is what makes each charter school unique. While many goals for educating and preparing children are similar, each charter school fulfills a specific local need in teaching methodology and classroom structure. Others work with at-risk students, offering counseling, personal attention, and support. By state statute, preference must be given to programs that serve at-risk students.

e. In 2003-2004, the Milwaukee Public Schools currently has 11 non-instrumentality charter schools (attachment two of the minutes of your Committee's meeting) and 13 instrumentality charter schools (attachment three of the minutes of your Committee's meeting). The Board's Charter School Panel and the Superintendent's Charter School Team have reviewed 21 charter school petitions and proposals during the past nine months. The Board of School Directors has approved the concept of 11 of these 21 schools. A contract has been signed for one of the schools. It is anticipated that contracts for the remaining ten schools will be submitted to the Board of School Directors for consideration in February and March 2004.

f. The concepts of three of the original 21 charter school petitions and proposals will be considered by the Board of School Directors in February. Seven of the original 21 charter school petitions and proposals were not recommended by the review panel and team and/or were withdrawn by the developers. In addition, the Board approved the concept of the Hmong American Peace Academy (HAPA) in January 2003. The opening of the school was delayed until Fall 2004. A contract will be submitted to the Board of School Directors for consideration.

g. The anticipated 2004-2005 instrumentality charter school contracted FTE is 10,546, with a projected enrollment of 9,137. The anticipated 2004-2005 non-instrumentality charter school contracted FTE is 4,045, with a projected enrollment of 3,095. Information relative to 2004-2005 non-instrumentality and instrumentality charter schools is provided in attachments presented to your Committee.

5. Partnership Schools

a. Since 1986, in accordance with state law, MPS has been offering alternative school options to students considered at-risk of not completing high school. Alternative schools include those operated by MPS (attachment six of the minutes of your Committee's meeting) as well as schools run by community-based organizations (CBOs) in partnership and under contract with MPS (attachment seven of the minutes of your Committee's meeting). In addition to providing parents and students with multiple educational options and services, the contracts for CBOs require their teaching staffs to include a minimum of one MPS teacher.

b. Also, included under the partnership umbrella are contracted schools for behavioral-reassignment students (attachment eight of the minutes of your Committee's meeting), contracted special education schools (attachment nine of the minutes of your Committee's meeting), contracted schools for adjudicated students (attachment ten of the minutes of your Committee's meeting), and contracted K-8 and early childhood/daycare centers (attachment eleven of the minutes of your Committee's meeting). The last request for proposals and proposal-review process took place in Spring 2000.

c. Eligibility for MPS alternative and CBO partnership schools is based on meeting the statutory definition of a child at risk, individual program criteria, permission of the parent or guardian, and availability of seats.

1) At-risk pupils are defined as those in grades 5 to 12 who are at risk of not graduating from high school because they are dropouts or are two or more of the following:

a) one or more years behind their age groups in the number of credits attained;

b) two or more years behind their age groups in basic skill levels (reading or mathematics);

c) habitual truants, as defined in State Statute 118.16(1)(a);

d) parents;

e) adjudicated delinquents;

f) eighth-grade pupils whose scores in each subject area on the examination administered under State Statute 118.30(lm)(am)1 were below the basic level, or who failed the examination under State Statute 118.30(lm)(am)2, or who failed to be promoted to the ninth grade.

2) A dropout is a child who has ceased to attend school; does not attend a public or private school, technical college, or home-based private educational program on a full-time basis; has not graduated from high school; and does not have an acceptable excuse under State Statutes, ss. 118.15(1)(b) to (d) or (3).

3) A habitual truant is a pupil who is absent from school without an acceptable excuse for part or all of 5 or more days on which school is held during a school semester.

6. Since 1988, the Milwaukee Public Schools has had the authority, under Section 118.001 of the Wisconsin State Statutes, to contract with private, non-profit, non-sectarian daycare centers located within the City of Milwaukee to provide early childhood education to four-year-old and five-year-old children who are residents of the City of Milwaukee. The Milwaukee Board of School Directors, at its meeting on June 26, 1999, authorized the Administration to enter into contracts with agencies for early childhood services.

7. The anticipated 2004-2005 contracted partnership school FTE is 4,034. Information relative to 2004-2005 alternative and partnership schools is provided in attachment one.

8. The information presented in this report begins the discussion relative to the Board's strategic intent regarding contracted schools and programs.

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COMMITTEE ON INNOVATION/SCHOOL REFORM

Director Johnson 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 Community High School

Background

On October 31, 2003, the Community High School submitted a proposal seeking a five-year contract to become an MPS instrumentality charter school beginning with the 2004-2005 school year. On December 5, 2003, members of the MPS Charter School Review Panel, along with the Superintendent's Charter School Review Team, met to review the charter school proposal. At that meeting, staff members demonstrated their passion, commitment, and support for the Community High School proposal.

Analysis

1. Following the demonstration, members both of the Panel and of the Team decided to recommend the concept of the Community High School's proposal to become an MPS instrumentality charter school. Panel and Team members believe that the Community 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 Community High School:

a. has a dedicated staff willing to take ownership of the Community High School concept;

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 the team approach to providing individualized learning plans for each student;

d. has developed a teacher collaborative as the decision-making model for the school;

e. has developed the supportive infrastructure of students, staff, parents, and community stakeholders necessary to achieve its goals;

f. has proposed a program that would fill a gap in MPS, in that it provides small class size and highly individualized instruction and targets students who are not likely to succeed in large high schools; and

g. uses an educational plan called a MAP (My Academic Path) which serves as a portfolio illustrating the student's coursework and its connection to social justice, community accountability, and state standards.

2. The MPS Charter School Review Panel, with the concurrence of the Superintendent's Charter School Review Team, 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 2005 budget will allocate funds to MPS instrumentality charters in accordance with Administrative Policy 9.12, Charter Schools.

Committee's Recommendation

Your Committee recommends that the Board:

1. approve the concept of the Community 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 Community High School in anticipation of the establishment of an MPS instrumentality charter school for the 2004-2005 school year.

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

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(Item 2) Action on a Charter School Proposal from the Community Trade and Business Center High school

Background

On October 13, 2003, the Community Trade and Business Center High School submitted a proposal seeking a five-year contract to become an MPS non-instrumentality charter school beginning with the 2004-2005 school year. On November 14, 2003, members of the MPS Charter School Review Panel, along with the Superintendent's Charter School Review Team, met to review the charter school proposal. At that meeting, staff and community members demonstrated their passion, commitment, and support for the Community Trade and Business Center High School's proposal.

On December 12, 2003, the Community Trade and Business Center High School submitted a revised proposal. On December 19, 2003, members of the MPS Charter School Review Panel, along with the Superintendent's Charter School Review Team, met to review the revised charter school proposal.

Analysis

1. Following the demonstration and consideration of the revised proposal, both the Panel and the Team decided to recommend the concept of the Community Trade and Business Center High School's proposal to become an MPS non-instrumentality charter school. Both the Panel and the Team believe that the Community Trade and Business Center 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 Community Trade and Business Center High School:

a. has a dedicated staff willing to take ownership of the concept of the Community Trade and Business Center 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 developed valuable partnership with Homeboyz Interactive, Inc., to prepare students' development skills for living in a highly technological society;

d. has implemented Circle of Courage, developed to empower students to take control of their individual lives; and

e. offers students the opportunity to participate in project-based learning at local businesses and through internet research sites and to participate in community-service activities.

2. The MPS Charter School Review Panel, in concurrence with the Superintendent's Charter School Review Team, 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 2005 budget will allocate funds to MPS non-instrumentality charters in accordance with Administrative Policy 9.12, Charter Schools.

Committee's Recommendation

Your Committee recommends that the Board:

1. approve the concept of the Community Trade and Business Center High 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 Community Trade and Business Center School in anticipation of the establishment of an MPS non-instrumentality charter school for the 2004-2005 school year.

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

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(Item 3) Action on a Charter School Proposal from the Preparatory School for Global Leadership

Background

On October 17, 2003, the Preparatory School for Global Leadership submitted a proposal for a five-year contract to become an MPS non-instrumentality charter school serving grades six through twelve, beginning with the 2004-2005 school year. On December 4, 2003, members of the MPS Charter School Review Panel, along with the Superintendent's Charter School Review Team, met to review the charter school proposal. At that meeting, staff members, students, parents, and community members demonstrated their passion, commitment, and support for the Preparatory School for Global Leadership's proposal.

Analysis

1. Following the demonstration, both the Panel and the Team decided to recommend the concept of the Preparatory School for Global Leadership's proposal to become an MPS non-instrumentality charter school. Both the Panel and the Team believe that the Preparatory School for Global Leadership's proposal has the components necessary to establish a successful charter school. Some of the factors contributing to the endorsement are that the Preparatory School for Global Leadership:

a. has a dedicated staff willing to take ownership of the concept of the Preparatory School for Global Leadership;

b. envisions a strong urban community which will affect the world politically, socially, and economically to improve their community;

c. has developed a method that will prepare its students to think globally and act locally;

d. has developed valuable partnerships with community leaders, business representatives, and families to increase school and community connections;

e. has a small class size and personal environment that is very attractive to a number of Milwaukee parents as well as to middle- and high-school students; and

f. will use the "Edward de Bono Programme Cort: Aims, Goals, and Objectives Framework for Thoughts" to exemplify the school's philosophy of education as its "first important priority."

2. The MPS Charter School Review Panel, with the concurrence of the Superintendent's Charter School Review Team, 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 2005 budget will allocate funds to MPS non-instrumentality charters in accordance with Administrative Policy 9.12, Charter Schools.

Committee's Recommendation

Your Committee recommends that the Board:

1. approve the concept of the Preparatory School for Global Leadership'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 Preparatory School for Global Leadership in anticipation of the establishment of an MPS non- instrumentality charter school for the 2004-2005 school year.

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

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(Item 4) Action on a Recommendation to Approve the Charter School Contracts for Milwaukee School of Entrepreneurship and for Hmong American Peace Academy

Background

1. The Milwaukee School of Entrepreneurship, located at 6914 West Appleton Avenue, began eight years ago as an innovative school serving a specialized population of eleventh- and twelfth-grade students. The school has demonstrated success in working with students who require a small high-school setting and preparing them for the world of work or post-secondary education. The Milwaukee School of Entrepreneurship's graduation rate has consistently exceeded 90%.

2. On November 11, 2003, the Board of School Directors held a public hearing to consider the charter school petition for Milwaukee School of Entrepreneurship. On November 20, 2003, the Board approved the concept of the Milwaukee School of Entrepreneurship 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 the Milwaukee School of Entrepreneurship in anticipation of the establishment of an MPS instrumentality charter school for the 2004-2005 school year.

3. On January 14, 2003, the Committee on Innovation/School Reform held a public hearing to consider the charter school proposal for Hmong American Peace Academy. On January 30, 2003, the Board approved the concept of the Hmong American Peace Academy charter school proposal for possible implementation as an MPS non-instrumentality charter school during the 2003-2004 school year. The concept of the Hmong American Peace Academy was approved with specific contingencies to clarify and identify a high school transition program in accordance with the requirements of the International Baccalaureate Organization, and to recognize that K3 students are not funded under charter school policy, while K4 students are funded at a maximum of 0.6 FTE under the MPS charter school policy. The Board action directed that the Division of Diversified Community Schools, in consultation with the Board's designee and the City Attorney's Office, negotiate a contract for this entity once all specified contingencies had been satisfied.

4. Hmong American Peace Academy has provided documentation to the Division of Diversified Community Schools which verifies the satisfaction of the contingencies specified by the Board.

5. The Board of the Hmong American Peace Academy, Ltd., requested to continue planning efforts during the 2003-2004 school year and to open in the 2004-2005 school year.

6. At this time, we are asking the Board to approve entering into charter school contracts for the 2004-2005 school year with Milwaukee School of Entrepreneurship and Hmong American Peace Academy.

Administration's Analysis

7. The Milwaukee School of Entrepreneurship accepts the MPS instrumentality model charter school contract with the specific terms listed below.

a. The school requests a five-year charter school contract term. Milwaukee School of Entrepreneurship will serve 180 FTE students in grades 11 and 12, beginning with the 2004-2005 school year and ending on the last regularly scheduled school day of the 2008-2009 school year.

b. The teacher-in-charge has identified district administrative personnel to assist in personnel matters that require such administrative assistance.

8. The Hmong American Peace Academy accepts the MPS non-instrumentality model charter school contract with the specific terms listed below.

a. The Hmong American Peace Academy, located at 1418 S. Layton Avenue, requests a four-year charter school contract, beginning with the 2004-2005 school year and ending on the last regularly scheduled school day of the 2007-2008 school year.

b. The Hmong American Peace Academy's original proposal indicated 400 FTE grades K3 through grade 10; however, the Hmong American Peace Academy now proposes to serve a maximum of 225 FTE students in grades K4 through grade 5 for the 2004-2005 school year, 275 FTE students in grades K4 through grade 6 for the 2005-2006 school year, 325 FTE students in grades K4 through grade 7 for the 2006-2007 school year, and reach capacity of 375 FTE students in grades K4 through grade 8 the 2007-2008 school year.

Strategic Plan Compatibility Statement

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

Statute, Board Policy or Rule Statement

10. Charter School contracts are being presented to the Board pursuant to Administrative Policy 9.12, Charter Schools.

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

Fiscal Impact Statement

12. This item does not authorize expenditures. The funds for these charter school contracts will be budgeted and considered for approval in the 2004-2005 Board-adopted budget.

13. In addition to the Board-approved budget allocation, Milwaukee School of Entrepreneurship and Hmong American Peace Academy have been awarded a 2003-2004 $10,000 Charter School Planning Grant from the Department of Public Instruction.

Implementation and Assessment Plan

14. The charter school contracts for the Milwaukee School of Entrepreneurship and Hmong American Peace Academy will become effective upon Board approval. A copy of the contracts 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 Milwaukee School of Entrepreneurship as an instrumentality charter school, beginning with the 2004-2005 school year and ending with the 2008-2009 school year, and Hmong American Peace Academy as an non-instrumentality charter school, beginning with the 2004-2005 school year and ending with the 2007-2008 school year.

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

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(Item 5) Action on a Recommendation to Revise Administrative Policy 9.12 and Administrative Procedure 9.12, Charter Schools

Administration's Analysis

1. The Board revised Administrative Policy 9.12 and adopted Administrative Procedure 9.12, Charter Schools, on April 27, 1999.

2. The current policy and procedure do not reflect the organizational change that transferred the oversight of charter schools from the Office of Board Governance to the Office of the Superintendent.

3. The State of Wisconsin requires that charter-school planning grant applications be submitted to the Department of Public Instruction by August 1. Charter-school grants cannot be awarded unless the charter school is approved by a chartering agency. It is necessary to update the timeline to require charter-school petitions and proposals to be submitted earlier so that future charter schools will have the opportunity to receive the charter-school grants available to them.

4. The current policy and procedure provide that all proposed MPS charter-school contracts be brought to the Board for final approval and execution. Because there is a charter-school model contract, the Administration recommends that this be amended so that a summary of the proposed contract terms, rather than the actual contract being proposed, be presented to the Board for final approval. If the summary is approved by the Board, the Office of the Superintendent would then negotiate and draft the contract, in consultation with the Office of the City Attorney, and have the contract executed.

5. The current policy and procedure do not provide for a method for renewing or terminating charter-school contracts. The Administration recommends that an MPS Charter School Contract Review Team be established to review, evaluate, and make recommendations regarding contract renewal. The Team may also hold public hearings and make recommendations regarding the revocation of charters and the termination of contracts.

6. After January 1, 2004, all petitions and proposals will be submitted in accordance with the Board-approved revisions to Administrative Policy and Procedure 9.12, Charter Schools.

fiscal impact statement

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

Committee's Recommendation

Your Committee recommends that Administrative Policy 9.12 and Administrative Procedure 9.12 be amended, as written below, to set forth the policies and procedures applicable to:

1. reflect the organizational change that transferred the oversight of MPS charter schools from the Office of Board Governance to the Office of the Superintendent;
2. change the timeline for submitting charter school petitions and proposals;
3. authorize the Administration, after Board approval of a summary of proposed contract terms, to negotiate, draft, and have executed, in consultation with the Office of the City Attorney, charter-school contracts; and
4. create an MPS Charter School Contract Review Team to assist the Board in determining whether charter-school contracts should be renewed or terminated.

ADMINISTRATIVE POLICY 9.12: CHARTER SCHOOLS

(1) AUTHORITY TO ESTABLISH CHARTER SCHOOLS

(a) Section 118.40, Stats., the Wisconsin Charter School Law, authorizes the Milwaukee Board of School Directors ("Board") to establish by contract Milwaukee Public Schools ("MPS") charter schools. No MPS charter school shall be established until a contract has been negotiated, reduced to writing, and formally approved and executed by the Board President and the Superintendent. As set forth in more detail in Section (~~8~~9) below, an MPS charter school may be an instrumentality of MPS or it may not be an instrumentality of MPS. The Board shall notify the Wisconsin Department of Public Instruction ("DPI") whenever the Board establishes an MPS charter school.

(b) The Board may not enter into a contract for the establishment of a charter school located outside the City of Milwaukee unless it enters into an intergovernmental agreement with another public school board under sec.~~s~~ 66.30, Stats., in which case the charter school may be located in either the City of Milwaukee or the district of the other contracting school board.

(c) The Board may not enter into a contract that would result in the conversion of a private, sectarian school into an MPS charter school.

(d) An MPS charter school may be created under secs. ~~ss~~ 118.40(1m), (2), and (3), Stats., by contract between the Board and a person, based upon a petition signed and submitted by MPS teachers. The process for petitioning the Board to establish an MPS school is set forth in more detail in Section (3) below.

(e) An MPS charter school may also be created under sec. ~~s~~ 118.40(2m), Stats., by contract between the Board and a person, based upon the Board's own initiative. In an effort to facilitate the establishment of MPS charter schools based upon the Board's own initiative, the Board may seek and consider proposals from persons who would like to operate an MPS charter school. The process for submitting a proposal to the Board to establish an MPS charter school is set forth in more detail in Section (4) below.

(f) The Board encourages the establishment of charter schools as vehicles to support improvement of the academic achievement of pupils of MPS.

(2) DEFINITION OF AN MPS CHARTER SCHOOL

An MPS charter school is a public school created by contract under sec. ~~§~~ 118.40, Stats. Regardless of whether an MPS charter school is or is not an instrumentality of MPS, the charter school shall:

(a) Be exempt from the provisions of Chapters 115 to 121 of the Wisconsin Statutes, except as otherwise explicitly provided; and

(b) Be nonsectarian in its programs, admissions policies, employment practices, and all other operations; and

(c) Be free from tuition and without mandatory fees, unless such fees are consistent with MPS policy; and

(d) Not discriminate in admission or deny participation in any program or activity on the basis of a person's sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability; and

(e) Enroll students in the school on a purely voluntary basis. No pupil may be required to attend an MPS charter school without his or her approval, if the pupil is an adult, or the approval of his or her parents or legal guardian, if the pupil is a minor; and

(f) Give preference in admission to any pupil who resides within the attendance area or former attendance area of that MPS school if an MPS charter school replaces a public school in whole or in part; and

(g) Be held, at a minimum, to the proficiency and performance standards that are applied to other MPS schools.

(3) PETITION BY MPS TEACHERS TO ESTABLISH AN MPS CHARTER SCHOOL

(a) The Board may convert an existing MPS school to ~~into~~ an MPS charter school following submission by MPS teachers of a written petition requesting the Board to establish the school as an MPS charter school. The petition must comply with this policy and sec. ~~§~~ 118.40, Stats. Section 118.40(1m), Stats., states: "The petition shall be signed by at least 10% of the teachers employed by the school district or by at least 50% of the teachers employed at one school of the school district." Section 118.40(1m)(b), Stats., requires that the petition include all 15 of the items specified in that section and set forth in detail in Section (7)(a~~b~~) below. A petition must also indicate whether or not the proposed MPS charter school is intended to be an instrumentality of MPS. All charter school petitions by MPS teachers shall be reviewed by the MPS Charter School Review Panel in accordance with Section (8)(a~~7~~) below.

(b) In accordance with sec. ~~§~~ 118.40(2), Stats., the Board shall hold a public hearing within 30 days after receiving a petition by MPS teachers to establish an MPS charter school. At the hearing, the Board shall consider the level of employee and parental support for the establishment of the MPS charter school described in the petition and the fiscal impact of the establishment of the charter school on MPS. The Board may also consider the recommendation of the MPS Charter School Review Panel described in Section 8(b) below. Within 30 days after the public hearing, the Board shall either grant or deny the petition.

If the Board grants the petition, the provisions set forth in Section 8(c) below shall be followed. If the Board denies the petition, the person seeking to establish the MPS charter school may, within 30 days after the denial, appeal the denial to ~~the~~ DPI. Within 30 days after receiving the appeal, DPI shall issue a decision that is final and not subject to Ch. 227 judicial review.

(4) CREATION OF MPS CHARTER SCHOOLS BY BOARD INITIATIVE

(a) The Board may establish an MPS charter school upon its own initiative in accordance with sec. ~~§~~ 118.40(2m), Stats. The Board may seek and consider proposals to establish an MPS charter school under this provision from parents, educators, community groups, nonprofit organizations, individuals, and combinations of these entities. All proposals must comply with this policy and include all of the provisions specified under sec. ~~§~~ 118.40(lm)(b), Stats., which are set forth in Section(7)(a~~b~~) below. A proposal must also indicate whether or not the proposed MPS charter school is intended to be an instrumentality of MPS. All proposals under this Section shall be reviewed by the MPS Charter School Review Panel, in accordance with Section (~~7~~8) below.

(b) The Board shall hold a public hearing at least 30 days before entering into a contract if the contract would either (a) convert a private school to an MPS charter school or (b) establish an MPS charter school that is not an instrumentality of MPS. At the hearing, the Board shall consider the level of employee and parental support for the establishment of the MPS charter school and the fiscal impact of the establishment of the MPS charter school on MPS. The Board may also consider the recommendation of the MPS Charter School Review Panel described in Section 8(b) below. In all other cases, the Board is not required to hold a hearing.

(c) If the Board grants the proposal, the provisions set forth in Section 8(c) below shall be followed.

(5) ~~WHERE AND WHEN TO FILE~~ SUBMISSION OF PETITIONS AND PROPOSALS

(a) How to Obtain Detailed Submission Information

Those seeking to establish an MPS charter school may request a complete list of MPS' requirements for submission of charter school petitions and proposals from the Superintendent's designee for charter schools.

(b) When to File Petitions and Proposals

Petitions and proposals may be submitted any time during the year; however, ~~those~~ petitions and proposals ~~received~~ that are filed after ~~by~~ 4:30 p.m. on ~~October 31st~~ May 31 in any year ~~may not~~ will not be considered for start-up in the following ~~school~~ calendar (January through December) year.

(c) Where to File Petitions and Proposals

All petitions and proposals are to be filed in the Office of Board Governance at the MPS Central Services Building, Room 273, 5225 West Vliet Street, Milwaukee WI 53208.

(d) Criminal Background Screenings

Upon submission of a petition or proposal, MPS shall initiate a criminal background screening ~~shall be initiated for~~ of the following parties: the person responsible for the charter school's finances, the person responsible for the charter school's academics, and all parties submitting petitions or proposals.

(6) TYPES OF SCHOOLS LIKELY TO BE SUPPORTED BY THE BOARD

The Board will consider charter school petitions and proposals by communities that wish to assume more leadership and responsibility in the educational process. Specifically, the Board is more likely to consider the establishment of charter schools as vehicles to (a) provide new, high-quality innovative school programs for traditionally underserved or at-risk student populations, (b) institute programs which reduce or re-enter student drop-outs, and (c) offer autonomy to academically successful MPS programs that increase student achievement. The Board shall give preference in awarding contracts for the operation of an MPS charter school to those schools that serve children at risk, as that term is defined in sec. ~~§~~ 118.153(1)(a), Stats.; however, high-quality or innovative charter school petitions and proposals outside of these areas will also be considered.

(7) DEVELOPMENT OF MODEL CONTRACT

~~The Office of Board Governance in consultation with the~~ The Superintendent's designees, in consultation with the Office of the City Attorney and the Office of Board Governance ~~the City Attorney's Office~~, shall develop a model MPS charter school contract that shall be presented to and approved by the Board. All MPS charter school contracts shall include the following provisions as well as other provisions agreed to by the parties:

(a) Development of Model Contract

1. The name of the person who is seeking to establish the charter school;

2. The name of the person who will be in charge of the charter school and the manner in which administrative services will be provided;

4. A description of the educational program of the school;

5. The methods the school will use to enable pupils to attain the educational goals under sec. 118.01;

6. The method by which pupil progress in attaining the educational goals under sec. 118.01 will be measured;

7. The governance structure of the school, including the method to be followed by the school to ensure parental involvement;

8. Subject to section 118.40 (7)(a) and (am) and secs. 118.19(1) and 121.02(1)(a)2, the qualifications that must be met by the individuals to be employed in the school;

9. The procedures that the school will follow to ensure the health and safety of the pupils;

10. The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the school district's population;

11. The requirements for admission to the school;

12. The manner in which annual audits of the financial and programmatic operations of the school will be performed;

13. The procedures for disciplining pupils;

14. The public school alternatives for pupils who reside in the school district and do not wish to attend or are not admitted to the charter school;

15. A description of the school facilities and the types and limits of the liability insurance that the school will carry;

16. The effect of the establishment of the charter school on the liability of the school district.

(8) ESTABLISHMENT OF CHARTER SCHOOLS BY CONTRACT

~~(8) DUTIES OF THE OFFICE OF BOARD GOVERNANCE~~

(a) Transmittal of Petitions and Proposals

Subject to Board approval, the Office of Board Governance shall determine the procedures for processing MPS charter school petitions and proposals. The Office of Board Governance shall transmit all MPS charter school proposals and petitions to the Board, the Superintendent, and to all members of the MPS Charter School Review Panel.

(~~a~~b) Review of Petitions and Proposals by MPS Charter School Review Panel

An MPS Charter School Review Panel shall be established to review, evaluate and make recommendations to the Board with regard to MPS charter school petitions and proposals. The Panel may invite those submitting a petition or proposal to make a presentation to the Panel. Members of the Panel shall be appointed by the Board ~~p~~President, including two Superintendent designees. The Office of Board Governance shall provide such staff assistance to the Panel as may be required. The decision of the Panel shall be reached by collaboration and consensus.

~~(b) Negotiating, Drafting, and Administering MPS Charter School Contracts~~

~~The Office of Board Governance, in consultation with the~~ The ~~Superintendent's designees, the City Attorney's Office, shall negotiate and draft MPS charter school contracts. All proposed contracts for MPS charter school contracts shall be brought to the Board for final approval and execution. The Office of Board Governance, in consultation with the superintendent's designees, shall be responsible for the administrative oversight of all MPS charter school contracts.~~

(c) Creation and Administration of Contracts

The Superintendent's designee, in consultation with the Office of the City Attorney, the Office of Board Governance, and representatives from the proposed charter school, shall negotiate and draft MPS charter school contracts. All proposed contracts for MPS charter schools shall be brought to the Board for final approval and execution. The Office of the Superintendent shall be responsible for the administrative oversight of all MPS charter school contracts. If an agreement cannot be reached relative to the terms of the contract, either party may request a public hearing.

(9) SIGNIFICANCE OF INSTRUMENTALITY STATUS

Section 118.40(7)(am), Stats., provides that a private school that is converted to an MPS charter school shall not be an instrumentality of MPS. In all other cases, the Board shall determine whether or not an MPS charter school shall be an instrumentality of MPS. The major differences between an MPS charter school that is an instrumentality of MPS and an MPS charter school that is not an instrumentality of MPS are as follows:

(a) Employees

1. If the Board determines that an MPS charter school is an instrumentality of MPS, the Board shall employ all personnel for the charter school.

2. If an MPS charter school is not an instrumentality of MPS, the Board may not employ any personnel for the charter school.

(b) Public Hearing

The Wisconsin Charter School Law distinguishes on the basis of instrumentality status between those charter schools intended to be established on a school board's initiative with respect to whether or not a public hearing is required.

~~2~~1. If the Board intends to create an MPS charter school on the Board's initiative under sec. ~~§~~ 118.40(2m), Stats., that is an instrumentality of MPS, the Board is not required to hold a public hearing before entering into the contract.

~~3~~2. If the Board intends to create an MPS charter school on the Board's initiative under sec. ~~§~~ 118.40(2m), Stats., that is not an instrumentality of MPS, the Board shall hold a public hearing at least 30 days before entering into the contract.

(c) Facilities

1. MPS charter schools that are instrumentalities of MPS must be located in MPS facilities that are owned or leased by MPS.

2. MPS charter schools that are not instrumentalities of MPS must be located in facilities that are approved by MPS.

(d) Legal Status upon Revocation of Contract

1. Upon revocation of a contract between the Board and an MPS charter school that is an instrumentality of MPS, the charter school shall revert to a traditional MPS school.

2. Upon revocation of a contract between the Board and an MPS charter school that is not an instrumentality of MPS, all legal associations between the parties shall be severed.

(10) PER-PUPIL ALLOCATION FOR CHARTER SCHOOLS

(a) Instrumentality Charter Schools

The per-pupil revenue amount for students in MPS instrumentality charter schools will be equal to the amount which the Board determines annually for students in non-contract ~~(a.k.a. "regular")~~ MPS schools. In addition, charter schools shall receive funding to cover selected costs in the same manner in which non-contract schools receive such funding. Exceptions will be based on legal or regulatory differences which govern charter contracts. Likewise, categorical funds for which charter schools are eligible shall be distributed on the same basis as that on which such funds are distributed to non-contract schools

(b) Non-instrumentality Charter Schools

The per-pupil revenue amount for an MPS non-instrumentality charter school student shall be equal to the amount which the state determines annually for charter schools operated by the Milwaukee Area Technical College (MATC), the University of Wisconsin at Milwaukee (UWM), and the City of Milwaukee. This per-pupil revenue amount is intended to cover all costs and expenses related to the operation of the charter school program, but does not include categorical revenues, such as Title I funds, that the MPS charter school may be entitled to receive.

(c) Adjustments for Administrative Services

The per-pupil revenue amount for instrumentality and non-instrumentality charter schools shall be adjusted for any administrative services furnished by MPS to the charter school.

(11) RENEWAL OF CONTRACT

In accordance with sec. ~~§~~ 118.40(3b), Stats., the Board may renew a charter school contract for one or more terms, each not exceeding (5) school years. The MPS Charter School Contract Review Team shall be established to review, evaluate, and make recommendations to the Board, the Superintendent, and ~~to~~ the Charter School regarding renewal of the charter school contract. Members of the Team shall be appointed by the Board President and the Superintendent. The Office of the Superintendent shall provide such staff assistance to the Team as may be required. The decision of the ~~Panel~~ Team shall be reached by collaboration and consensus. The Team shall notify the Board, the Superintendent, and the Charter School of its recommendation for renewal by the end of February of the last school year of the term of the charter school contract.

(12) REVOCATION OF CHARTERS AND TERMINATION OF CONTRACTS

(a) A revocation and termination review may be requested by the Superintendent at any time during the term of the charter school contract. If the Superintendent requests a revocation and termination review of a charter school, the Charter School Contract Review Team may conduct a public hearing and make written findings and recommendations to the Superintendent. Members of the Team shall be appointed by the Board President and the Superintendent. The Office of the Superintendent shall provide such staff assistance to the Team as may be required. The Superintendent may report the written findings and recommendations of the Team to the Board and make a recommendation regarding revocation of the charter and termination of the charter school contract. The Board may approve, amend in whole or in part, or disapprove of the recommendation of the Superintendent.

~~(b) In accordance with § 118.40(5), Stats., the Board may revoke a charter school contract if the Board finds that any of the following has occurred:~~

(b) The Board may direct the Superintendent to follow the procedure set forth in section 12(a) above 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) above for the revocation of charters and terminations of contracts.

(c) ~~In accordance with sec.§ 118.40(5), Stats, the~~ The Board may revoke a charter and terminate a charter school contract if, among other reasons, the Board finds that any of the following has occurred:

~~(a)~~ 1. The charter school violated its contract with the Board; or

~~(b)~~ 2. The pupils enrolled in the charter school failed to make sufficient progress toward attaining the educational goals under sec. § 118.01, Stats.; or

~~(c)~~ 3. The charter school failed to comply with generally accepted accounting standards of fiscal management; or

~~(d)~~ 4. The MPS charter school violated sec. § 118.40, Stats. or this policy.

ADMINISTRATIVE PROCEDURE 9.12: CHARTER SCHOOL PETITIONS AND PROPOSALS

(1) OVERVIEW

Section 118.40, Stats., the Wisconsin Charter School Law, authorizes the Milwaukee Board of School Directors ("Board") to establish by contract Milwaukee Public Schools ("MPS") charter schools. The Board encourages the creation of MPS charter schools as vehicles to support improvement of academic achievement of MPS students, subject to the provisions of MPS Administrative Policy 9.12, regarding charter schools.

(2) MPS CHARTER SCHOOL AUTONOMY

(a) MPS charter schools shall be exempt from the provisions of Chs. 115 to 121 of the Wisconsin Statutes, except as otherwise explicitly provided by law, charter school contract, or MPS Administrative Policy 9.12.

(b) The Board will not operate the educational programs — nor make policy, rules, or procedures that directly affect the operation of the educational programs — at MPS charter schools, except as specifically provided in MPS Administrative Policy 9.12 and the charter school contract.

(c) The MPS Administration will not operate the educational programs — nor make policy, rules, or procedures that directly affect the operation of the education programs — at MPS charter schools, except as provided in MPS Administrative Policy 9.12 and the charter school contract.

(d) Where personnel assigned to an MPS instrumentality charter school request modifications of the collective bargaining agreements needed to support the operation of the educational program at the school, such requests shall be considered in accordance with the policies/procedures of the parties. Staff shall be assigned to vacancies at MPS instrumentality charter schools in accordance with the interview/placement procedures of the negotiated contracts.

(3) PROCEDURES FOR MPS CHARTER SCHOOL PETITIONS AND PROPOSALS

(a) General

1. MPS charter school proposals and petitions must conform to all of the requirements specified in sec. ~~§~~ 118.40 of the Wisconsin Statutes and MPS Administrative Policy 9.12. They must be in writing and should not exceed 15 single-spaced pages. Relevant supporting information, including a proposed budget based on the expected per-pupil funding for the particular grade level(s) involved, may be attached as appendices. Petitions and proposals should include a one- or two-page summary which identifies:

a. The educational program to be offered;

b. The name of the person seeking the MPS charter;

c. The applicant team developing the proposed program; and

d. The expected student outcomes.

2. All MPS charter school proposals and petitions shall be filed with the Office of Board Governance. The Office of Board Governance shall be responsible for transmitting all proposals and petitions to the Board, to the ~~s~~Superintendent, and to all members of the MPS Charter School Review Panel.

3. The Board President shall appoint all members of the MPS Charter School Review Panel, including two Superintendent designees. The Office of Board Governance shall provide staff assistance ~~for~~ to the ~~MPS Charter School Review~~ Panel. All MPS charter school petitions and proposals shall be examined by the ~~Review~~ Panel for evaluation and recommendations. The Panel may invite those submitting petitions and proposals ~~petitioners~~ to make presentations to the Panel. The decision of the Panel shall be reached by collaboration and consensus.

~~a.~~ (b) Petitions

1. Upon receipt of a petition for an MPS charter school, the Office of Board Governance shall schedule a public hearing to take place, with reasonable and adequate notice to the parents and neighbors of the proposed school, within 30 days. The Office of Board Governance shall be responsible for the proper notification of that hearing.

2. Within 30 days after the public hearing, the Board shall render a decision regarding the MPS charter school petition. ~~The Office of Board Governance~~ The Office of the Superintendent shall notify the petitioner(s), ~~in accordance with the provisions contained in sec. §118.40, Stats.~~ of the decision.

3. Any decision on the creation of an MPS charter school is reserved to the Board. The Board shall approve all contracts with MPS charter schools, shall notify the state superintendent of its intention to establish an MPS charter school, and shall make all decisions regarding whether a charter school shall be an instrumentality of the district.

~~b.~~ (c) Proposals

1. Upon receipt of a proposal for an MPS charter school, the Office of Board Governance shall transmit that proposal to the Board, ~~to~~ the Superintendent, and ~~to~~ the members of the MPS Charter School Review Panel.

~~2. The Board president shall appoint all members of the MPS Charter School Review Panel, The Office of Board Governance shall provide staff assistance for the MPS Charter School Review Panel. All MPS charter school proposals shall be examined by the Review Panel for evaluation and recommendations. The Panel may invite those submitting proposals to make a presentations to the Panel.~~

2. At least 30 days before entering into a contract to establish an MPS charter school that is not an instrumentality of MPS under the Board initiative, or if the Board decides to a hold public hearing on a proposal, the Office of Board Governance will be responsible for the scheduling of and the proper notification for that hearing.

3. If the Milwaukee Board of School Directors decides to enter into a contract for an MPS charter school as the result of a proposal under the Board initiative, the ~~Office of Board Governance~~ Office of the Superintendent shall notify the applicant(s) ~~in accordance with the provisions contained in Wisconsin Statute sec. §118.40.~~ of the decision.

4. Any decision on the creation of a MPS charter school is reserved to the Board. The Board shall approve all contracts with MPS charter schools, notify the state superintendent of its intention to establish an MPS charter school, and make all decisions regarding whether a charter school shall be considered an instrumentality of the district.

~~c.~~ (d) Development of Contract

If the ~~Upon~~ Board ~~approval~~ grants ~~of~~ an MPS Charter School petition or proposal, ~~and upon Board approval of contract terms, the Office of Board Governance in consultation with the Superintendent's designees and the City Attorney's Office, will begin the process of developing and negotiating an MPS charter school contract with the petitioner(s)/applicant(s) When an MPS charter school contract has been negotiated, it will bring them forward to a meeting of the Board for final approval the Superintendent's designees, in consultation with the Office of the City Attorney, shall negotiate and draft MPS charter school contracts for execution by the Board President and Superintendent.~~ the Superintendent's designee, in consultation with the Office of the City Attorney, the Office of Board Governance, and representatives from the proposed charter school, shall negotiate and draft MPS charter school contracts. All proposed contracts for MPS charter schools shall be brought to the Board for final approval and execution. The Office of the Superintendent shall be responsible for the administrative oversight of all MPS charter school contracts. If an agreement cannot be reached relative to the terms of the contract, either party may request a public hearing. The charter school contract will become effective when the final contract is signed by all required parties. Beginning with the 2004-2005 school year, proposed MPS charter school contracts shall be submitted to ~~the Board~~ the Board President and Superintendent for execution by January 1 for inclusion in the following school fiscal year's budget.

(4) MPS CHARTER SCHOOL GUIDELINES

(a) Selection and Enrollment of Students

1. MPS charter schools shall abide by all district policies and guidelines for student admission, selection, and expulsion. Any variance to the district's policies and guidelines shall be set forth in the charter school's contract.

2. The district will work with the charter school to set enrollment and grade-level distribution of students. MPS charter schools shall ensure that all students enrolled in such schools are recorded in the Milwaukee Public Schools student database.

3. MPS charter schools shall plan to maintain ethnic diversity according to district guidelines. It is the charter school's responsibility to provide a plan that welcomes students in all programs, including regular education students, special education students, and students in any specialty programs (such as bilingual, ESL, etc.), as listed in the charter contract.

4. MPS charter schools shall be required to maintain confidential student records in accordance with the Wisconsin Pupil Records Law, sec. ~~§~~ 118.125, Stats. ~~Wisconsin Statutes~~, and the federal Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g, and its implementing regulations.

5. MPS charter schools may use the present MPS discipline plan or establish their own disciplinary guidelines; however, expulsions must adhere to Board policy and be approved by the Board. MPS charter schools choosing to use their own disciplinary guidelines must have them reviewed by the Director of Pupil Services and the Office of the City Attorney.

6. With the exception of expelled students, MPS charter school students may re-enter Milwaukee Public Schools using the student assignment process.

(b) Program Standards and Requirements

1. MPS charter school proposals and petitions shall detail the proposed educational program, curriculum, and teaching methods employed to attain the goals under sec.~~tion~~ 118.01 of the Wisconsin Statutes.

2. MPS charter school educational programs must address the district's and state's goals and standards, as well as meet compliance with the Milwaukee Public Schools' Strategic Plan.

(c) Program Accountability and Performance Measures

1. MPS charter school proposals and petitions shall include detail of expected school and student learning goals, along with related specific measures and methods for assessing student progress and achievement.

2. These learning goals and performance/assessment measures should correlate directly to the state assessments and the Milwaukee Public Schools' accountability plan and be detailed in the charter school contract. Yearly reviews shall be conducted to explain the outcomes of the educational program.

3. MPS charter schools shall be held accountable to proficiencies and standards at least as rigorous as those of the Milwaukee Public Schools and the Wisconsin Model Academic Standards.

4. An MPS charter school's assessment plan, if it deviates from the district's, shall use the state's assessment measures.

(d) Facilities Use

1. MPS charter schools that are instrumentalities of the district and located within MPS buildings shall operate their facilities under the MPS Division of Facilities and Maintenance Services.

2. MPS schools that are not instrumentalities of the district shall assume full responsibility for the cost of providing, insuring, and maintaining facilities.

3. MPS charter school~~s'~~ petitions/proposals and contracts must provide a description of the facilities and liability insurance information.

4. MPS charter schools must adhere to all state laws and Board policies regarding health and safety standards and to the Board's insurance and risk-management requirements.

(e) Employment Requirements

1. MPS charter schools shall be required to comply with all state and federal employment, contracting, and public record keeping laws, as applicable.

2. Employees in MPS charter schools designated as instrumentalities of the district shall be employees of the Board. They shall be represented by and subject to provisions, including wages and benefits, of existing ~~Milwaukee Public Schools'~~ MPS bargaining unit contracts.

3. MPS charter schools shall comply with the district's policy on criminal background screening and physical examinations, including pre-employment drug screening, and shall disclose to the MPS Department of Human Resources the names of their staff and volunteers.

4. MPS charter schools that are instrumentalities of the district shall operate their human resource and employment functions under the MPS Department of Human Resources.

5. Teachers in MPS charter schools are required to meet the requirements of the Department of Public Instruction.

(f) Staffing, Wages, and Insurance and Risk Management

1. The MPS Department of Human Resources will serve as a resource to the MPS charter schools that are instrumentalities of the district in the areas of risk management, labor relations, and background checks. The Department will also assist in posting, recruiting, and providing a pool of new staff members for those schools.

2. The Board may not employ any staff members for MPS charter schools that are not designated as instrumentalities of the district. MPS may, however, employ staff who provide services to charter schools.

3. All MPS charter schools and contractors shall abide by the district's policy on minimum wage (Policy 3.09 (16)).

4. The MPS charter school contract will include procedures for handling staff misconduct and staff evaluation.

5. MPS charter schools must adhere to all state laws and Board policies regarding health and safety standards and to the Board's insurance and risk management requirements.

(g) School Governance

1. The MPS charter school's governance council composition, election process, and authority in the development of the educational program and budget will be stated in the petition.

2. The petition/proposal shall include the decision-making process that will be used to approve all policy, program, and budgetary decisions.

3. The MPS charter school's governance council will develop the process to evaluate the building principal. Evaluation is based on how the principal implements and facilitates the goals, objectives, and strategies of the MPS charter school's educational program.

(h) Performance and Financial Auditing of MPS Charter Schools

1. Annual audits will be carried out on all MPS charter schools in accordance with generally accepted auditing standards and government auditing standards and will express an opinion on the fairness of the financial statements (Generally Accepted Accounting Principles [GAAP] basis) of the MPS charter schools.

2. MPS charter schools designated as instrumentalities of the district shall be subject to the same fiscal rules and oversight as the other Milwaukee Public Schools. All financial records shall be retained in compliance with state and federal law.

3. MPS charter schools not designated as instrumentalities of the district shall operate within GAAP and shall file annual audited financial statements with the district.

4. Performance and compliance audits shall be conducted annually for all MPS charter schools to determine compliance with performance, operational, and fiscal contract provisions.

5. Additional audits may be conducted as required by federal and state financial assistance requirements and as identified in the charter school contract ~~negotiated with the MPS charter school~~.

6. MPS charter schools shall be responsible for the conducting and cost of these audits. Charter schools are encouraged to explore possible cost-saving options for all service functions, including audit services.

(i) Funding

1. Instrumentality Charter Schools. The amount which MPS will establish as per-pupil revenue for MPS instrumentality charter schools shall be equal to the amount which the Board determines annually for students in non-contract ~~(a.k.a. "regular")~~ MPS schools. In addition, charter schools shall receive funding to cover selected costs in the same manner in which non-contract schools receive such funding. Likewise, categorical funds for which charter schools are eligible shall be distributed on the same basis as that on which such funds are distributed to non-contract schools.

2. Non-instrumentality Charter Schools. The amount which MPS will establish as per-pupil revenue for MPS non-instrumentality charter schools shall be equal to that amount which the state determines annually for charter schools operated by the Milwaukee Area Technical College (MATC), the University of Wisconsin at Milwaukee (UWM), and the City of Milwaukee. This amount is intended to cover all costs and expenses related to the operation of the charter school program, but does not include categorical revenues, such as Title I funds, that the MPS charter school may be entitled to receive.

3. The MPS per-pupil revenue for charter school students will be adjusted for any services which the parties agree will be furnished by MPS. Costs for these services will be negotiated between MPS and the charter school contract holder(s).

4. MPS charter schools' purchase of certain Milwaukee Public Schools' central and supportive services will be negotiated based upon district determination of per-student funding allocations for costs for specific functions. The amount of basic costs for specific functions per student allocated to charter schools shall be determined annually by the Board.

5. To assist in the determination and negotiation of service costs for petitioning schools, the MPS Department of Finance will provide ~~an In$ite Financial Report (formerly known as FAM Report),~~ a Catalog for Chargeback/Buyback Services showing the MPS school's current cost per pupil for the various services provided by the district. The analysis will be based on the most current Board-adopted budget.

6. The MPS charter school will have full carry-over policy.

7. For MPS charter schools that are instrumentalities of the district, the ~~Budget~~ Office of Finance and Operations will help monitor the budget, pay the school's employees, assist in the development of the school budget, and assist in budget adjustments. The school will have complete flexibility when it comes to budget adjustments as long as it maintains the bottom line.

(j) ~~Revocation and Termination of Contracts~~ Renewal

In accordance with sec. ~~§~~ 118.40(3b), Stats., the Board may renew a charter school contract for one or more terms, each not exceeding (5) school years. The MPS Charter School Contract Review Team shall be established to review, evaluate, and make recommendations to the Board, the Superintendent, and ~~to~~ the Charter School regarding renewal of the charter school contract. Members of the Team shall be appointed by the Board President and the Superintendent. The Office of the Superintendent shall provide such staff assistance to the Team as may be required. The decision of the ~~Panel~~ Team shall be reached by collaboration and consensus. The Team shall notify the Board, the Superintendent, and the Charter School of its recommendation for renewal by the end of February of the last school year of the term of the charter school contract.

(k) Revocation of Charters and Termination of Contracts

(1) A revocation and termination review may be requested by the Superintendent at any time during the term of the charter school contract. If the Superintendent requests a revocation and termination review of a charter school, the Charter School Contract Review Team may conduct a public hearing and make written findings and recommendations to the Superintendent. Members of the Team shall be appointed by the Board President and the Superintendent. The Office of the Superintendent shall provide such staff assistance to the Team as may be required. The Superintendent may report the written findings and recommendations of the Team to the Board and make a recommendation regarding revocation of the charter and termination of the charter school contract. The Board may approve, amend in whole or in part, or disapprove of the recommendation of the Superintendent.

(2) The Board may direct the Superintendent to follow the procedure set forth in section 12(a) above at any time during the term of the Charter School contract.

(3) The Board may alternatively use a procedure other than the one set forth in section 12(a) above for the revocation of charters and terminations of contracts.

The administration reported that it had revised the policy in accordance with the Committee's request, and that the revisions were indicated by a double underscore.

Director Johnson moved that the Board approve the revised policy and procedure as presented by the administration.

The motion prevailed, the vote being as follows:

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

Noes—None.

Temporarily absent—Director Blewett—1.

* * * * *

(Item 6) Informational Report on a Long-Range Strategic Plan for the Expansion of MPS Montessori Options

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

Background

At its meeting on November 27, 2001, the Board referred Resolution 0102R-023 by former Director Gardner and Director Blewett to the Committee on Innovation/School Reform:

WHEREAS, Montessori schools continue to be a popular option with MPS parents and students; now, therefore be it

RESOLVED, That up to $20,000 be allocated from the School Operations Contingent Fund to hire a consultant to develop a long-range strategic plan for the expansion of MPS Montessori options.

Administration's Report

1. At its meeting on January 31, 2002, the Board approved the resolution for a long-range plan for the expansion of MPS Montessori options. On June 25, 2003, the plan entitled *Long-Range Plan: Montessori School Expansion, August 2003-June 2008 for Milwaukee, Wisconsin Public Schools* was submitted by Joseph Procaccini, Ph.D., Graduate Professor of Research and Management, Loyola College, Baltimore, Maryland.

2. Working with the Administration, members of the Milwaukee Public Schools Montessori Citywide Council met to refine the eighteen goals of Dr. Procaccini's Plan to the nine goals that are reflected in the Milwaukee Public Schools' Strategic Planning Document for Montessori School Expansion, February 2, 2004. The nine goals, placed in order of priority, are:

a. **Teacher Recruitment and Training:** Begin immediately and continue for five years efforts, with the assistance of MPS recruiters, to train new Montessori teachers or to hire experienced ones

b. **MTEC Partnership:** Formalize a teacher-certification partnership with MTEC for primary and elementary Montessori-certified teachers

c. **MPS Administrative Awareness:** Inform Central Services administrators, principals, and faculty of the Montessori philosophy, curriculum, and pedagogical methods. Invite Board members as well

d. **Montessori Principal Education:** Fund Montessori workshops, conferences, etc. for administrators of Montessori schools so that they can remain current in Montessori issues and pedagogy

e. **Montessori Substitute Pool:** Establish and reserve a substitute pool of teachers who are familiar with Montessori programs, to be used by any of the schools as needs occur

f. **District-wide Montessori Coordinator:** Establish a district-wide full-time position of Montessori Education Coordinator in MPS. Write job description and fill the post

g. **Increase NSI Participation:** The Montessori Education Coordinator would work with the Office of Neighborhood Schools to promote neighborhood Montessori programs that would provide stability to neighborhoods and reduce cost of transportation for the MPS Montessori schools.

h. **New MPS School:** Provide seats for students in areas where there is expressed interest as indicated by waiting lists

i. **Community-wide Montessori Awareness:** Develop and execute a plan to inform families who are under-served (e.g. Hispanics, Hmongs) about Montessori opportunities within MPS. The plan should foster strong collaborative relationships with community-based centers in various ethnic neighborhoods to enhance awareness of Montessori opportunities. Example: Information sessions in under-served areas, invitations to group leaders and parents to visit and observe Montessori schools, and features on Montessori schools in Hispanic and Hmong newspapers.

3. The Administration has studied the reports and is presenting information on each of the nine goals of the Montessori Citywide Council's Plan within the framework of an equitable allocation of resources based upon a per-pupil allocation formula.

a. **Teacher Recruitment and Training**: Exploration of opportunities will continue to allocate resources to recruit and train Montessori teachers within existing funding and in consideration of overall district needs.

b. **MTEC Partnership**: A partnership is in existence for the 2003-2004 school year to pursue state certification for elementary Montessori-certified teachers. A partnership for future years for state certification of elementary and primary Montessori-certified teachers is being pursued.

c. **MPS Administrative Awareness**: The Administration will work with the Montessori Citywide Council and others as they identify opportunities, such as the annual Hot Topics Conference, where they can pursue increased administrative awareness.

d. **Montessori Principal Education**: The Administration will continue collaborative efforts, such as one principal coach for all four principals, to assist the Montessori schools in this area. Reimbursement, within bargaining agreement limits and administrative procedures, is available on a limited basis for administrators. Additional funding would have to come from school budgets.

e. **Montessori Substitute Pool**: The Administration will work with the principals of the Montessori schools to identify a potential pool of substitutes familiar with Montessori programs. Further, the Administration will pursue the necessary collective bargaining agreements to assign these substitutes to the schools as needed. The schools will be responsible for providing the necessary training and for funding the salaries of the substitutes during their training.

f. **District-wide Montessori Coordinator**: Efforts will be made to facilitate district discussions to support the Montessori schools; however, centralized funding is not available to fund a position.

g. **Increase NSI Participation**: Staff from the Office of Neighborhood Schools will work with the Montessori Citywide Council and the Montessori schools to assist them in promoting neighborhood Montessori programs that provide stability to neighborhoods and reduce the cost of transportation.

h. **New MPS School**: Available demographic data have been provided and community resources have been identified to assist the Montessori Citywide Council in identifying areas of the city for possible future expansion. Additionally, representatives of the Montessori Citywide Council have begun preliminary exploration of a small high school for Montessori students as a component of the high-school redesign process.

i. **Community-wide Montessori Awareness**: Within the limitations of existing resources, the Administration will support the Montessori Citywide Council in efforts that they may develop and implement to increase Montessori awareness.

4. The Administration will continue to work with the Montessori community to explore future collaborations within the nine goal areas that have been identified; however, these efforts will occur within the existing and projected MPS fiscal limitations and within the concept of an equitable allocation of resources based upon a per-pupil allocation formula.

Director Hardin moved that the Board accept the report.

The motion prevailed, the vote being as follows:

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

Noes—None.

* * * * *

(Item 7) Approval of Areas to be Opened for Textbook Study for Texts to be Used Beginning with the 2004-2005 School Year

Administrator's Analysis

1. MPS Textbook Adoption Policy 7.26 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. The following subject areas have adopted texts that have been in use six years or more:

High School

BUSINESS EDUCATION
Accounting

COMPUTER EDUCATION
Computer Literacy

ENGLISH
English Gr. 9

FAMILY & CONSUMER EDUCATION
Fabric and Fashion
Family, Food, Society
Family and Community

MUSIC
Music History

SCIENCE
Biology
Physical Science

SOCIAL STUDIES
Anthropology
World Geography
World History
World Cultures/Studies
Psychology
African American Heritage/Studies

TECHNOLOGY EDUCATION
Pre-Engineering

Middle and Elementary School

COMPUTER EDUCATION
Computer Literacy (Gr. 6-8)

MUSIC
Music K-8

4. The Superintendent is recommending opening these subject areas for adoption study during the 2003-2004 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, MPS Policy, or Board Rule Implication Statement

6. This item is in accordance with Administrative Policy 7.26, 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. Principals and teachers are notified;

b. 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;

c.• Publishers are notified;

d. Nominations and expressions of interest in serving on textbook evaluation committees for the various subject areas are obtained;

e. Textbook evaluation committees are appointed;

f. Textbook evaluation committee members are inserviced on selecting materials to promote multiculturalism and deep thinking;

g. 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;

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. Textbook evaluation committees formulate recommendations with respect to the subject areas and the materials under evaluation for possible adoption. The committees may exercise a number of options in their recommendations: They may recommend: a single adoption, a multiple adoption, adoption of other materials and media in addition to or in lieu of texts, or no adoption. They may recommend delaying adoption pending further study;

j. Recommendations from the textbook evaluation committees are reviewed by the Chief Academic Officer and then sent to the Superintendent before going to the Board of School Directors.

8. Based upon the proposed timeline, textbook evaluation committees would be appointed in February 2004. They will conduct the study during the months of February-April 2004 and submit a recommendation to the Superintendent by early May. The Superintendent will submit recommendations to the Board of School Directors in May 2004.

9. Upon adoption, the Administration would begin the purchasing process. Newly adopted texts through this review cycle are expected to be in the schools during the first semester of 2004-2005. The new texts would be implemented in the 2004-2005 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 2004. Approximately $6.7 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 FY05 adopted budget. At that time, the recommendation for purchase of textbooks will include the costs of the texts.

11. This item does, however, authorize expenditures for the cost of paying teachers to serve on the textbook evaluation committees during FY04. This cost is approximately $50,000. Funds are available in the FY04 budget (account GEN-0-0-INV-DW-ETXB) to cover this expenditure.

Committee's Recommendation

Your Committee recommends that the Board approve that the subject areas listed below be opened for textbook evaluation:

High School

BUSINESS EDUCATION
Accounting

COMPUTER EDUCATION
Computer Literacy

ENGLISH
English Gr. 9

FAMILY & CONSUMER EDUCATION
Fabric and Fashion
Family, Food, Society
Family and Community

MUSIC
Music History

SCIENCE
Biology
Physical Science

SOCIAL STUDIES
Anthropology
World Geography
World History
World Cultures/Studies
Psychology
African American Heritage/Studies

TECHNOLOGY EDUCATION
Pre-Engineering

Middle and Elementary School

COMPUTER EDUCATION
Computer Literacy (Gr. 6-8)

MUSIC
Music K-8

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

* * * * *

(Item 8) Follow-up Action on a Request for Authorization to Cancel the New Locust School Project and to Convert Jackie Robinson from a Middle School to a K-8 School

Administration's Analysis

1. At its meeting of August 24, 2000, (Proc. pp. 183-187) 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 projects which required acquisition of land to enable construction of new schools or the expansion of existing school sites. One such project was the construction of a new two-section K-8 school (572 seats) to serve the western portion of the existing Auer Avenue attendance area and southeastern portion of the existing Frederick Douglass attendance area. This school was designated the Locust School until a permanent name could be identified.

3. At its meeting of November 28, 2000, the Board of School Directors approved changes to various elementary, middle-, and high-school attendance areas, except for those related to Grant School and Milwaukee School of Languages, as part of the ongoing implementation of the NSI. The Board subsequently approved the changes to the Grant School attendance area on December 19, 2000, and to the Milwaukee School of Languages attendance area on February 26, 2001. The creation of the new elementary attendance area for the Locust School was included in the approved changes.

4. In 2001, the Administration, in conjunction with the Department of City Development (DCD), identified eight (8) possible sites for the new school. All of the sites except one were ultimately eliminated as part of due-diligence activities of the district.

5. The approved Locust attendance area is bounded by West Townsend Street, North 27th Street, West Locust Street, and North 35th Street. A new attendance area which has been created for the new school will have the following boundaries:

> From the intersection of North 27th Street and West Townsend Street, west to 35th Street, south to Concordia Avenue, west to 39th Street, south to Locust Street, east to 27th Street, and north to the point of beginning. (A map detailing the new attendance area is attached.)

The attendance area is bisected by the Soo Line Railroad tracks and adjacent industrial uses.

6. At its meeting of May 29, 2003, (Proc. pp. 113-115) the Board approved the parcel bounded by West Burleigh Street, North 33rd Street, West Burleigh, and the Soo Line Railroad tracks and containing 5.6 acres as the site for the new Locust School and authorized the Department of City Development and the City Attorney to take all necessary actions to acquire the parcel.

7. As the Administration moved forward with the site acquisition, additional environmental testing was conducted to determine costs for site remediation, asbestos abatement, and demolition. This additional testing indicated that greater costs than originally anticipated were going to be incurred, which, when combined with the anticipated acquisition cost, exceeded the budget for this aspect of the project by $1.5 million.

8. Based upon the projected costs, the Office of Neighborhood Schools and the Division of Facilities and Maintenance Services began to explore potential alternatives for the project in order to provide the needed seats at or below the project budget. Of all of the alternatives considered, the most cost-effective was the conversion of the Jackie Robinson Middle School to an elementary school housing a K-8 program, with the expansion of the Locust attendance area to include the Robinson facility. This alternative would create a school with three sections each at grades K4-5, and two sections at Grades 6-8, housing 698 students. It would be designed to enable the future implementation of the SAGE program in Grades K5-3, should funds become available. The Administration will apply for a change in the funding rule to permit SAGE funds to be made available to the school.

9. The Administration has met with the principal and staff at Robinson to review the proposed change. In addition, a town hall meeting was held on December 4, 2003, with residents from the Auer Avenue, Frederick Douglass, and Townsend attendance areas to inform them of the proposal and to obtain their feedback.

10. At the meeting of Committee on Innovation/School Reform on January 13, 2004, the principals of Jackie Robinson and Frederick Douglass Schools presented a proposal to the Committee as an alternative to the Administration's recommendation. The alternative proposed creating a two-campus K-8 program, with Grades K4-3 to be located at Frederick Douglass, and Grades 4-8 to be located at the Robinson facility. This arrangement would be similar to those at 35th Street School and Westside Academy. At its meeting of January 29, 2004, the Board took action to direct the Administration to analyze both its recommendation and the alternative for the two-campus school and report back in March 2004.

11. Staff from the Office of Neighborhood Schools and the Division of Facilities and Maintenance Services have met with the staffs from Robinson and Douglass to discuss the feasibility of their proposal, review the Administration's recommendation, and explore other possible alternatives. Based on these discussions, all parties have reached consensus to move forward with the Administration's original recommendations to convert Robinson to a K-8 school.

Strategic Plan Compatibility Statement

12. The Neighborhood Schools Initiative is one of the major initiatives of the school district. The recommendation is consistent with the practice of fiscal responsibility and making informed decisions about the allocation of district resources and supports the goal of family satisfaction as measured by their choices in the education marketplace.

Statute, Board Policy or Rule Statement

13. The recommendations are consistent 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 by December 31 on specific schools that will be closed the following school year.

(c) Communities to be affected by any possible school closings 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 made 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. The estimated cost of the modifications at Robinson to house the new school is $4,345,522, broken down as follows:

Construction	$ 3,215,775
Design Fees	263,588
Professional Services	160,789
Furniture and Equipment	329,000
Staff Costs	48,000
Advertising and Duplicating	20,000
Asbestos Abatement	100,000
Contingency	208,370
Total	$ 4,345,522

Funds will be allocated to account number FAR-0-0-NSI-RB-ECNC from the existing Locust School account, which will then be closed upon payment of all outstanding charges. To date, a total of $175,000 has been expended on the project. The remaining funds in the amount of $7,946,598 will be allocated to the overall unallocated portion of the NSI Fund.

15. Completion of the modifications at Robinson will result in further savings, as the proposed addition at the Frederick Douglass School will not be completed. This will result in savings in the amount of $1,151,263. These funds will also be reallocated to the unallocated portion of the NSI Fund.

Implementation and Assessment Plan

16. Upon approval by the Board, the Division of Facilities and Maintenance Services will begin detailed planning and design activities with the principal. It is anticipated that construction activities will commence in the spring of 2004, with the project to be completed by August 2005.

17. Enrollments at Robinson will be phased out over a two-year period beginning in the 2004-2005 school year. No new students will be enrolled in 2004-2005, and existing students will be allowed to remain if they choose. In the 2005-2006 school year, new students will be enrolled in Grades K4-6, with a grade to be added each of the next two years.

18. All activities at the former Locust School project will be concluded, and the project will be closed out. The property will be returned to its original condition prior to the testing activities and released back to the owner. It is expected that this will be completed by spring 2004.

19. In accordance with administrative policy, the Administration is recommending that the existing name be retained, although conversion of the facility to a K-8 school will require modifying the name from Jackie Robinson Middle School to Jackie Robinson School. Costs for changing the letters are included in the costs of the modifications.

Committee Recommendation

Your Committee recommends that the Board authorize the following:

1. that the Locust School project be terminated, and the current Jackie Robinson Middle School be converted to a K-8 school on a phased-in basis commencing in the 2004-2005 school year;
2. that funds in the amount of $4,137,151 be authorized to complete needed modifications at the Jackie Robinson School;
3. that funds in the amount of $9,097,861 from the former Locust and Frederick Douglass projects be returned to the unallocated portion of the NSI Fund for use on other projects as may be required;
4. that the name of Jackie Robinson Middle School be changed to Jackie Robinson School; and
5. that the new attendance area for the Jackie Robinson School be approved.

Director Johnson moved that the Board adopt the Committee's recommendations.

The motion prevailed, the vote being as follows:

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

Noes—None.

* * * * *

COMMITTEE ON SPECIAL EDUCATION

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

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Special Education presents the following report:

(Item 1) Monthly Report on Special Education Compliance

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)

Population Served 16,511

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.

	01/04	02/04
Initial Evaluations (Complete)	703	1225
Active Initial Referrals	799	1011
Re-evaluations (Complete)	1269	2056
Active Re-evaluations	1207	1041

2. SPECIAL EDUCATION TEACHER INFORMATION/ STATUS UPDATE

Certified Special Education Teachers:		
Elementary	444	
Middle School	117	
High School	157	
Total		718
Interns (Certified)		
1st-Year Interns	86	
2nd-Year Interns	70	
Total		156
Substitutes (Certified)		10
Current Vacancies (Non-Certified Substitutes)		17
Total Special Education Teachers		901

3. DATA MANAGEMENT SERVICES (SSIMS)

Special Services Information Management System (SSIMS)
Project Status Report as of February 2, 2004

SSIMS (Encore) Database

- Encore database version 6.0.11 loaded to MPS test server on December 8, 2003
- Encore database version 6.0.11 loaded to MPS training and production servers on January 19, 2004

SSIMS Training

- Encore and Forms 6.0.11 pilot school training is taking place from 1/20/04 through 2/9/04
- Encore and Forms 6.0.11 training for the rest of the District is scheduled for February-May 2004

Interfaces

- Initial data load completed in August 2003
- Inbound daily interface processing (eSIS to Encore) running three times a day
- Outbound daily interface (Encore to eSIS) running nightly

IEP Forms

- Coding for the initial IEP forms (80 pages) is complete
- SSIMS team is performing final phase of User Acceptance testing of all 80 pages
- IEP forms have been incorporated into the Encore 6.0.11 database application

Reports

- There are 49 standard reports in Encore 6.0.11
- Two executive summary reports and two school-based reports have been created as *ad hoc* reports

December Child Count

- Child Count data have been extracted from Encore and loaded into DPI application software
- Child Count audit reports have been developed to ensure data accuracy
- Final Child Count numbers have been submitted to DPI

Encounter Tracker (ET)

- ET Business Process Analysis document approved by MPS on March 14, 2003
- ET application demo to MPS planned for February 19, 2004

Forms Updating Encore Database (FTI)

- Data-mapping requirements for the 80 IEP form pages have been met
- FTI coding is scheduled to be completed by the end of February 2004

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

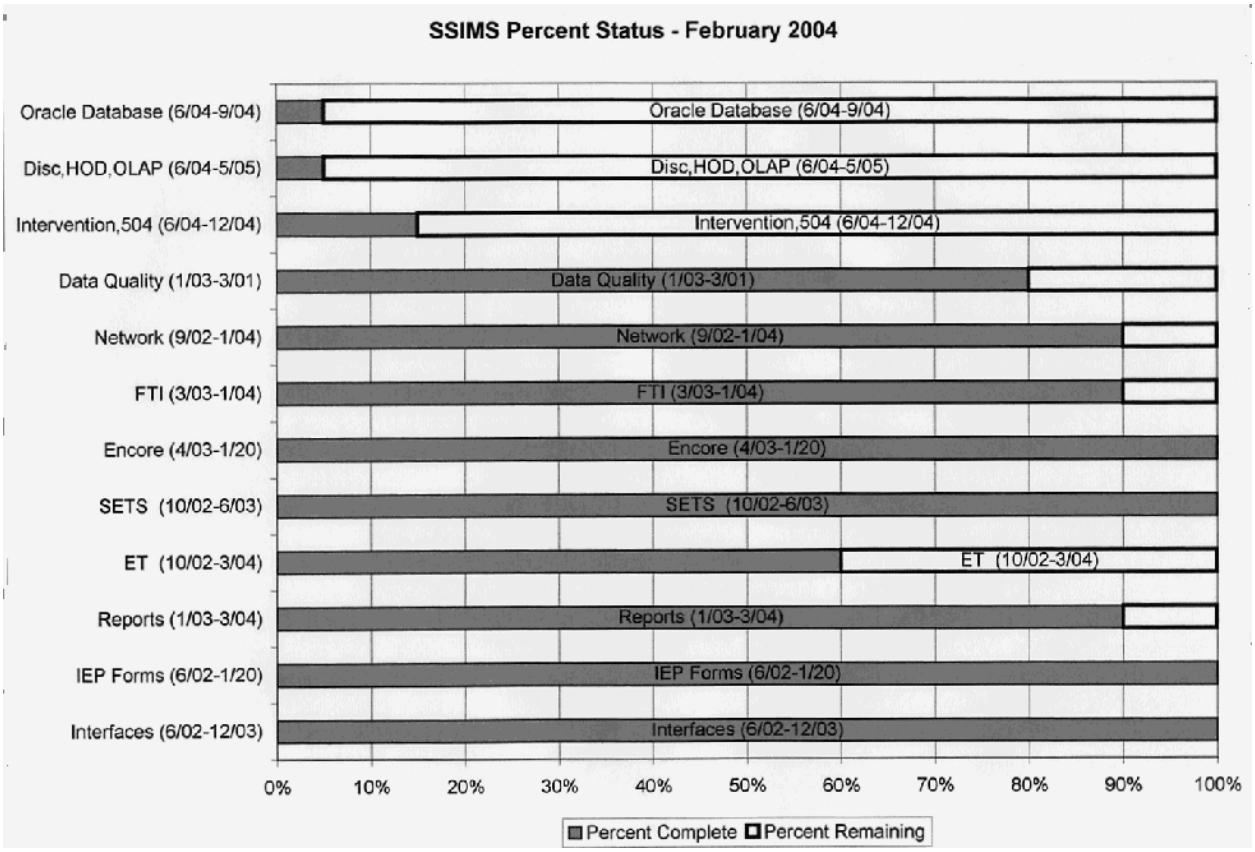
- SSIMS team has met with MPS Technology to discuss logistics of MPS school network access
- SSIMS Network Readiness Survey sent to MPS traditional and charter-school principals
- Survey results have been evaluated and the results given to MPS Technology

SSIMS Data Quality

- A SSIMS data quality committee has been formed to evaluate and monitor SSIMS data
- The SSIMS data quality team meets weekly to discuss special ed. data-quality issues

Rollout Schedule

- Encore and Forms 6.0.11 pilot rollout training began on January 20, 2004
- Encore and Forms 6.0.11 district rollout training begins in February 2004
- Encounter Tracker scheduled for implementation in 2004
- Intervention, 504, Discipline, HOD, and OLAP module implementation scheduled for 2004/2005



4. MPS ANNUAL BUILDING ASSESSMENT PLAN FOR CONTINUOUS-IMPROVEMENT-FOCUSED MONITORING

The following Plan was developed and submitted to the Department of Public Instruction as part of a corrective action plan to increase compliance with state and federal mandates in the district.

The purpose of this assessment plan is to measure a building's progress towards meeting the requirements related to various compliance issues. These issues are divided into two types, checklist and non-checklist. The non-checklist issues are divided into four main elements: IEP, non-attendance, placement, and discipline. The non-checklist elements are further divided into specific items. Data and information will be gathered from eight sample groups. The method for gathering data and information will take the form of record reviews, interviews and applying a checklist to IEP documents. Special education supervisors will be trained in the methods and procedures of the assessment plan. Each special education supervisor will be supported by a SELL. The assessment plan will make use of sampling as a means of obtaining required data and information. Sampling is being used in this assessment plan to reduce the number of cases that must be reviewed in order to measure a building's progress. This method should substantially reduce staff hours needed to complete the assessment.

ACTIVITIES

DATA COLLECTION

Preparation for the assessment will be completed by school-based personnel during the month of February 2004. Special education supervisors will be trained on the methods and procedures to be used in the assessment on January 30, 2004 and February 20, 2004.

The school-based assessment itself will be completed during March of 2004. As noted above, the completion of the assessment plan will require reviewing various records and documents, interviewing a number of school-based personnel and applying a checklist to IEP team documents. The primary tools used in the assessment plan are the MPS Special Education Record Review Checklist (for checklist items) and the Non-checklist Evaluation and Recording Form (for non-checklist items).

The data related to checklist items will be drawn from IEP team documents completed between September 1, 2003 and March 30, 2004. The attached Building Sample table will be used to determine the number of records or interviews required.

The data related to non-checklist items will be gathered on the day the special education supervisor completes the activity. The attached Building Sample table will be used to determine the number of records or interviews required.

The special education supervisor will use the current MPS standards for checklist and non-checklist items. During the 2002 -2003 school year, SELLs, SSAs, and special education supervisors were trained in the checklist standards. In the fall of 2003 training on the checklist standards was repeated and a non-checklist standard training was completed.

ASSESSMENT VALIDATION

After the building assessment is completed, validation of the annual checklist and non-checklist assessment will be completed by the SELLs. This validation will occur during April, 2004. The SELLs will evaluate one school for each of the special education supervisors that they are supporting. The SELLs will check to ensure that proper sampling procedures were followed, the recording sheets were completed accurately, and the assessment process was completed (i.e., the steps were followed according to the methods given for each item of each element).

MPS's validation of the application of checklist standards is an ongoing process. This validation takes the form of the SELLs review of the building reviewer's work.

If a SELL determines that a special education supervisor did not follow the methods given for one or more items of the non-checklist elements (IEP, Discipline, Placement, Non-attendance) or the methods for the checklist items, the SELL will check that particular item in all of the special education supervisor's schools to determine whether the assessment plan's procedures and methods were followed. If, upon further investigation, the SELL determines that a school's assessment of an item is not valid, the following steps will be taken: (1) the SELL will determine what errors were made to cause the data for the particular item to be invalid; (2) instruct the special education supervisor to correct the errors; and (3) instruct the special education supervisor to re-do the assessment of the item.

DOCUMENTATION AND REPORTING

By April 2, 2004, each building level assessment coordinator will report the assessment results to their support SELL by turning in the Summary of Results of the Record Review Checklist and the Non-checklist Items Recording Form for each non-checklist element (IEP, Non-attendance, Discipline, and Placement). The SELLs will ensure that assessment results are obtained for each building.

MPS will ensure there is adequate documentation for each element of the assessment so that DPI can validate the process. This will be accomplished by recording and documenting the names of the students and staff who comprises each of the sample groups.

DATA-BASED DECISION MAKING

Based upon the results of the building assessments, MPS will determine the level of support a particular building will receive to ensure continuous improvement. The possible levels of support to ensure continuous improvement will include the following: (1) intensive monitoring; (2) on-going oversight; and (3) periodic review. It is possible for a building to be at different levels of support for different checklist and non-checklist items.

Once a building has obtained the periodic review level for a particular item it may be removed from the SEP. If a building falls into the intensive monitoring category, the principal must work with the SELL to review, revise, and implement the School Education Plan Section 11 with the focus being to improve the buildings performance. The review must include an analysis of why the 2003-2004 Section 11 plan was not effective. The level of support will be documented in the School Education Plan for the following year.

5. 2003-04 SPECIAL EDUCATION SERVICES OVERVIEW MPS

a. An IEP team determines eligibility for special education. A student must meet the criteria for eligibility in one or more categorical areas: cognitive disabilities (CD), learning disabilities (LD), hearing impairment (HI), vision impairment (VI), speech and language disabilities (SPL), orthopedic impairment (OI), other health impairment (OHI), significant developmental delays (SDD), traumatic brain injury (TB), and emotional behavioral disabilities (EBD). Federal rules and regulations and state law determine the eligibility criteria under each categorical area. (Some schools in the district are participating in a pilot program which includes the opportunity for identification of special education with a "non-categorical label." In such schools, eligibility is determined by gathering evidence of response to learning and interventions.)

b. Attachment #1 of the minutes of your Committee's meeting reflects the current MPS profile of disability categories. An IEP team then determines all special education services needed for an individual child. The IEP document contains statements of special education services, related services, and supplemental aids and services that are individually tailored to meet the educational needs of a child who is found to have a disability and need for special education under the Individuals With Disabilities Education Act. This individually designed IEP ensures that the child has a free appropriate pubic education (FAPE).

c. One important decision that each IEP team makes is the location of the delivery of the special education services. The law requires the least restrictive environment. Under this concept, each IEP team must ensure that the student has access to the general curriculum and non-disabled peers as often as appropriate. These decisions require the team to decide how much time the student should spend in general education classes and, if necessary, what amount of time might be spent in pull-out services.

d. Special education can be delivered in general education classes (inclusion or mainstreaming) as well as in separate settings. The decision for each student will be different, depending on his or her individual needs. The law requires that the district attempt to locate services in the school which the child would attend if he/she were not disabled.

e. The law further requires that there be a continuum of service options available in the district to meet each student's needs. In some cases, a student may need a specialized service or a specialized environment or curriculum that is not available in the school. In such a situation, the IEP team may recommend a change of school, but the law requires that every effort be made to locate an appropriate school as close as to home as possible. This requirement fits well with the Neighborhood Schools Plan, in which the district continues to move to ensure high-quality educational opportunities for all students that are located in their own community area. The notion of a continuum of services also means that, in rare cases, a student may require a highly specialized, most restrictive placement, and this may require a placement outside of the district. (Central services staff assists IEP teams in such decisions.)

f. Services are determined by identified learning needs and not by categorical labels. Once a child has been identifies with a categorical label, which qualifies him or her for special education, the IEP team and the staff concentrate on identifying the services that will assist the child to achieve at high levels (e.g., communication, academic, emotional behavioral). During the 2003-2004 school year, the district initiated the non-label-driven services concept. In this model, a child with a learning disability would receive services focused on academic achievement, but might also require services in the area of behavioral emotional growth. This model allows staff to concentrate on strategies to address skill areas, not to design curriculum around preconceived expectations of a student with a particular categorical label.

g. The IEP team determines not only the areas of services needs, but also the amount of special education and related services that are required for each child. Every school in the district is required to provide services for students in a multi-categorical, non-label-driven service model. Generally, these services are for all students who require special education services for 1 to 10 hours per week (level I) and for students who receive special education services for 11 to 20 hours per week (level II.)

h. Some students require more than 21 hours per week of special education or related services. In addition, most students who require this level of services also require a more restrictive environment or specialized educational environment. These students receive services in a more restrictive placement (MRP). Schools are encouraged to develop a continuum within their buildings to service all students, including those requiring the MRP service model. Approximately 80% of the middle and high schools have specially designated MRP units, and 68% of the elementary schools also have MRP units. A detailed summary of service delivery components and percent of special education students being served by building for the 2003-2004 school year can be found in attachment #2, included with the minutes of your Committee's meeting.

i. The Neighborhood School Plan requires that the district ensure that MRP opportunities be located throughout the city to ensure that students can attend school as close to home as possible when their service needs are greater than the services available at the neighborhood school. The Department of Special Services works collaboratively with administrative staff and principals to identify needs for expansion, ensuring that opportunities are available throughout the city. Attachment #3 of the minutes of your Committee's meeting is a summary report of the Special Services NSI Implementation, August 2003.

* * * * *

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

Parking Lot Reconstruction

Special Services Center

Prime Contractor
Poblocki Paving Corporation
525 South 116th Street
West Allis, WI 53214

Low Bidder, Base Bid of.....$97,913.67

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	16% MBE	110	27	7	Corporation	3

Funds were allocated for this project from FY03 account code FAR-0-0-980-ES-ECNC (W.O. 2-550653). Project is to begin on June 28, 2004, and to be completed on August 6, 2004.

CONSTRUCTION CONTRACTS

Total construction contract dollars awarded.....$97,913.67
Total dollars HUB participation.....$15,666.19
% of MBE participation.....16.00
% of WBE participation.....0.00
% Minority employees within company.....25.00
% Women employees within company.....6.00

Authorization to Purchase Lockers:

Division 1 — Pulaski High School

Prime Contractor
P.A. Sasse & Associates, Inc.
656 Moon Road
Mosinee, WI 54455

For a cost of.....$52,870.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	0%	0%	2	0	1	Corporation	N/A

Funds were allocated for this project from FY04 account code FAR-0-0-MM2-PK-ECNC (W.O. 2-596415). Project is scheduled to begin on February 26, 2004, and to be delivered on or before June 21, 2004.

Division 2 — Malcolm X Academy

Prime Contractor
P.A. Sasse & Associates, Inc.
656 Moon Road
Mosinee, WI 54455

For a cost of.....$42,470.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	16% MBE	110	27	7	Corporation	3

Funds were allocated for this project from FY04 account code FAR-0-0-MM2-MX-ECNC (W.O. 2-596414). Project is scheduled to begin on February 26, 2004, and to be delivered on or before June 21, 2004.

Request is being made for authorization to enter into a contract for architectural services for the addition and renovation of:

Fratney School

Firm Name
Plunkett Raysich Architects, LLP
10850 West Park Place, Suite 300
Milwaukee, WI 53224

For a cost not to exceed.....$555,407

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	30% MBE 5% WBE	30% MBE 5% WBE	129	6	43	LLP	5

Funds were allocated for this project from FY03 account codes FAR-0-0-FTS-FT-ECNC ($333,244) (W.O. 2-579823) and FAR-0-0-QZA-FT-ECNC ($222,163) (W.O. 2-597811). Project is scheduled to begin in March 2004 and to be completed in March 2006.

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 Extend a Contract for Administrative Services for the MPS Comprehensive Indemnity/PPO Health Plan

The Administration is requesting authorization to extend the existing Aetna administrative-services contract for the district's self-insured Comprehensive Indemnity/PPO Health Plan for a one-year period commencing on March 1, 2004. The existing contract was awarded to Aetna effective March 1, 2001. The extension of this contract contains no changes in terms and conditions and is consistent with the guaranteed not-to-exceed increase in the fourth-year fee of 6.2% (service component of the Consumer Price Index, plus 3%) effective March 1, 2004, as follows:

Period: March 1, 2004 through February 28, 2005

Administration Fee Per Employee/Retiree Per Month
PPO Medical..... $ 30.90
Indemnity Medical..... $ 24.94

Estimated Annual Administration Fees ..... $ 4,891,000
(Based on current plan enrollments of 13,373)

The one-year extension permits the district time to secure and assess 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 DWC-0-0-EMB-DW-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

Authorization to Enter into a Contract for Temporary Accounting Services

The Administration is requesting authorization to enter into a contract with Accountemps for an amount not to exceed $145,000 for the purpose of providing temporary accounting services in the Division of Facilities and Maintenance. These services are required to fill a vacancy created by a termination in June 2003. This vacancy will be filled pending the results of the current classification study.

The original cost projection for accounting services was $35,000; however, due to the expanded timeline for the classification study, the cost of these accounting services is now expected to reach $180,000 before a candidate can be tested, interviewed, and hired. Funding for these services is being provided by the F&M operations budget, budget code DBS00TCHFM-ECTS.

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

Informational Item

On August 28, 2003, the Board approved a $100,000 contract for a Community Learning Center at Milwaukee High School of the Arts. The YMCA was listed as the lead agency. After the authorization, the YMCA notified the school that it would be unable to serve in this capacity. We are requesting that the authorization obtained be transferred to Neighborhood House, which has agreed to serve as the lead agency for the Community Learning Center. There is no fiscal impact, as funds were committed after the August Board Meeting.

Purchasing Request Summary — February, 2004

Total contract dollars to be awarded.....5,036,000
Total dollars eligible for HUB participation.....0
Total HUB dollars 0
% of MBE participation.....0
% of WBE participation 0
Total HUB Participation.....0

Report of Revenues and Expenses and the Expenditure Control Report

Below is a summary of revenues as of December 31, 2003 for the School Operations, Categorically Aided Programs, School Nutrition Service, Construction and Extension Funds.

A. Report of Revenues

	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	$150,708,264	$239,344,722	$718,252,852	25
Categorically Aided	151,978,748	24,957,389	176,936,137	9,454,939	37,497,439	139,438,698	21
School Nutrition	29,360,066	789,428	30,149,494	2,857,412	6,190,677	23,958,817	21
Construction	35,787,377	32,855,230	68,642,607	86,651	681,948	67,960,659	1
Extension	10,179,058	703,927	10.882,985	19,409	1,017,465	9,865,520	9
Total All Funds	$1,135,594,734	$108,614,063	$1,244,208,797	$163,126,675	$284,732,251	$959,476,546	23

B. Report of Expenditures

	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	$84,349,674	$438,468,437 $	519,129,137	46
Categorically Aided	151,978,748	24,957,389	176,936,137	15,947,855	83,124,638	93,811,499	47
School Nutrition	29,360,066	789,428	30,149,494	2,724,829	12,638,165	17,511,329	42
Construction	35,787,377	32,855,230	68,642,607	951,738	53,088,828	15,553,779	77
Extension	10,179,058	703,927	10,882,985	269,160	4,681,936	6,201,049	43
Total All Funds	$1,135,594,734	$ 108,614,063	$1,244,208,797	$104,243,256	$592,002,004	$652,206,793	48

[1] Represents Board-approved transfers during fiscal year 2004 and appropriations for purchases encumbered in fiscal year 2003.

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
Alcott	Michele Ali	$100	Computer upgrade
Audubon	Anonymous	$1,000	Student Incentives
Audubon	K-Mart	$4	Student Incentives
Audubon	General Mills	$368	Special Olympics
Audubon	Gloria Worden	$50	School Incentives (books)
Barton	Joanne Dennis and Spencer Korte	$100	Student Incentives
Browning	Rose Mary and Dean Muller	$320	College Scholarship Fund
Cooper	Dawn Bigalk	$500	Toy donation for students
Cooper	Riana Sweet	$99	VCR for classroom use
Craig	P.T.O.	$3,840	Teacher Classroom Supplies
Craig	P.T.O.	$500	School Library Support
Curtin	Northwestern Mutual Foundation	$500	To purchase a school sign
Douglass	Leslie Williamson	$30	DVD Player for school use
Elm	Utrech Arts Supplies	$1,266	Tempra paint and finger paint
Engleburg	Washington Mutual	$200	Miscellaneous school supplies
Fernwood	Pick-N-Save	$244	Monetary donation to school
Granville	Citgo	$500	Incentives for Merit Behavior Program
Lady Pitts	Nanette Lingsweiler	$200	1 Apple computer for classroom use
Lady Pitts	Nanette Lingsweiler	$200	1 Epson printer for classroom use
LaFollette	Youth Foundation, Inc.	$1,000	To assist in purchase of design software for project proposal
LaFollette	Youth Foundation, Inc.	$300	"Seed Money" to start a uniform exchange program for parents
Meir	Posner Foundation	$150	School Incentives

School	Donor	Amount	Gift or Purpose
Metcalfe	Louella Roberson	$100	Student camping trip
Metcalfe	North Ave. Big Load Laundry	$250	Student camping trip
Metcalfe	Herbert H. Kohl Charities, Inc.	$200	School Uniforms
MHSA	U.W. Health	$300	Orchestra Needs
MHSA	Francisco Urbina and Gail McCarthy	$1,000	Orchestra Needs
MHSA	Cobalt Corporation	$400	Orchestra Needs
MHSA	GE Star Scholarship	$500	Art department needs
MPS	Don Krasno	$4,800	Framed Lithograph art prints to display in schools and Central Services building
Parkview	Corporate Express	$9,000	9 flats of office and school supplies
Riley	Classic Builders	$75	Classroom supplies
Riley	Pick N Save	$84	Classroom supplies
Riley	Harley-Davidson	$150	Door prizes (rechargeable flashlight and wardrobe hooks)
Riley	Franklin Kiwanis Foundation, Inc.	$185	Donation to K-4 classrooms
River Trail	P.T.O.	$1,000	Supports the fees for the use of the copier
38th Street	Greater Milwaukee Foundation	$5,000	5th-grade class trip
21st Street	Community Financial/Service Center Corp.	$50	Donation for "Donuts with Dad" student support parent group
WCLL	Wal-Mart	$50	Gift card for Pee Wee Cheerleading
WCLL	Rita Maher	$200	WCLL Scholarship

Committee Recommendation

Your Committee recommends that the Board authorize the contracts and purchases as listed above and accept the donations as listed above, with appropriate acknowledgment to be made on behalf of the Board.

The administration requested that the award of contracts for lockers at Pulaski High School and Malcolm X Academy be deleted from the recommendations, pending further review and possible resubmission at a later date.

Director Johnson moved to adopt the Committee report, except for the contracts for lockers at Pulaski High School and Malcolm X Academy.

The motion prevailed, the vote being as follows:

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

Noes—None.

Temporarily absent—Director Hardin—1.

* * * * *

(Item 2) Action on Monthly Personnel Matters: Approval of Classified Personnel Transactions; Approval of Certificated Appointments; Approval of Leaves of Absence; Report on Resignations; Report on Deletion of Names from the List of Appointed Teachers; and an Affirmative Action Report

Approval of Classified Personnel Transactions

Name and Assignment	Position and Salary	Date
	APPOINTMENTS	
Harold Bashir Fratney	Boiler Attendant Trainee $27,387.62/yr.	02-02-04
Erica Cook School Safety	School Safety Assistant $19,163.76/yr.	01-12-04
Jermeil Hinton School Safety	School Safety Assistant $19,442.44/yr.	01-12-04
Tamika Kelly School Safety	School Safety Assistant $19,163.76/yr.	01-12-04
Carla Knox Urban Waldorf	School Secretary I $22,320.00/yr.	01-12-04
Jeanette Ortiz Doerfler	School Secretary I $19,442.44/yr.	01-06-04
Juanita Sanchez Fratney	School Secretary I $19,442.44/yr.	01-26-04
	PROMOTIONS	
Linda Anderson Bradley Trade & Tech.	Central Kitchen Manager II $33,394.65/yr.	01-20-04
Greg Beck Fratney	School Engineer II $43,960.28/yr.	02-01-04
Gregory Eckert Building Operations	School Engineer I $37,795.68/yr.	02-16-04
Donna Meinerz Pupil Services, Office of the Chief	Department Administrative Assistant $40,342.38/yr.	02-02-04
Arthur Ray Fratney	Building Service Helper II $26,929.76/yr.	02-02-04
Judith Rzad Assessment & Accountability	School Secretary III $39,186.94/yr.	07-01-03
	CHANGES IN STATUS	
Andrea Hamer Bay View	Handicapped Children's Assistant $14,609.70/yr.	01-05-04

Approval of Certificated Appointments — Teachers

Code	Teachers - Schedule 01	Division	Salary	Years of Experience Credit	Start Date
r	Stacy M. Abraham Elementary Education	B	$29,224.00	0	02/02/2004

r	Nichole K. Bott Speech Pathology	B	$29,224.00	0	01/13/2004
a,r	Delphine M. Calvin Cross-categorical	B	$29,224.00	0	01/15/2004
a,r	Danielle M. Chipley Upper Elementary	B	$29,917.00	0	02/02/2004
nr	Jacob A. Coehoorn Cross-categorical	B	$29,224.00	0	02/02/2004
a,r	Nequilia J.Earnest Business Ed	B	$29,224.00	0	02/02/2004
r	Nelson Foley Elementary Education	D	$44,936.00	7	02/02/2004
nr	Mark A. Fritz Tech Ed	B	$29,224.00	0	02/02/2004
a,r	Jennifer L. Graham Elementary Education	B	$29,224.00	0	01/13/2004
nr	Michelle L. Horn Family & Consumer Ed	B	$29,224.00	0	02/02/2004
a,r	Patrick M. Koney Pre-K-3	B	$29,224.00	0	01/13/2004
nr	Carrie M. Kutz Business Ed/Computers	B	$29,224.00	0	02/02/2004
a,r	Elaine T. MacArthur Pre-K-3	B	$29,917.00	0	02/02/2004
r	Elia P. Montoto BL/Pre-K-6	B	$29,224.00	0	01/26/2004
r	Nicole M. Mueller English/Spanish	B	$29,224.00	0	02/02/2004
a,r	Margaret M. Mund French Culture/Gr 6, 7, 8	B	$29,224.00	0	08/28/2003
r	Aaliyah A. Pickett Elementary Education	B	$29,224.00	0	01/29/2004
r	Tiffanie M. Ploeger BL/Elementary Education	B	$29,224.00	0	01/29/2004
nr	Robin L. Potash Upper Elementary	B	$29,224.00	0	01/29/2004
nr	Cassandra M. Priaulx English	B	$29,224.00	0	02/02/2004
a,r	David C. Rach Science	B	$29,917.00	1	02/02/2004
a,r	Damon Scott Cross-categorical	B	$29,224.00	0	11/25/2003
r	Kristina M. Stewart English	B	$29,224.00	0	02/02/2004
a,r	Linda M. VanLanen Elementary Education	B	$29,917.00	0	02/02/2004

a,r	Mark F. Whalen Upper Elementary	B	$29,224.00	0	08/28/2003
nr	PaulT. Zajichek Cross-categorical	B	$29,224.00	0	01/14/2004

Approval of Certificated Appointments - Social Workers

Code	Teachers - Schedule 01	Division	Salary	Years of Experience Credit	Start Date
a,r	Darcus E. Shaw Meitz Social Worker	2A	$41,180.00	0	12/08/2003

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, 2004:		
Kenneth Mason	Forest Home	December 15, 2003
Illness Leave, to June 23, 2004:		
Debra Jacob	DSSC	February 5, 2004
Personal Leave, to June 17, 2004:		
Shelly Watts	Longfellow	January 19, 2004
Extension of Illness Leave, to June 17, 2004:		
Peggy Gaitan	Leave	February 2, 2004
Jennifer Krenke	Leave	February 2, 2004
Extension of Maternity Leave, to June 17, 2004:		
Stephane Hartl	Leave	February 2, 2004
Mary Seewald	Leave	February 2, 2004

Report on Resignations

Name	Position	Effective Date
Christina Allwardt	Teacher	08/28/03
Cecil Austin	Teacher	02/27/04
William Briesemeister	Teacher	01/30/04
Jeremias Colon	Teacher	06/18/04
Christian Dory	Teacher	10/10/03
David Dragolovich	Teacher	06/17/04
Mary Fitzgerald	Teacher	08/21/04
David Gussie	Teacher	11/26/03
Carl Guile	Teacher	02/02/04
Paul Hayes	Teacher	06/17/04

Troney Hutchins	Principal	06/30/04
Vahan Kamalian	Teacher	02/24/04
Lisa Krickeberg	Teacher	07/31/04
Walter Kwasny	Teacher	06/17/04
Elizabeth Lama	Teacher	01/16/04
Christine Leutner	Teacher	06/17/04
Roosevelt McKinney	Teacher	02/15/04
Thomas Ollenburg	Teacher	01/30/04
Denise Pitchford	Asst. Princ.	01/16/04
Saul Reeves, Jr.	Principal	06/30/04
Debra Ruiz	Teacher	11/21/03
Stephen Schwei	Teacher	02/06/04
Lynn Sheahan	Teacher	06/17/04
BethAnn Thomas	Teacher	01/23/04
Joseph Tilley	Teacher	02/13/04
Marsha Vila	Teacher	01/30/04
Carolyn Young-Coe	Teacher	02/06/04
James Zych	Supervisor	01/30/04

Report on Deletion of Names from the List of Appointed Teachers

On May 12, 2003, 15-day conference letters were 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:

Amy Bruce
Lynda Calloway
Tracy Cobb

On November 4, 2003, 15-day conference letters were 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:

Sarah Doble
Ursula Hardy Gorman
Danielle Kinziger
Tinamarie Kokalis Cook
Alif Richardson

This is an informational report, and no action is required.

Affirmative Action Report

The Affirmative Action Report for January 2004 is attached to the minutes of your Committee's meeting. This is an informational report, and no action is required.

Committee Recommendation

Your Committee recommends that the Board approve the classified personnel transactions, teacher appointments, and leaves of absence as listed above.

The administration requested that the recommended promotion for the administrative assistant position be withdrawn.

Director Morales moved that the Board adopt the Committee's recommendations, except for the administrative assistant promotion.

The motion prevailed, the vote being as follows:

Ayes—Directors Balistreri, Blewett, Dannecker, Hardin, Horton, Morales and President Spence—7.

Noes—None.

Voting "present"—Director Johnson—1.

* * * * *

(Item 3) Action on Recommended Administrative Appointments and Promotions

Committee Recommendation

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

5(nr)	Albert Brugger	Principal Milwaukee German Immersion School	Schedule III, Range 13Z $74,000.00
5(r)	Ronald Ranieri	Assistant Principal Hamilton High School	Schedule III, Range 12Y $65,348.09
2(r)	Rex Green	Assistant Principal Hopkins Street School	Schedule III, Range 10Z $51,997.65

All positions are approved in the current budget unless 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
nr Non-resident who must become resident

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

* * * * *

(Item 4) Action on Resolution 0304R-015 by Director Balistreri Regarding the Establishment of an Employee-Incentive Program in MPS

Background

At its meeting on September 24, 2003, the Board referred Resolution 0304R-015 by Director Balistreri to the Committee on Finance/Personnel:

WHEREAS, The Milwaukee Public Schools District has always been very receptive to new and innovative ideas that promote efficiency in operations, thus saving the District money; and

WHEREAS, The District continually seeks avenues to save money on operational costs to allow more money for use at the school level; and

WHEREAS, Many businesses, as well as school districts, use employee-suggestion programs (ESPs) to encourage employees to suggest money-saving ideas; and

WHEREAS, These employee-suggestion programs reward employees for innovative and creative ideas used to improve processes and operations; and

WHEREAS, Some businesses use cash rewards, based on the cost-savings of the proposed improvement, or paid days of leave as incentives for successful employee suggestions; and

WHEREAS, An ESP program within Milwaukee Public School would encourage employees to continually seek improvements beyond that required by their normal job duties; now, therefore, be it

RESOLVED, That the Board direct the Administration to adopt and implement a centralized program to provide awards to employees who propose procedures or ideas that are adopted and that result in eliminating or reducing district expenditures or in improving operations, provided such proposals are placed in effect; and be it

FURTHER RESOLVED, That this plan be presented to the Board for implementation in the 2004-2005 school year.

Administration's Analysis

1. The Administration concurs with the intent of this resolution and values district employees' new and innovative ideas that promote efficiency in operations and ultimately result in cost savings to the district.

2. Implementation of an employee-suggestion program (ESP) for Milwaukee Public Schools is especially timely, as the district must operate with fewer and fewer financial resources each year. Other school districts have implemented similar programs with positive outcomes.

Strategic Plan Compatibility Statement

3. The recommendation is consistent with the practice of fiscal responsibility and making informed decisions concerning the allocation of district resources.

STATUTE, Board Policy or Rule Statement

4. No board policy or rule would require modification.

Implementation and Assessment

5. If the Board adopts the resolution, the Administration will post an explanation of the ESP on the Superintendent's webpage. A mailbox to which such suggestions can be sent will be included. Those suggestions submitted will be forwarded to the respective administrator, who will take the necessary steps and work with personnel in his or her area to determine if, and to what degree, the suggestions will result in significant cost savings or increased efficiency of operations to the district.

6. Those employees who submit suggestions that result in significant cost savings or increased efficiency of operations to the district will be recognized at the monthly Board meetings.

Fiscal Impact Statement

7. This item does not authorize expenditures. The fiscal impact associated with this item is directly related to the time devoted by administrative staff relative to implementation and follow up.

Committee Recommendation

Your Committee recommends that, if the resolution is adopted by the Board, the Administration be directed to implement the employee-suggestion program.

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

* * * * *

(Item 5) Action on Resolution 0304R-024 by Director Balistreri Regarding Hazing and Revision to Policies 8.23 and 8.28

Background

At its meeting on November 20, 2003, the Board referred Resolution 0304R-024 by Director Balistreri to the Committee on Finance/Personnel:

WHEREAS, Hazing and school pranks are of growing concern in the nation's secondary schools, as witnessed by recent serious incidents in some of our neighboring communities; and

WHEREAS, Contrary to popular perception, hazing is not always just a harmless tradition involving silly pranks, but can be a manifestation of domination, abuse of power, and violation of human rights and dignity; and

WHEREAS, Hazing and pranks result in embarrassment, harassment, and ridicule, at least, while often leading to destruction of property, physical injury, and even death; and

WHEREAS, While many colleges and universities in the U.S. have instituted anti-hazing policies, very little has been done to address this issue at the secondary-school level; and

WHEREAS, Hazing at the secondary-school level is particularly troubling because the need to belong, to make friends, and to win approval from their peers is especially keen in adolescents, rendering them particularly vulnerable to peer pressure; and

WHEREAS, MPS has no administrative policy that directly addresses the issue of hazing or dangerous, destructive, and unlawful school pranks in general; now, therefore, be it

RESOLVED, That principals and school administrators be made aware of the provisions of Administrative Policy 8.23, Weapons in the Schools (and Other Criminal Offenses), and Administrative Policy 8.28, Student Discipline, especially as they may apply to hazing and pranks; and be it

FURTHER RESOLVED, That principals and administrators be provided a training opportunity, including the sharing of best practices, to encourage them to take a more proactive approach to preventing and discouraging hazing and pranks in their schools, particularly at the end of the school year and at homecomings, when such events are most likely to occur; and be it

FURTHER RESOLVED, That the Administration be directed to develop revisions to Administrative Policy 8.23, Weapons in the Schools (and Other Criminal Offenses) and Administrative Policy 8.28, Student Discipline; to include provisions that specifically address the issues of hazing and pranks which result in harassment, destruction of property, physical injury, or death and to report back to the Board no later than February 2004.

Administration's Analysis

1. Webster's *New College Dictionary* defines "to haze" as "to harass or persecute with meaningless, difficult, or demeaning tasks. To initiate, as into a college fraternity, by playing rough practical jokes/pranks or exacting demeaning performances from."

2. MPS has no current policy that addresses hazing specifically; however, as hazing is defined as harassment, hazing may be subsumed under "Harassment" in Administrative Policy 8.23, Weapons in the Schools (and Other Criminal Offenses).

3. The Board adopted the revision to Administrative Policy 8.23, Weapons in the Schools (and Other Criminal Offenses), on January 31, 2002. The policy was previously coded as Administrative Policy JFCJ prior to May 1995, and Administrative Policy 10.23 between May 1995 and August 1996. The Administration is proposing a revision to Administrative Policy 8.23 to include language that defines "hazing" under Other Criminal Offenses.

4. The Board adopted the revision to Administrative Policy 8.28, Student Discipline, in May 1999. The policy was previously coded as Administrative Policy JG prior to May 1995, and Administrative Policy 10.28 between May 1995 and August 1996. The Administration is proposing a revision to Administrative Policy 8.28 to include language that identifies disciplinary action levels for hazing.

5. Wisconsin State Statute 948.51(1), Hazing, defines "forced activity" as any activity which is a condition of initiation or admission into or affiliation with an organization, regardless of a student's willingness to participate in the activity.

6. Wisconsin State Statute 948.51(2) states: "No person may intentionally or recklessly engage in acts which endanger the physical health or safety of a student for the purpose of initiation or admission into or affiliation with any organization operating in connection with a school, college or university. Under those circumstances, prohibited acts may include any brutality of a physical nature, such as whipping, beating, branding, forced consumption of any food, liquor, drug or other substance, forced confinement or any other forced activity which endangers the physical health or safety of the student."

7. Wisconsin State Statute 948.51(3) states that whoever violates sub. (2) is guilty of:

a. A Class A misdemeanor, if the act results in or is likely to result in bodily harm to another;

b. A Class H felony, if the act results in great bodily harm to another;

c. A Class G felony, if the act results in the death of another.

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 recommendation is consistent with Wisconsin Statute 948.51(2), which defines hazing as a criminal offense.

Fiscal Impact Statement

10. This item does not authorize expenditures. No additional funding is required at this time.

Implementation and Assessment Plan

11. Revisions to Administrative Policies 8.23, Weapons in the Schools (and Other Criminal Offenses), and 8.28, Student Discipline, 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 Recommendation

Your Committee recommends that, in order to prevent students from becoming victims of hazing or of pranks and to ensure that our schools continue to conduct orderly and dignified activities, the Board adopt the revisions to Administrative Policies 8.23, Weapons in the Schools (and Other Criminal Offenses), and 8.28, Student Discipline, as follows, subject to the City Attorney's review and approval:

Policy 8.23: Weapons in the Schools (and Criminal Offenses)

(1) Weapons

(a) Students possessing dangerous weapons to and from school or on school property shall be immediately suspended, and the police shall be called. A dangerous weapon is a gun, knife, razor, karate stick, metal knuckle, or any other object which, by the manner it is used or intended to be used, is capable of inflicting bodily harm. 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 the Administration.

(b) An elementary-, middle-, or high-school student in possession of a weapon (knife, razor, karate stick, metal knuckle, pepper spray) which by its design and intended purpose is to inflict bodily harm shall be recommended for expulsion. The length of the expulsion shall be recommended by the Administration.

(c) Students' unintentional possession of objects that, by the way they could be used, could be considered weapons (e.g., a pen knife or box cutter from work mistakenly brought to school) shall result in a Central Services conference. After the Student Services coordinator verifies the unintentional possession of the weapon, the following may occur:

1. Elementary-, middle-, and high-school students may remain at the present site at the recommendation of the school administrator.
2. High- and middle-school students may be assigned to an alternative school assignment.
3. Repeated (more than once) possession by high- and middle-school students may result in an expulsion recommendation. Elementary-school students may lose their present school assignments.
4. An expulsion recommendation shall be made if the object is used in a threatening manner (all grades).

(d) Prior to implementing any of the above actions, the school and/or the school district must provide the students with due process.

(2) Other Criminal Offenses

(a) Criminal Offenses Other Than Weapons Possession or Use

1. Disciplinary action shall also be taken against students involved in criminal offenses other than weapons possession and use. Conduct that violates this section includes serious gang activity, battery, extortion, robbery, sexual assault, arson, bomb threats, possession or ownership and use of illegal drugs or alcohol, and possession with intent to distribute illegal drugs or alcohol, and hazing.

2. An expulsion recommendation shall be made for the following verified offenses:

   a. Battery — Intentional physical or offensive contact without consent

   b. Assault — Threat with intent to place a person in imminent danger of harmful or offensive contact without the person's consent

   c. Sexual Assault — Intentional sexual contact of a harmful or offensive nature

   d. Possession with Intent to Distribute Illegal Drugs or Alcohol — Selling, giving away, or otherwise transferring to another person any controlled substance or alcohol, including any transfer of a prescription drug or any substance alleged to be a drug, regardless of its actual content.

3. The length of the expulsion period shall be recommended by the Administration.

(b) Possession/ownership and Use of Illegal Drugs or Alcohol (i.e., possessing, having under one's control, or using any controlled substance or alcoholic beverage)

Disciplinary action shall range from a Central Services conference to an expulsion recommendation.

(c) Gang Activity — Disruption and intimidation caused by gang symbols on materials, jewelry, or clothing.

A student verified of gang activity shall be recommended for removal from his/her present school and reassigned. After the second offense, the student shall be reassigned to a Milwaukee public alternative school that specializes in meeting the needs of at-risk or troubled students.

(d) Extortion, Robbery, Arson, and Bomb Threats.

Depending on the seriousness of the criminal offenses such students may be:

- allowed to continue in the assigned school (elementary, middle or high)
- reassigned to another school (elementary)
- reassigned to a Milwaukee public alternative school behavioral reassignment program (elementary, middle, and high)
- reassigned to the assessment center (middle and high)
- recommended for expulsion (elementary, middle and high)

(e) Hazing - Intentional or reckless engagement in acts which endanger the physical health or safety of a student for the purpose of initiation or admission in to or affiliation with any organization operating in connection with a school, college or university.

1. Under these circumstances, prohibited acts may include any brutality of a physical nature, such as whipping, beating branding; forced consumption of any food, liquor, drug or other substance; forced confinement; or any other forced activity which endangers the physical health or safety of the student. ~~during regular school hours, after school events, and other school sponsored or related activities (e.g., homecoming, prom, athletic events, and graduation ceremonies).~~

2. Depending on the seriousness of the criminal offenses, such students may be:

- allowed to continue in the assigned school (elementary, middle or high)
- reassigned to another school (middle or high)
- reassigned to a Milwaukee Public alternative school behavioral reassignment program (elementary, middle, and high)
- reassigned to the assessment center (middle and high)
- recommended for expulsion (elementary, middle and high)

(3) Student Expulsion Hearings

(a) Students recommended to the Independent Hearing Panel for expulsion are given a hearing as required by state law. The Panel may expel a student for a certain length of time.

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.

2. Students expelled from the Milwaukee Public Schools for non-violent offenses shall be offered educational services in an MPS alternative, partnership, or charter school; in the CESA #1 Virtual School; in a special MPS educational Program; or in another MPS or MPS-authorized program.

(b) Students returning to school at the end of their expulsion periods shall be assessed to determine which educational program is most appropriate. Following a period of assessment, the Department of Parent and Student Services shall reassign the student.

(4) Independent Hearing Panel

(a) Student expulsions from the Milwaukee Public Schools shall be ordered by a three-member Independent Hearing Panel selected from a pool of Milwaukee Public Schools Central Services administrators and community persons. Two of the three Independent Hearing Panel members must be Milwaukee Public Schools Central Services administrators. Only one panel member may be from the community. This may be augmented by one non-voting non-Milwaukee Public School ombudsperson.

(b) In accordance with state law, no person may be designated to participate in the expulsion hearing if he or she has had any involvement in the incident that led to the expulsion proceedings.

(5) Behavioral Reassignment Programs

(a) Students expelled from the Milwaukee Public Schools for non-violent offenses shall be offered educational services in an MPS alternative, partnership, or charter school; or in the CESA #1 Virtual School, in a special MPS educational program; or in another MPS or MPS-authorized program.

(b) Special alternative schools (behavioral reassignment programs) have been identified for students who have committed offenses other than those described in 8.23(1) and 8.23(2). After being assigned to a behavioral reassignment program school by the Student Services coordinator, the student and his/her parent shall be requested to sign an educational contract which describes the behavior, attendance, and academic requirements which the student must maintain while in the behavioral program. When the student has shown progress in attendance, academic achievement, and behavior and is ready to return to a regular school, the Student Services coordinator shall make the appropriate assignment.

(6) Exceptional Education

The disciplinary procedures for exceptional education students are guided by state and federal laws and the due-process rights afforded these students and their parents. Decisions are made within the individualized education program (IEP) and placement procedures and require the involvement of the Division of Special Services throughout the steps. For serious offenses, the exceptional education supervisor is contacted and participates in all conferences.

(7) Administrative Transfers to All Schools

(a) When it is deemed most appropriate to reassign a student to another school, the assignment shall be appropriate to the student's needs and shall not be such as to jeopardize the safety and security of the school. Assignment of the administrative transfers to all schools where waiting lists exist is consistent with the district's student assignment policies. Administrative transfers may interfere with the waiting lists.

(b) Administrative transfers to all schools may be above and beyond the regular enrollment of that particular school. The Administration shall make an equitable attempt to distribute the administrative transfers throughout the district.

(c) Once a student has an administrative transfer for behavioral reasons, the student shall be placed on probation for the remainder of the semester of placement if recommended by the coordinator. If the student breaks the probationary provision of the assignment, the student shall be referred to the Division of Parent/Student Services for appropriate disciplinary action.

(8) Application Grades K-8

(a) All students in 6th, 7th and 8th grades, regardless of the grade configuration of the schools they attend, shall be considered middle school students for the purpose of the program options.

(b) Every child in grades K through 5 who is involved in a criminal offense shall receive diagnostic, prescriptive, and follow-up services in addition to whatever disciplinary action is taken.

(9) Posting of Policy

The Administration shall post in prominent places within the schools the Board expulsion policy above. Continuing efforts shall be made to communicate such policy through the mass media, community groups, and parent meetings.

Policy 8.28: Student Discipline

(1) General Principles

(a) The Board believes that students have the responsibility to give due respect to teachers, administrators, and aides and, in turn, have the right to receive due respect from them. This atmosphere of mutual respect would exclude students from being subjected to cruel and unusual punishments.

(b) Rules governing in-school discipline, which should be established by the school administration after consultation with representative students, teachers, and parents, be within policy guidelines established by the Board. The Board expects discipline to be administered in a nondiscriminatory manner and that disciplinary action be appropriate to the circumstances.

(c) Discipline for violation of school rules may include periods of detention outside the regular school day or some other punishment, taken in combination with student counseling, parental conferences, referrals to appropriate supportive services, and/or adjustment of student programs. Disciplinary action may not be taken for nonpayment of school fees or fines if the student or parents are indigent. Students cannot be denied the right to a free lunch (assuming eligibility) as a means of discipline.

(d) Serious violations or repeated violations of school rules may result in penalties such as disciplinary transfer, suspension or expulsion.

(e) In an effort to promote positive self-discipline on the part of students, the Board endorses:

1. An ongoing human relations program in the schools for staff and students; and
2. Inservice programs to improve staff understanding of student misbehavior and effective classroom management and disciplinary techniques.

(f) Teachers and administrators shall also receive training in ~~Board~~ administrative policy and procedures pertaining to conduct and discipline, due-process requirements, and any revisions to the *Parent/Student Handbook on Rights, Responsibilities and Discipline.*

(g) The Board directs that administrators follow due process in all cases where suspension might be contemplated.

(2) Disciplinary Transfers

(a) Disciplinary transfer is defined as any transfer based on the alleged conduct of a student. Whenever such action is being considered, students shall be notified that they have the right to an impartial hearing with a lawyer or a representative of their choice before they can be transferred to a different school for disciplinary reasons. Before any hearing regarding a proposed disciplinary transfer, students and their parents or guardian should make every effort to meet with the principal and teacher(s) and discuss ways of eliminating the need for a disciplinary transfer.

(b) If, after this informal meeting with the principal and teacher(s), the principal recommends a disciplinary transfer, students and their parents or guardian shall meet with a student services coordinator from the Department of Parent and Student Services in a hearing, as a result of which a disciplinary transfer may be made. Students may bring a lawyer or representative of their choice to this meeting with the student services coordinator.

(c) If the student does not agree with the decision of the student services coordinator, the student can appeal the decision to the director of the Department of Parent and Student Services. If the student tells the student services coordinator that the student agrees with the decision, the student may subsequently change his/her mind and appeal, but must appeal within 48 hours of the decision.

(d) If the student services coordinator is unable to schedule a disciplinary hearing within the suspension period (three days), the student shall be entitled to remain in attendance at his/her original school until he/she has exercised the right to a hearing. The principal, however, may determine that, because of a serious breach of discipline, a student poses a present danger to him/herself and others and remove the student from the school. Such a student must be given temporary assignment to another school or alternative program until the disciplinary hearing is held.

(3) Additional Disciplinary Requirements, Procedures

(a) When a student has been referred to the administrator by a teacher for disciplinary purposes, he/she shall not be returned to the area under that teacher's jurisdiction in which the infraction occurred until he/she has been seen by an administrator and that administrator has communicated the disposition of the case to the teacher on Form #72 or other form developed by the district for this purpose. This shall not be required in emergency situations. To the extent possible, teachers should supply necessary background information to assist the administrator in making the decision concerning the referral.

(b) When the teacher recommends a particular disciplinary action, and the administrator processing the referral does not concur, the administrator shall communicate with the teacher in writing on the #72 card or another document designed for this purpose why he/she did not follow the recommendation. It is understood that a conference elaborating on the remarks on the #72 card may often be helpful and appropriate.

(c) Physical assaults by students on teachers shall call for the student's suspension from a school until a parent conference is conducted within three days of the suspension, unless, because of the nature of the assault, the teacher and the school administrator agree not to suspend. A parent conference in this paragraph shall be defined to mean a conference at school, as opposed to reinstatement following a parental telephone conversation to arrange for a conference, unless the principal and teacher agree that a parent conference at school is not necessary.

(d) If it is not possible for a parent to appear at the school, the student shall not be reinstated until after three days. If the assault has resulted in bodily injury, a student services coordinator shall be called for a Central Services hearing. Students guilty of assault on teachers shall be considered for alternate placement, if appropriate, and/or disciplinary reassignment. Consideration should be given to the student's ability to continue in a school atmosphere.

(e) Students who are or have been suspended from school shall be excluded from the building and prohibited from attending all classes and all other activities held at school. The student shall remain under immediate administrative supervision until the parent is contacted and the student can be sent home or until the end of the school day (whichever comes first). In all suspension cases, the suspended students shall be escorted out of the building.

(f) If the student refuses to leave the school and/or grounds, and administrative means exclusive of the use of teacher(s) or aide(s) proves inadequate to remove the student, other appropriate assistance shall be utilized. Prior to the reinstatement of the student, the teacher and the administrator handling the matter shall confer with regard thereto. Where necessary, appropriate personnel shall be available to escort students referred for disciplinary action to the office.

(g) The administrator shall exclude from a particular class any student who has proven to be a constant disciplinary problem and whose conduct has not been corrected through previous referrals, until a conference can be conducted with the student, teacher, the principal, or other administrator under his/her direction, and any other specialists dealing with problem students. The student shall be retained by the office or removed from the building. In cases where documentation is provided showing chronic disruption/repeated violation of school rules, the Department of Parent and Student Services may be notified for a hearing with a student services coordinator.

(h) If the problem is not resolved by the previous steps, the matter should be referred to the Department of Parent and Student Services for appropriate disposition.

(i) When a school has continual disciplinary problems, every effort shall be made to provide released or compensated time for teachers. The principal and the teachers shall use such time to develop appropriate programs to reduce the causes of the problems.

(j) Form #72 cards or other appropriate documents shall be printed in triplicate with the code of the student offenses and teacher recommendations printed on the back of the hard copy.

(4) Student Court

Schools, after involvement from staff and the school community, may opt to implement a student court to handle minor incidents that occur at school. Schools that opt to implement a student court shall follow administrative guidelines related to confidentiality of student records, limitations of the student court, and administrative review of the court's disposition, as well as other administrative guidelines that may be established to ensure that the student court operates in the best interest of the district. In addition, every school that opts to implement a student court shall be required to develop operating procedures for that student court.

(5) Code of School/Classroom Conduct

(a) Purpose

1. The Milwaukee Public Schools is committed to providing a safe and effective learning environment by recognizing that:

a. Students have a right to learn, and educators have a right to teach, in a safe and orderly learning environment.

b. No individual or group has a right to undermine the goal of providing a quality education to all students.

2. School personnel are responsible for maintaining a positive learning environment and for enforcing proper order. Students are responsible for their behavior and are expected to abide by the Code of School/Classroom Conduct and other school and classroom rules that are established to maintain order and a favorable academic atmosphere in the school.

(b) Students' Responsibilities

1. It is the student's responsibility to:

a. Adhere to all district policies and to the individual rules of their schools and classrooms;

b. Work toward academic achievement by attending school and class regularly, bringing appropriate materials (books, pencils, paper, etc.), and completing all assigned classwork;

c. Respectfully communicate with all adult staff members at all times;

d. Peacefully resolve conflicts and disputes with others;

e. Respect the rights and property of others to and from school, at all school-related activities, at bus stops, and on school buses;

f. Act responsibly and honestly, both as individuals and as part of a group.

g. Act responsibly with school property, school-issued books, and equipment.

h. Return, replace, or reimburse the school for lost or damaged school property, books, and equipment.

2. The code of school/classroom conduct applies to all students in the district when:

a. Present in or on property of the school district;

b. At any school-sponsored activity, regardless of the location;

c. Traveling to and from school, including bus transportation.

3. Student conduct that violates the Code of School/Classroom Conduct and which is dangerous, disruptive, unruly, or interferes with the teacher's ability to teach effectively shall not be tolerated. Any student who engages in such conduct shall be subject to discipline, which may include removal from class, school suspension, removal from school, placement in an alternative education setting, a recommendation for expulsion from the Milwaukee Public Schools, or any other disciplinary action deemed appropriate at the school level . Criminal acts shall require police intervention.

(c) Students with Disabilities

The Code of Classroom Conduct applies to students with disabilities. The student's Individualized Education Plan, behavioral plan, and the due-process procedures regarding discipline for students with disabilities shall be followed in disciplining students with disabilities.

(d) Removal of Student from Classroom

1. The teacher may remove from the classroom students who violate the Code of School/Classroom Conduct. The teachers must notify the principal or the principal's designee immediately of the removal of a student from class. The Student Deportment Card (72) or the Incident Referral Form shall indicate that the student has violated the Code of School/Classroom Conduct to the principal or the principal's designee. The teacher may, within 24 hours of the student's removal from class, provide the administration with additional written documentation to support the removal of the student for the code violation. Schools may develop alternate local forms that communicate inappropriate student conduct that has not reached the severity of a code violation that results in the referral to the principal or principal's designee.

2. The principal or principal's designee shall determine the disciplinary action level 1-4 and initiate the appropriate discipline action for the disposition of the violation of the Code of School/Classroom Conduct. The principal or designee may:

a. Re-admit the student to the classroom from which the student was removed;

b. Place the student in another classroom or appropriate location in the school;

c. Issue a pending suspension, an in-house suspension, or a suspension from school;

d. Initiate a Central Services referral for removal from the school or to recommend the expulsion of the student; or

e. Place the student in a Milwaukee Public Schools alternative education program in which a seat is available.

3. The principal or designee shall consider the following factors in determining the appropriate discipline action:

a. Is the removal reasonable, non-discriminatory, and for an educational purpose?

b. Severity of the conduct — Is the conduct in question subject to other disciplinary procedures?

c. What resources are available?

d. What are the state and Federal legal requirements?

(e) Parent/Guardian Notification of Removal of Pupil Who Has Been Removed from Class

1. The building principal or designee shall notify the parent/guardian in writing if a disciplinary action has resulted in a suspension (in-house or out-of-school) or change in classroom placement. The written notice shall include the reason for removal and the disciplinary outcome.

2. Board policies and federal and state laws and regulations shall be followed if a student removed from class has a disability. Parent/guardian notification and an updated Individualized Education Plan must occur for a change in placement.

3. When a student is subject to a suspension or expulsion, the parent/guardian shall be notified in accordance with state laws and Board policies.

(f) Conduct that Violates the Code

Examples of Conduct That Violates the Code	Definition	Action Levels Min	Max
Weapons			
Guns	Possession of, use of, or threat to use a gun.	4	4
Other Weapons	Possession of any object which by its design and intended purpose is to inflict bodily harm.	4	4
Illegal Drugs and Alcohol	Possessing, having under one's control, or using any controlled substance/alcoholic beverage.	3	4
Gang Activity			
Gang Symbols	Disruption and intimidation caused by gang symbols on materials, jewelry, or clothing	3	3
Posturing	Gang posturing which provokes an altercation.	2	4
Fighting	Involvement in a gang-fighting exchange of blows.	2	4
Assault	Verbal or physical threat with intent to place a person in imminent danger of harmful or offensive contact without the person's consent.	4	4
Personal Threat	Intent to do bodily harm, threats	1	3
Fighting			
Pushing and shoving		1	4
Exchange of physical blows.		2	4
Verbal Abuse			
Profanity	The use of language, either written or spoken, or conduct or gestures which are obscene, lewd, profane, vulgar, or sexually suggestive	1	4
Harassment	Disturbing by pestering, tormenting, or threatening.	1	4
Hazing	Activity which is a condition of initiation or admission into or affiliation with an organization, regardless of a student's willingness to participate in the activity	2	4

Repeated Classroom Disruption	Confronting staff argumentatively, throwing objects, refusing to follow directions, or making loud noises.	1.....4
Chronic Disruption by Violation of School Rules	Behavior that disrupts the educational process of others by involvement in misconduct that recurs on a regular basis over a period of time	2.....4

Action Level Key:

1	Conference/Intervention	3	Referral to the Division of Parent/Student Services
2	Suspension	4	Expulsion recommendation

(g) Disciplinary Action Levels (1-4)

The following summarizes those actions available to administrators to address violations of the Milwaukee Board of School Directors' Code of School/Classroom Conduct. Administrators are not required to proceed sequentially through the Disciplinary Action Levels.

Level 1 — Conference/Intervention

At this level, administrators may choose to:

- detain and counsel;
- make a phone call to the parent/guardian;
- send a letter to the parent/guardian;
- assign detentions to be served during non-school periods;
- convene the Collaborative Support Team to prepare a behavior plan;
- assign the student a school or community mentor;
- refer the student for special education;
- assign the student to a school-approved intervention program;
- assign the student to individual and/or group counseling by a counselor, school social worker, psychologist, or other support staff member; or
- take action at the discretion of the administrator.

Level 2 — Suspension

At this level, administrators may choose to:

- Assign the student an in-house suspension;
- Issue the student a pending suspension (requires a parent conference for reinstatement); or
- Assign a regular suspension to be served at home for 1-3 days.

Level 3 — Referral to the Division of Parent/Student Services

At this level, students are automatically suspended for five days and a hearing is scheduled. Based on the evidence presented, the hearing officer may:

- Reinstate the student;
- Transfer the student; or
- Recommend expulsion

Level 4 — Expulsion hearing

At this level, students may be suspended for up to fifteen days when a notice of expulsion is given to the student and parent/guardian. The district must contact the expulsion hearing within fifteen days.

The administration indicated that, based on a review by the City Attorney, it was recommending the following changes in the Committee's recommendation:

(2) Other Criminal Offenses

(a) Criminal Offenses Other Than Weapons Possession or Use

1. Disciplinary action shall also be taken against students involved in criminal offenses other than weapons possession and use. Conduct that violates this section includes serious gang activity, battery, extortion, robbery, sexual assault, arson, bomb threats, possession or ownership and use of illegal drugs or alcohol and possession with intent to distribute illegal drugs or alcohol, and hazing.

. . .

(e) Hazing - Intentional or reckless engagement in acts which endanger the physical health or safety of a student for the purpose of initiation or admission in to or affiliation with any organization operating in connection with a school, college or university.

1. Under these circumstances, prohibited acts may include any brutality of a physical nature, such as whipping, beating branding; forced consumption of any food, liquor, drug or other substance; forced confinement; or any other forced activity which endangers the physical health or safety of the student. ~~during regular school hours, after school events, and other school sponsored or related activities (e.g., homecoming, prom, athletic events, and graduation ceremonies).~~

The administration noted that these changes had been incorporated in the Committee's recommended policy revision.

Director Blewett moved that the Board approve the Committee report with the changes recommended, and that the administration give hazing its own category in the student code of conduct and that it develop a broader definition and report back to the Committee and the Board.

Director Johnson moved to refer the matter back to Committee.

After discussion and without objection, Director Blewett withdrew his motion.

The question being on the motion to refer the matter back to Committee, it failed of adoption, the vote being as follows:

Ayes—Directors Dannecker, Horton and Johnson—3.

Noes—Directors Balistreri, Blewett, Hardin, Morales and President Spence—5.

Director Blewett moved that the Board adopt the proposed policy changes, modified as follows, and that hazing be removed from the section on verbal abuse and given its own category:

(2) Other Criminal Offenses

(a) Criminal Offenses Other Than Weapons Possession or Use

1. Disciplinary action shall also be taken against students involved in criminal offenses other than weapons possession and use. Conduct that violates this section includes serious gang activity, battery, extortion, robbery, sexual assault, arson, bomb threats, possession or ownership and use of illegal drugs or alcohol, ~~and~~ possession with intent to distribute illegal drugs or alcohol, and hazing.

. . .

(e) Hazing - Intentional or reckless engagement in acts which endanger the physical health or safety of a student for the purpose of initiation or admission in to or affiliation with any organization operating in connection with a school, college or university.

1. Under these circumstances, prohibited acts may include any brutality of a physical nature, such as whipping, beating branding; forced consumption of any food, liquor, drug or other substance; forced confinement; or any other forced activity which endangers the physical health or safety of the student. ~~during regular school hours, after school events, and other school sponsored or related activities (e.g., homecoming, prom, athletic events, and graduation ceremonies).~~

The motion prevailed, the vote being as follows:

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

Noes—None.

* * * * *

(Item 6) Authorization to Enter into a Sole-Source Contract for Technical Support of the Early Reading First Grant

Administration's Analysis

1. The U.S. Department of Education has awarded MPS a three-year $3,967,064 Early Reading First Grant. These grants, which are part of the President's Good Start Grow Smart Initiative, were intended to build early childhood education centers of excellence.

2. Breakthrough to Literacy, a highly effective research-based, early literacy program, was selected for use in this project. The Breakthrough to Literacy program uses high-quality children's literature and oral language, combined with early writing and systematic computer-based instruction. *Building Blocks for Literacy* will provide funding to improve early literacy instruction and supports an ongoing partnership among four traditional Milwaukee Public Schools — Engleburg, Grantosa, Hi-Mount, and Starms Early Childhood Center; a MPS charter school, LaCausa Charter; a private childcare center, Harmon Manor; and a university-based childcare, Marquette University Child Care Center.

3. Over 450 children in 24 classrooms and their families will participate in this project.

Strategic Plan Compatibility Statement

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

Statute, Board Policy or Rule Statement

5. The recommendation is consistent with Administrative Policy 3.09, Purchasing and Bidding Requirements.

Implementation and Assessment

6. Upon Board approval, the district will enter into a contract with Breakthrough to Literacy to purchase computers and other course materials and equipment required by the program. These purchases are to be funded by an Early Reading First grant. Purchased computers will meet district standards.

7. The project director and coordinator will monitor project expenditures.

Fiscal Impact Statement

8. This item authorizes expenditures in the amount of $58,968 for computers, $20,856 for printers, and $307,800 for a contract with Breakthrough to Literacy. Funding is provided through a Department of Education Early Reading First grant.

9. Breakthrough to Literacy qualifies for a sole-source waiver in that it was specifically named in the grant as the vendor. Funds for these contracts are allocated in accounts SD1-0-0-UB4-CI-ECNS and TCC-0-0-UB4-CI-EAEQ.

Committee Recommendation

Your Committee recommends that the Board authorize:

1. a contract with Breakthrough to Literacy for the procurement of 24 classroom instruction packages, including professional development, software, books, and various other teacher and classroom resources, in an amount not to exceed $307,800; and

2. the purchase of computer and printer hardware in the amount of $79,824.

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

* * * * *

(Item 7) Action on a Recommendation to Authorize Contracts for Reading-First Schools to Purchase New Reading Program for Grades K5-3

Administration's Analysis

1. The Wisconsin Department of Public Instruction has awarded Milwaukee Public Schools a Reading First Grant in the amount of $3,500,660 as part of the No Child Left Behind Act, Title I, Sub-Part B. Reading First is designed to assist in the establishment of reading programs for students in kindergarten through grade 3. These programs must be founded on scientifically based reading research and aid in ensuring that every student can read well by the end of third grade. Provisions will be made to assist teachers in the areas of professional development in reading; implementation of the essential components of reading instruction; and the selection and or administration of screening, diagnostic, progress-monitoring, and outcome assessments.

2. Through the comprehensive grant, 23 elementary schools were awarded subgrants of $103,000 a year for three years to support the goals of Reading First.

Acad. of Accelerated Learning	Hampton	Philipp
Browning	Hi-Mount	Riley
Bryant	Humboldt Park	Siefert
Burbank	LaFollette	Thirty-fifth Street
Fifty-third Street	Lloyd	Twenty-first Street
Franklin	Manitoba	Trowbridge
Gaenslen	Maple Tree	Wheatley
Goodrich	Milwaukee Sign Language	

3. According to the federal guidelines, each school must purchase a scientifically based researched reading program for grades K5-3 from a vendor list approved by the federal government and the Wisconsin Department of Public Instruction. Each school was required to select one of these programs to implement as part of its grant application.

4. A vendor fair was held on November 10, 2003, at which schools were invited to review materials from the following approved vendors: Harcourt; Houghton Mifflin; The Letter People; MacMillan/McGraw-Hill; Rigby; Scholastic, Inc.; Scott Foresman; SRA/McGraw-Hill; Success for All; Voyager; and Wright Group McGraw-Hill.

5. During the grant application process, approved vendors provided schools with proposals for the purchase of core materials, supplemental materials, software, and professional development.

6. The Administration is requesting authorization for Reading First schools to enter into contracts with the following publishers:

Publisher	Number of Schools
Harcourt	2
Houghton Mifflin	5
Scott Foresman	1
SRA/McGraw-Hill	11
Wright Group/McGraw Hill	4

Strategic Plan Compatibility Statement

7. These contracts support the MPS Strategic Plan Goal 1, student achievement; Goal 2, student success in further education and employment; and Goal 3, family satisfaction, as measured by their choices in the education marketplace.

8. These contracts also support the MPS Five Capacity Builders: Curriculum Aligned to Standards, a Data-Driven Educational Plan, a Professional Learning Community, a Shared Decision-Making Model, and Fiscal Responsibility.

Statute, Board Policy or Rule Statement

9. The recommendation is consistent with Administrative Policy 3.09, Purchasing and Bidding Requirements.

Fiscal Impact Statement

10. This Board item authorizes each school to spend up to $100,000 from its Reading First Grant award to purchase core materials, supplemental materials, software, and professional development through contracts with the approved vendors. Budget codes will be provided at the time of the Committee's meeting.

Implementation and Assessment

11. The Reading First district coordinator will monitor the contracts to ensure that the vendors adhere to their written proposals. Schools will be expected to implement these programs by September 2004. The state will provide a Leadership Academy for principals and school-based Reading First coordinators, as well as a four-day Reading Academy for teachers in grades K5-3. The district will also provide 36 hours of professional development for school staffs around reading process, support and intervention for struggling readers, and monitoring student progress. Formative and summative reading assessments, including Dynamic Indicators of Basic Early Learning Skills (DIBELS), Early Reading Diagnostic Assessment — Revised (ERDA-R), and the TerraNova, are mandated in the Reading First grant. Results will be monitored by the district and by the state.

Committee Recommendation

Your Committee recommends that the Board authorize each Reading-First School to enter into a contract of up to $100,000 with one of the approved vendors — Harcourt, Houghton Mifflin, Scott Foresman, SRA/McGraw-Hill, or Wright Group McGraw Hill — for the purchase core materials, supplemental materials, software, and professional development in compliance with the Reading First Grant and the implementation of a scientifically based researched reading program for grades K5-3.

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

* * * * *

(Item 8) Action on a Recommended Settlement Agreement with Community Baptist Church and Community Village Limited

Administration's Analysis

1. On Thursday, February 12, 2004 the Milwaukee Public Schools (MPS) received notification from Community Baptist Church (CBC) and Community Village Limited (CVL) of their intent to file a claim against MPS for compensation allegedly owed in connection with certain activities related to the Neighborhood Schools Initiative.

2. On Tuesday, February 18, 2004, the Board's Committee on Finance and Personnel retired to executive session, pursuant to Wisconsin Statute 19.85(1)(g), regarding the strategy to be adopted in response to the legal claim from CBC and CVL. In subsequent open session, the Committee authorized a payment of $100,000 to resolve the asserted legal claim by CBC and CVL, provided that the payment so authorized be made pursuant to a written agreement (attached) by which CBC and CVL would fully and finally satisfy, compromise, settle, and release all claims defined in the pertinent written agreement, without regard to the date or time such claims may accrue or may have accrued.

Strategic Plan Compatibility Statement

3. The recommendation is consistent with the practice of fiscal responsibility and making informed decisions concerning the allocation of district resources.

Statute, Board Policy, or Rule Statement

4. The recommendation is consistent with Board Administrative Policy 3.0, Fiscal Management.

Fiscal Impact Statement

5. This item authorizes expenditures. Funds for the settlement will come from the Neighborhood School Initiative's "pay as you go" account, FAR-0-0-NSS-CY-EOTH.

Implementation and Assessment Plan

6. The settlement will be executed upon approval by the Board and Community Baptist Church and Community Village Limited.

Committee Recommendation

Your Committee recommends that the Board authorize a settlement of the recent legal claims by Community Baptist Church and Community Village Limited in the sum of $100,000, provided that Community Baptist Church and Community Village Limited shall execute the release attached to the minutes of your Committee's meeting and shall do so by February 25, 2004.

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

* * * * *

REPORT OF THE LEGISLATION, RULES AND POLICIES COMMITTEE

Director Hardin presented the following report for the Legislation, Rules and Policies Committee:

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Legislation, Rules and Policies presents the following report:

(Item 1) Action on Resolution 0304R-013 by Director Johnson to Revise the Process for Submitting Communications, Petitions, Resolutions, and Items of New Business for the Board's Consideration

At its regular meeting on September 4, 2003, the Board referred the following resolution by Director Johnson to the Committee on Legislation, Rules and Policies:

> WHEREAS, Pursuant to Wisconsin State Statutes, Chapters 119.16, and 119.18, the Milwaukee Board of School Directors is legally obligated to operate as a policymaking body as part of its function as a school board in a city of the first class, and
>
> WHEREAS, The Board establishes the Board Rules and governance policies for the District, and
>
> WHEREAS, Board Rule 1.10 reads, "Unless otherwise provided in these rules, all communications (except communications from city and county departments and communications from the Board's administrative officers), petitions, resolutions, and new business shall be referred without action to a committee for consideration and report to the Board. All reports and resolutions shall be in writing.", and
>
> WHEREAS, Board Rule 1.17 (3) reads, "The President shall have the right, as other Board members have, to offer resolutions, to discuss questions, and to vote."; and
>
> WHEREAS, These Board Rules speak directly to the procedure currently in place for Board members to communicate new initiatives for efficient operation to the administrative staff; and

WHEREAS, The Board of Directors sets goals for the District and develops policies for the Administration to follow as guidelines towards in achieving these goals through the resolution process; and

WHEREAS, The Administration is charged with following the policies set by the Board for the purpose of establishing accountability in its efforts in strategic planning towards achievement of district goals, and

WHEREAS, Every action taken by the Board should also follow the policies that act as directives to the Administration; and

WHEREAS, Many of these directives from the Board to the Administration are rendered through the resolution process; and

WHEREAS, Every resolution to which the Administration responds represents a substantial use of district resources in the form of time and money; now, therefore, be it

RESOLVED, That the Board add the following language to Board Rule 1.10 (1):

(a) All communications, petitions, resolutions, and new business shall contain, within the first three "whereas" statements, justification of appropriateness by answering the following:

1. How it applies to Board policy

2. How it adheres to the Board's Strategic Plan

3. How it adheres to the Board's goals.

and be it

FURTHER RESOLVED, That Board add the following language to Board Rule 1.17(3):

(a) Review all communications, petitions, resolutions, and new business before assigning to the appropriate committee.

(b) Reserves the authority to hold any communication, petition, resolution, and item of new business from assignment to committee, for review with the author if the item does not follow the prescribed justification of appropriateness:

(1) Applicable Board Policy

(2) How it adheres to the Board's Strategic Plan

(3) How it adheres to the Board's Goals

(c) Any communication, petition, resolution, and item of new business held for review shall be stated "held for review" by the President at the time of committee assignments of communication, petition, resolution, and new business items.

(d) After review with the author and a satisfactory attainment of the prescribed justification of appropriateness within the document of a communication, petition, resolution, and new business, previously not assigned to a committee at the most previous board meeting where such action is routinely taken, may be sent to committee by the President within 5 business days after that same board meeting, notification is sent to all board members and a notice "as a meeting notice" is sent to all usual publication.

and be it

FURTHER RESOLVED, That the Board adopt revisions to Board Rules 1.10 and 1.17 and all other applicable sections of the manual of Board Rules and governance policies manual related to the resolution process for the efficient use of resources and direction for the Administration from the Board.

Analysis by the Office of Board Governance

Proposed Amendment to Board Rule 1.10:

1.10Communications, Petitions, Resolutions, New Business

(1) Unless otherwise provided in these rules, all communications (except communications from city and county departments and communications from the Board's administrative officers), petitions, resolutions, and new business shall be referred without action to a committee for consideration and report to the Board. All reports and resolutions shall be in writing.

(a) All communications, petitions, resolutions, and new business shall contain, within the first three "whereas" statements, justification of appropriateness by answering the following:

1. How it applies to Board policy

2. How it adheres to the Board's Strategic Plan

3. How it adheres to the Board's goals.

1. As stated in the resolution, Board Rule 1.10 prescribes that most communications, petitions, resolutions, and items of new business be referred, without action, to committee for consideration, with the committee to report to the Board with its recommendations on the item in question. In the past three Board years (which run from May through April), Board members submitted approximately 120 resolutions (an average of 40 per year).

a. Approximately 20 of the total 120 resolutions have been carried over into this Board year, and most of those carried over are still awaiting consideration by committee.

b. During that same three-year period, 32 items that had been awaiting consideration were placed on file at the Board's annual organizational meetings.

2. Currently, items of business brought to the Board through its committees are generally required to include in their analyses a "Strategic Plan Compatibility Statement" and a "Statute, Board Policy or Rules Statement." The resolution currently under consideration would mandate that information regarding compatibility with the Strategic Plan and with the Board's policies and Goals be provided before an item could be referred to committee. This would impose significant demands on the authors of resolutions, communications, petitions, or other items of new business, which could result in a considerable expenditure of time and effort on items that, ultimately, might not satisfy the specified criteria and, therefore, might not be referred to committee for consideration, or that, if they are eligible for referral, may never be placed on a committee's agenda.

3. Adoption of the proposed revisions would help to ensure that the author of such an item has given at least some consideration to the item's relationship to the overall strategic intent of the district. In the course of this analysis the author may find that:

a. the item in question requires further refinement or clarification before it is submitted. This allows the author the opportunity to more clearly and effectively develop his or her arguments; or

b. the item does not make sense in the context of the district's Strategic Plan, mission, or goals. This allows the author the opportunity, before the item is submitted, to avoid devoting time to a proposal that is impractical or unlikely to be adopted.

4. Under the current Rule, however, district staff must devote a portion of their time in responding to a new item to determining how, and if, that item fits into the district's Strategic Plan and Goals. Adoption of the proposed changes to the Board Rules would allow the MPS staff member who has the responsibility of responding to the submitted item to spend more time and energy on the substance of the item and less time on determining whether or not it aligns with the district's initiatives. This, in turn, means that district staff would have to devote less time to responding to such items, time which they could spend on performing their regular duties.

5. The final result of adopting these revisions would be to ensure that all new items coming before the Board would be more aligned to the Board's and district's Strategic Plan and Goals.

6. The resolution's proposed revisions to Board Rule 1.10(1), however, make no distinction between "communications, petitions, resolutions, and new business" generated from within MPS and those submitted to the Board by individuals, organizations, or agencies from outside MPS.

a. Board Governance Policy 2.06, Board Meetings: Public Participation, prescribes that external communications and petitions shall "be presented at the next regular monthly Board meeting, and the Board President shall immediately refer them to the appropriate committees and/or the Administration for study and recommendations."

b. While members of the Board, the Administration, and the Office of Board Governance are very familiar with Board Rules, Administrative Policies, the Strategic Plan, and Board Goals, it may be impractical to expect such outside sources to take the time and effort to familiarize themselves with all of these documents before submitting their communications or petitions to the Board for consideration.

c. In light of this, it may be best to include in any policy revisions language that specifies that only such items submitted by members of the Board, the Office of Board Governance, or the MPS Administration be required to include a "justification of appropriateness" based on applicability to Board Policy and adherence to the Board's Strategic Plan and Goals.

7. In addition, the resolution proposes that such justification of appropriateness be presented "within the first three 'whereas' statements" of a communication, petition, resolution, or item of new business. As only resolutions regularly contain "whereas" clauses, the related revisions to Board Rule 1.10 might specify that the justification is to appear in the first three "whereas" clauses of resolutions and in the first three paragraphs of other types of communications, petitions, or items of new business.

Proposed Amendment to Board Rule 1.17(3)

1.17President's Duties and Powers; Ex officio Membership

• • • • •

(3) The president shall have the right, as other Board members have, to offer resolutions, to discuss questions, and to vote.

(a) Review all communications, petitions, resolutions, and new business before assigning to the appropriate committee.

(b) Reserves the authority to hold any communication, petition, resolution, and item of new business from assignment to committee, for review with the author if the item does not follow the prescribed justification of appropriateness:

1. Applicable Board policy

2. How it adheres to the Board's Strategic Plan

3. How it adheres to the Board's goals

(c) Any communication, petition, resolution, and item of new business held for review shall be stated "held for review" by the president at the time of committee assignments of communication, petition, resolution, and new business items.

(d) After review with the author and a satisfactory attainment of the prescribed justification of appropriateness within the document of a communication, petition, resolution, and new business, previously not assigned to a committee at the most previous board meeting where such action is routinely taken, may be sent to committee by the president within 5 business days after that same board meeting, notification is sent to all board members and a notice "as a meeting notice" is sent to all usual publications.

8. The proposed amendment to Board Rule 1.17(3) gives the responsibility for review of the items in question to the Board President. It is unclear, however, whether adoption of the resolution would require only that the author of a resolution, communication, petition, or item of new business make some attempt at justification, or that it would devolve upon the Board President to judge whether the justification is valid or not. If the latter interpretation is made, and no clear and specific guidelines are established by which to make the judgment, adoption of the resolution currently under consideration could give the President a great deal of arbitrary control over the submission of resolutions, communications, petitions, or other items of new business. If the Board, therefore, wishes to adopt this resolution, it may wish to consider clarifying and refining the President's specific role in the resolution process.

9. Board Rule 1.10(4) dictates, "All communications and petitions addressed to the Board, either directly or through its officers, shall be presented to the Board at the first regular Board meeting which follows their receipt. Communications, resolutions, and petitions which are received less than 48 hours before the time of a regular meeting may be presented at the second regular Board meeting following their receipt." This timeline would not be affected by the proposed revisions to the Board Rules, as the proposed section 1.17(3(c) dictates that the President shall designate any item which the President determines should be held for review as "held for review" at the point in the regular monthly meeting when resolutions, communications, etc. are being referred to committee, not before these items are placed on the agenda.

10. The requirement in proposed section 117.(3)(d) that notification be sent to all Board members and a meeting notice be issued when an item not previously referred to committee because of insufficient "justification of appropriateness" is corrected and referred could, depending upon the number of items that fall into this category and the number of notices that have to be sent out, engender some confusion on the part of the Board, Administration, media, and public regarding the number of meetings and the items on a specific meeting's agenda.

Strategic Plan Compatibility Statement

11. The resolution's proposed revisions to the Board Rules would demand that all future resolutions, communications, petitions, and other items of new business submitted to the Board be aligned with the MPS Strategic Plan and Board goals.

Statute, Board Policy or Rules Statement

12. Adoption of this resolution and related revisions to Board Rules 1.10 and 1.17 would not be in conflict with any state or federal statutes.

13. Pursuant to Board Rule 1.11, if the Committee votes to adopt any amendments to a Board Rule, ". . . a report with respect to such proposed amendment shall be presented to the Board and then held over until the next meeting, when it shall be considered and acted upon by the Board. A recorded affirmative vote of a majority of the members of the Board shall be necessary for the adoption, amendment, or repeal of rules . . . ." In light of this, final Board action on this item could not take place before the March 2004 regular Board meeting.

Fiscal Impact Statement

14. An analysis by the Administration indicates that implementation of this resolution would not have any significant impact on the workload of district staff, but may have a positive fiscal impact by focusing the Administration's work in responding to Board items upon the collective goals of the Board and Administration.

15. The fiscal impact on the Office of Board Governance would result mainly from the cost of staff time in collecting and transmitting affected items to the Board President for analysis and in creating and disseminating the follow-up meeting notices for those items subsequently referred to committee. The exact impact would depend on the number of items submitted and their state of compliance with the proposed requirements.

Implementation and Assessment Plan

16. If the Board adopts the resolution, the Board may wish to amend the proposed revisions to clarify the following issues:

a. Is the President's review of submitted items to be of a technical nature (i.e., merely to ensure that some attempt at the required justifications has been made), or is it to be of a more evaluative nature (i.e., to determine the validity of the justifications)?

b. How should the justifications be presented in petitions, communications, and other items of new business that do not take the form of a resolution and, therefore, do not contain "whereas" clauses?

17. If the Board decides to adopt the resolution, the Office of Board Governance will make the necessary revisions to the Board Rules and will revise internal office procedures to accommodate the change, and resultant increase, in workload.

Committee Recommendation

Your Committee recommends that the Board place this resolution on file.

Director Johnson moved that the Board adopt the resolution with the following amendments:

WHEREAS, Pursuant to Wisconsin State Statutes, Chapters 119.16, and 119.18, the Milwaukee Board of School Directors is legally obligated to operate as a policymaking body as part of its function as a school board in a city of the first class, and

WHEREAS, The Board establishes the Board Rules and governance policies for the District, and

WHEREAS, Board Rule 1.10 reads, "Unless otherwise provided in these rules, all communications (except communications from city and county departments and communications from the Board's administrative officers), petitions, resolutions, and new business shall be referred without action to a committee for consideration and report to the Board. All reports and resolutions shall be in writing.", and

WHEREAS, Board Rule 1.17 (3) reads, "The President shall have the right, as other Board members have, to offer resolutions, to discuss questions, and to vote."; and

WHEREAS, These Board Rules speak directly to the procedure currently in place for Board members to communicate new initiatives for efficient operation to the administrative staff; and

WHEREAS, The Board of Directors sets goals for the District and develops policies for the Administration to follow as guidelines towards in achieving these goals through the resolution process; and

WHEREAS, The Administration is charged with following the policies set by the Board for the purpose of establishing accountability in its efforts in strategic planning towards achievement of district goals, and

WHEREAS, Every action taken by the Board should also follow the policies that act as directives to the Administration; and

WHEREAS, Many of these directives from the Board to the Administration are rendered through the resolution process; and

WHEREAS, Every resolution to which the Administration responds represents a substantial use of district resources in the form of time and money; now, therefore, be it

RESOLVED, That the Board add the following language to Board Rule 1.10 (1):

(a) All ~~communications, petitions~~, resolutions, ~~and new business~~ shall contain~~, within the first three "whereas" statements~~, justification of appropriateness by answering the following:

1. How it applies to Board policy

2. How it adheres to the Board's Strategic Plan

3. How it adheres to the Board's goals.

~~and be it~~

~~FURTHER RESOLVED, That Board add the following language to Board Rule 1.17(3):~~

~~*(a) Review all communications, petitions, resolutions, and new business before assigning to the appropriate committee.*~~

~~*(b) Reserves the authority to hold any communication, petition, resolution, and item of new business from assignment to committee, for review with the author if the item does not follow the prescribed justification of appropriateness:*~~

~~*(1) Applicable Board Policy*~~

~~*(2) How it adheres to the Board's Strategic Plan*~~

~~*(3) How it adheres to the Board's Goals*~~

~~*(c) Any communication, petition, resolution, and item of new business held for review shall be stated "held for review" by the President at the time of committee assignments of communication, petition, resolution, and new business items.*~~

~~*(d) After review with the author and a satisfactory attainment of the prescribed justification of appropriateness within the document of a communication, petition, resolution, and new business, previously not assigned to a committee at the most previous board meeting where such action is routinely taken, may be sent to committee by the President within 5 business days after that same board meeting, notification is sent to all board members and a notice "as a meeting notice" is sent to all usual publication.*~~

and be it

FURTHER RESOLVED, That the Board adopt revisions to Board Rule~~s~~ 1.10 ~~and 1.17~~ and all other applicable sections of the manual of Board Rules and governance policies manual related to the resolution process for the efficient use of resources and direction for the Administration from the Board.

The motion failed of adoption on a tie vote:

Ayes—Dannecker, Horton, Johnson and President Spence—4.

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

* * * * *

(ITEM 2) Action on Resolution 0203R-021 by Director Morales Regarding a Proposed Code of Conduct for the Milwaukee Board of School Directors

Background

At a special meeting on June 27, 2002, the Board referred the following resolution by Director Morales to the Committee on Legislation, Rules and Policies:

RESOLVED, That members of the Milwaukee Board of School Directors shall adhere to the following Code of Conduct; and be it

FURTHER RESOLVED, That 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.

Analysis

1. Although the Milwaukee Board of School Directors has a written Code of Ethics, Board Rule 3.01, this Code does not specifically address Board members' conduct toward each other. Other Board Rules and Governance Policies, however, do, either directly or indirectly, address some of these issues:

a. Board Rule 1.13(1), Parliamentary Procedures, specifies that . . . .

> [t]he 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.

b. Section (1) of Board Governance Policy BG 2.02, Governing Style, dictates that the Board shall

> . . . . govern with a style that emphasizes outward vision rather than an internal preoccupation; encouragement of diversity in viewpoints; strategic leadership more than administrative detail; clear distinction between the roles of the Board and the superintendent; collective rather than individual decisions; the future rather than then the past or the present; and being proactive rather than being reactive.

c. Section (2)(a) of that same Policy goes on to state that the Board shall . . . .

> [e]nforce upon itself whatever discipline is needed to govern the Milwaukee Public Schools with excellence. Discipline will apply to matters such as attendance, policy-making principles, respect of roles, speaking with one voice, and ensuring the continual improvement of Board processes and capabilities . . . .

2. A survey of the rules and policies published on the websites of the 61 member school districts of the Council of Great City Schools shows that, although most, if not all, of them have codes of conduct of some sort, few of them specifically address the conduct of their boards' members toward each other. Most of the codes of conduct are concerned with board members' relationships with the public, with people or organizations doing business with the district, with others outside the organization, or with the behavior of the public at board meetings. Even if the conduct of board members toward each other is addressed, it is usually not presented in the form of a separate code of conduct, but rather is embedded in either a board's code of ethics (such as Salt Lake City, or its rules for conducting meetings (such as Tucson).

3. Two districts within the Council of Great City Schools — the Austin Independent School District and the Orange County Public Schools— do have codes of conduct that directly address the conduct of board members toward each other. Besides a Board Members' Code of Conduct, the Austin school district also has a rule titled "Board Member Covenants," which more specifically addresses some of the issues present in the resolution.

Strategic Plan Compatibility Statement

4. The atmosphere of cooperation and respect which the resolution attempts to promote is an extension of the Board's vision of our schools' being "centers of community activity, safe and inviting places that attract families and staff to live in their neighborhoods" and sets an example for children to "have the opportunity in the school and in the neighborhood to become competent, responsible, and generous, and to belong to a caring community."

Statute, Board Policy or Rule Statement

5. Adoption of this resolution would be in line with Board Rule 1.13(1), Parliamentary Procedures, and Board Governance Policy BG 2.02, Governing Style.

Implementation and Assessment

6. If the Board chooses to adopt this resolution, the Office of Board Governance will update the Board Rules accordingly and distribute copies of the Code of Conduct to current Board members. The Office of Board Governance will also incorporate the Code of Conduct into a form for newly elected members of the Board to sign upon their taking their seats.

Fiscal Impact Statement

7. This item does not authorize expenditures. The Office of Board Governance sees no significant fiscal impact in implementing this resolution.

Committee Recommendation

Your Committee recommends that the Board place this resolution on file.

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

* * * * *

(Item 3) Action on Resolution 0304R-005 by Director Morales Regarding an Interpretive System to Facilitate the Public's Understanding of Board Meetings

Background

At its regular meeting on May 29, 2003, the Milwaukee Board of School Directors referred the following resolution by Director Morales to the Committee on Legislation, Rules and Policies:

> WHEREAS, The Milwaukee Public Schools' operations are complex; and
>
> WHEREAS, The District and the children which it serves need the involvement and support of parents and community members; and
>
> WHEREAS, The deliberations of Milwaukee Board of School Directors often utilize acronyms, education policy concepts, and parliamentary procedures that are unfamiliar to many in the community; now, therefore, be it
>
> RESOLVED, That the Milwaukee Board of School Directors direct the Office of Board Governance and the Administration to investigate interpretive systems that may be in use in other school districts to facilitate the public's understanding of Board meetings as they are happening; and be it

FURTHER RESOLVED, That the Office of Board Governance and Administration propose such a system if no example exists in other districts.

Analysis

1. The Administration and Office of Board Governance understand the desirability of providing interpretive systems to assist the public in understanding the meetings of the Board and its committees. Because the deliberations of the Milwaukee Board of School Directors often involve acronyms, specialized language, policy concepts, and parliamentary procedure, meetings may often be difficult for members of the public to follow. Interpretive systems could provide the public with a clearer understanding of the deliberations and, therefore, may encourage increased public involvement and participation.

2. In an effort to respond to some concerns which the public has already raised in this area, staff in the Office of Board Governance and in the Superintendent's office have been collaborating to develop some possible strategies of their own. While these discussions between the Office of Board Governance and the Superintendent's staff are still in their preliminary stages, pending adoption of the resolution in question by the Board, some initial strategies appear to be immediately feasible, including:

a. the printing on the inside back cover of the agenda books of a key to the acronyms and specialized terms most commonly used in Board and committee discussions (e.g., SEL, SIMMS, WASB, DPI, NCLB, IEP);

b. the inclusion in the agenda book of a brief, two-page guide to parliamentary motions (see attachment); and

c. the publishing of these documents on the Board's website so that the public may have access to them at any time.

3. Should the Board adopt the resolution, the Office of Board Governance and the Administration will continue to investigate other avenues by which to improve the public's understanding of the proceedings of the Board and its committees.

Strategic Plan Compatibility Statement

4. By making Board and committee meetings more accessible to the public, a workable and efficient interpretive system could help to achieve the district's vision of building ". . . strong and true partnerships with parents and all those in the community who influence and affect our students and families."

Statute, Board Policy or Rule Statement

5. This item is in accordance with Board Governance Policies BG 1.01, Vision and Mission, and BG 1.02, School District Goals, and Administrative Policies 1.01, Vision and Mission; 1.02, School District Goals; 1.03, Parent Empowerment; 9.02, Public's Right to Know; and 9.04, Community Involvement in Decision Making.

Implementation and Assessment

6. Upon adoption of the resolution by the Board, the Administration and the Office of Board Governance will work together to implement those strategies which are immediately feasible. The Office of Board Governance and the Administration will also continue to investigate interpretive systems that may be in use in other school districts, as well as develop means of making Board and committee meetings more easily understood by the public.

Fiscal Impact Statement

7. This item does not authorize expenditures. Any fiscal impact associated with this item as the result of the time expended in researching, planning, and implementing an interpretive system by personnel from the Administration and the Office of Board Governance will be absorbed in existing budgets.

8. Should, upon further investigation, the Office of Board Governance and the Administration determine that more sophisticated strategies (e.g., multimedia presentations) requiring expenditures of funds would be of benefit to the district and its constituency, we would submit our proposals to the Board for review and approval.

Committee Recommendation

Your Committee recommends that the Board direct the Office of Board Governance and the Administration to implement the following:

a. the printing on the inside back cover of the agenda books of a key to the acronyms and specialized terms most commonly used in Board and committee discussions (e.g., SELL, SIMMS, WASB, DPI, NCLB, IEP);

b. the inclusion in the agenda book of a brief, two-page guide to parliamentary motions (see attachment); and

c. the publishing of these documents on the Board's website so that the public may have access to them at any time;

and to continue to investigate additional, creative means to improve the public's understanding of the proceedings of the Board and its Committees.

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

* * * * *

(Item 4) Action on Resolution 0304R-019 by Director Morales Regarding the Board's Endorsement of the State's Prescription Drug Regulations

Background

At its regular meeting on October 28, 2003, Resolution 0304R-019 by Director Morales was referred to the Legislation Rules and Policies Committee:

WHEREAS, The Milwaukee Public Schools (MPS) provides medical benefits to thousands of its employees and retirees; and

WHEREAS, The cost of providing these benefits has risen dramatically in recent years, due in large part to the increase in the cost of prescription drugs, contributing to the budget crisis which the District now faces; and

WHEREAS, Rising healthcare costs in MPS increase the burden on Milwaukee taxpayers and divert funds from vital educational programs; and

WHEREAS, Pharmaceutical companies charge less for prescription medications in Canada than they do in the United States; and

WHEREAS, In an effort to control its burgeoning healthcare costs, the State of Wisconsin, like many states across the country, has approached the federal government about revising its regulations which prohibit state and local governments from purchasing prescription medications directly from Canadian sources; and

WHEREAS, Any arrangement that allows governmental agencies to procure prescriptions at lower prices ultimately benefits all taxpayers; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors hereby endorses the efforts of the State of Wisconsin to revise federal regulations that prohibit state and local governmental units from purchasing prescription medications from Canada; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors shall send a letter expressing its endorsement of the State's efforts to each of the elected officials who represent the children, parents, and employees of MPS at the federal level.

Administration's Analysis

1. Governor Jim Doyle and governors across the country are attempting to have federal law changed to allow state and local governments, the uninsured and under-insured, and other entities to purchase lower-priced prescription medications from Canada.

2. Under its current healthcare benefits structure, the district does not purchase prescription medications; therefore, if the federal law prohibiting the practice were changed, the district would realize no direct savings; however, the ability of HMOs and healthcare networks to realize savings by purchasing prescription medications directly from Canada could indirectly help to lower the district's cost of providing medical benefits, if the cost savings realized by the HMOs and healthcare networks were to be passed on to the consumer.

3. Studies have shown prescription medications in Canada to be 17% to 68% cheaper than the same prescription medications offered in the United States; therefore it is likely that the savings would be significant. Due to the inability to determine to what extent any savings would be passed on to the district as a consumer, however, the benefit to the district is unquantifiable at this time.

Strategic Plan Compatibility Statement

4. The recommendation is consistent with the practice of fiscal responsibility and making informed decisions concerning the allocation of district resources.

Statute, Board Policy, or Rule Statement

5. No board policy or rule would require modification.

Fiscal Impact Statement

6. This item does not authorize expenditures. There is no fiscal impact associated with this item.

Committee Recommendation

Your Committee recommends that the Board authorize the Office of Governmental Relations to draft and send a letter to each of the elected officials who represent the children, parents, and employees of MPS at the federal level, expressing the Milwaukee Board of School Directors' endorsement of the State of Wisconsin's efforts to revise federal regulations that prohibit state and local governmental units from purchasing prescription medications from Canada.

Director Hardin moved that the Board adopt the Committee's report.

The motion prevailed, the vote being as follows:

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

Noes—None.

* * * * *

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 February 2, 3, 4, 5, 10, 11, 12, 13, 16, 17, 18, 19, and 20, 2004.

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

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

Noes—Director Hardin—1.

* * * * *

RESOLUTIONS

Resolution 0304R-036

by Director Blewett

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.

Referred to the Committee on Finance/Personnel

Resolution 0304R-037

by Directors Spence and Dannecker

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.

Referred to the Committee on Legislation, Rules and Policies.

* * * * *

In accordance with notice previously given, Director Morales moved to discharge the Committee on Innovation/School Reform from further consideration of her Resolution 0304R-035, regarding an exchange program with the White Lake School District.

The motion prevailed, the vote being as follows:

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

Noes—Directors Horton and Johnson—2.

Director Hardin moved to adopt Resolution 0304R-035.

The motion prevailed, the vote being as follows:

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

Noes—None.

The Board recessed from 9:10 to 9:23 PM.

The Board adjourned at 10:50 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
MARCH 16, 2004

Special meeting of the Board of School Directors called to order by President Spence at 5:45 PM.

Present—Directors Balistreri, Blewett, Dannecker, Hardin, Horton (6:25 PM), Johnson (6:39 PM), Morales, O'Neil, and President Spence—9.

Absent—None.

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

March 12, 2004

Office of Board Governance

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Jeff Spence, a special meeting of the Board of School Directors will be held at 5:30 p.m. on Tuesday, March 16, 2004, in Room 103 of the Central Services Building at 5225 W. Vliet Street, Milwaukee, WI, for the purpose of receiving an update with respect to the lawsuit against the Board and the Department of Public Instruction by the Wisconsin Coalition for Advocacy.

With respect to this item, the Board, pursuant to Wisconsin Statutes, Section 1985(1)(g), the Board may retire to executive session to confer with its legal counsel who is rendering legal advice concerning litigation in which the Board is involved.

Upon reasonable notice, efforts will be made to accommodate the needs of individuals with disabilities through sign language interpreters or other auxiliary aids. Please contact the Office of Board Governance, Room 273, Central Services Building, 5225 West Vliet Street, P.O. Box 2181, Milwaukee, WI 53201-2181 (Phone 475-8284; Fax 475-8071; TDD 475-8893).

LYNNE A. SOBCZAK
Board Clerk

Director Blewett moved that the Board retire to executive session, pursuant to Wisconsin Statutes, Section 19.85(1)(g), to confer with its legal counsel who is rendering legal advice concerning litigation in which the Board is involved

The motion prevailed, the vote being as follows:

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

Noes—None.

The Board retired to executive session at 5:50 PM.

The Board adjourned from executive session at 7:01 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
MARCH 23, 2004

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

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

Absent and excused—Director Dannecker—1.

President Spence requested that a moment of silence be observed for Marco Lomeli, a 9th-grader at Bay View High School who died tragically on March 14, 2004; and Dontate Turnage, a 9th-grader at Marshall High school who died tragically on March 22, 2004.

AWARDS AND COMMENDATIONS

Student Performance

Students from 53rd Street School presented a special performance that included poetry readings and African dance. Under the direction of their teacher Ms. Brown, the first-grade students presented several poems, including the work of Langston Hughes, and a short skit. Following the poetry presentation, the Ngoma Dancers, a group of fourth-graders, presented a dance number. The parent sponsor of the Ngoma Dancers is Ms. Sheila Sykes.

Excellence in Education Award (Posthumous)

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:

Marcia P. Coggs
Wisconsin State Legislator

The life work of Marcia Coggs continues to support the education of Milwaukee's children in many ways and has elevated her to a position of a positive role model for all children. Marcia Coggs was the first African American woman elected to the Wisconsin Legislature. By the end of her tenure with the Assembly, she was called the "Conscience of the State of Wisconsin." Many of her colleagues have described Marcia Coggs as a giant in terms of the positive impact she has had in the political, social, and spiritual aspects of society.

Always an advocate of children, Marcia Coggs worked for 13 years for the Milwaukee County Children's Home. Her genuine care and concern for the children with whom she worked was evidenced by the fact that she often brought children home with her on the weekends and holidays so they could spend quality time with her family.

When she joined the Wisconsin Legislature in 1976, Ms. Coggs introduced 45 bills during her first week in office, three of which were signed into law. Her presence in the Wisconsin Legislature allowed her colleagues to learn about Milwaukee and the unique needs of a large urban city.

It was evident that looking out for the needs of children and providing strong educational experiences for them were always a priority for Marcia Coggs. She tirelessly fought for better schools, school desegregation, fair housing, and high-quality health care — all issues that support the children of our community and promote increased opportunities for future success.

A testament to what this strong, intelligent, articulate, caring, and effective woman stood for is found in the words she used to sign her correspondence — "Love, Unity, and Peace." Marcia P. Coggs embodied the true essence of these words in her daily work, and the children of Milwaukee will continue to be the beneficiaries of her great accomplishments.

The Milwaukee Board of School Directors and the entire school community recognize Marcia P. Coggs for her dedication, outstanding leadership, and commitment to excellence on behalf of the students of the Milwaukee Public Schools.

Resolution in Honor of Marcia P. Coggs (Posthumous)

Resolution 0304R-038

By Directors Hardin and Horton, on behalf of the Board

In Memory of
Marcia P. Coggs

WHEREAS, Former State Representative Marcia P. Coggs was the first African-American woman elected to the Wisconsin Legislature; and

WHEREAS, Marcia Coggs, during her tenure as a state legislator, earned the unofficial title of "Conscience of the State of Wisconsin"; and

WHEREAS, Marcia Coggs became the first African-American to sit on the Legislature's Joint Finance Committee; and

WHEREAS, Marcia Coggs worked for 13 years for the former Milwaukee County Children's Home and often brought children to her own home on weekends and holidays; and

WHEREAS, Marcia Coggs fought for better schools and school desegregation, fair housing, and quality health care; and

WHEREAS, Marcia Coggs is recalled as a warm and caring woman devoted to her faith, her family and the community; and

WHEREAS, Marcia Coggs inspired members of her family to continue her political and social legacy, seeing a daughter become a Milwaukee County supervisor, one nephew become a state representative, and another a state senator; and

WHEREAS, With the passing of Marcia Coggs on December 9, 2003, the City of Milwaukee and the State of Wisconsin lost a vigorous champion of justice; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors express to her family its deepest and most heartfelt appreciation for the devotion and love that Marcia Coggs showed during her long and successful life toward the people of the City, the State, and the world, and especially to the children of Milwaukee; and be it

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

FURTHER RESOLVED, That the Board instruct the Board President to have an engrossed copy of this document, suitably signed and sealed, prepared and delivered to the family of Marcia P. Coggs in tribute to her record of dedicated public service to the citizens of Milwaukee and the boys and girls in the Milwaukee Public Schools.

Adopted by acclamation.

Special Recognition

On Sunday, February 29, 2004, the Milwaukee Public Schools recognized New Life Presbyterian Church, located at 3272 N. Palmer Street, for its leadership and dedication in the area of educating Milwaukee's youth and providing support for families throughout the city. School Board Director Charlene Hardin presented the church's community with a certificate of special recognition at a special ceremony to celebrate the tenth anniversary of New Life Presbyterian Church.

Other Awards and Commendations

Students

The Herb Kohl Educational Foundation Scholarship program has announced the 2004 recipients of its *Excellence Scholarship* awards, which were established by U.S. Senator Herb Kohl in 1990. The Excellence Scholarship recipients have demonstrated excellence in academics and the high motivation to achieve, have displayed a broad range of activity and leadership outside of the academic setting, and have shown strong promise for succeeding in college and beyond:

Daniel Bingham-Pankratz, Rufus King High School
Emily Janusz, Milwaukee High School of the Arts
Olivia Puerta, Milwaukee High School of the Arts
Erik Saunders, Rufus King High School
Torrie Williams, Rufus King High School
Mai Xiong, Juneau Business High School

The Herb Kohl Educational Foundation Scholarship program has also announced the 2004 recipients of its *Initiative Scholarship* awards. The recipients have demonstrated exceptional initiative in the classroom and have shown strong promise for succeeding in college and beyond, but have not yet received other academic-based scholarships:

Jill Brooks, South Division High School
Paris Fuller, North Division High School
Jazzmeka House, Project STAY
Erwing Jones, Metropolitan High School
Molly Nilssen, Rufus King High School

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On March 1, 2004, the following students were named as winners of the *2004 Black History Month Essay Contest* presented by the Thurgood Marshall Scholarship Fund, the Coca-Cola Bottling Company of Wisconsin, and the Milwaukee Public Schools. Each student wrote an essay comparing the legacy of Justice Thurgood Marshall to that of Harriet Tubman, Dr. Martin Luther King, and Malcolm X. The four grand prize winners are:

Moses Lewis, Project Stay
Aaron Norman, Bay View
Lauren Seitz, Juneau High School
Nashonda Williams, Custer High School

Each of the grand-prize-winning schools will receive a $5,000 scholarship for a graduating senior who is accepted at a Thurgood Marshall member college or university.

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Fifteen Advanced Placement (AP) students from the Milwaukee Public Schools were recognized by the College Board and the Wisconsin AP Advisory Council for their high achievement in AP coursework, as reflected in their AP examinations.5

The following students were recognized as AP *Scholars*, for achieving grades of 3.0 or higher on three or more full-year AP examinations:

Jessica Burnette, Milwaukee High School of the Arts
Troy Haskin, Riverside University High School
Aaron C. Hoffman, Milwaukee High School of the Arts
Megan Hull, Milwaukee High School of the Arts
Alexander R. Klabunde, Riverside University High School
Saren M. O'Grady Roberts, Riverside University High School
Olivia J. Puerta, Milwaukee High School of the Arts
Natasha L. Quesnell, Milwaukee High School of the Arts
Rashonda S. Stewart, Riverside University High School
Craig B. Sweeney, Riverside University High School

The following student was recognized as an *AP Scholar with Honor*, for achieving a grade of 3.0 or higher, with an average grade of 3.25 on four or more full-year AP examinations:

Rafael A. Gonzalez, Riverside University High School

The following students were recognized as *AP Scholars with Distinction*, for achieving grades of 3.0 or higher, with an average grade of 3.5 on five or more full-year AP examinations:

Diane C. Luepke, Milwaukee High School of the Arts
Max B Gallop, Riverside University High School
Andrew T. Olin, Riverside University High School
Joshua D. Parsons, Riverside University High School

SCHOOLS

The Wisconsin Department of Public Instruction (DPI) has recognized 12 MPS schools as "New Wisconsin Promise Schools." Selected schools had a higher percentage of students meeting state reading and mathematics goals than is typical for schools with similar poverty levels.

Alcott Elementary School
Barton Elementary School
Bruce Guadalupe
Clarke Street Elementary School
Curtin Elementary School
Garland Elementary School
Hawley Elementary School
Honey Creek Elementary School
Rufus King High School
Golda Meir
Morse Middle School
Zablocki Elementary School

Staff/Departments

Kimberly Abler, Art Curriculum Specialist, has been named the 2004 recipient of the Presidents Award by the Board of the Wisconsin Art Education Association. This award is given to educators who have made outstanding contributions to art education. The commitment to art education that Kim has made is commendable, and her contributions to art education in our state are greatly appreciated.

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Peter Pochowski and the Milwaukee Public Schools' Division of School Safety and Security has been recognized for improving the overall security in schools. The recognition came as an *Award for Best Practices* from *Security Magazine*. MPS has seen a measurable reduction in threats coming from within schools, fewer drug suspensions, and smoother cooperation with police. The decreased number of incidents is attributed to a mixture of electronic equipment, focused policies, and Safety Division programs.

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BilliJo Saffold, an English and communications teacher at John Marshall High School, is one of only four teachers from across the country selected to help develop, evaluate, and review materials for the ACT Assessment, the nationally recognized college entrance exam. BilliJo will spend six weeks this summer at ACT's national headquarters in Iowa City, Iowa, participating in the Visiting Teacher Program.

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The Herb Kohl Educational Foundation Fellowship program announced the 2004 recipients of its Fellowship awards. The recipients are chosen for their superior ability to motivate others and for their leadership and service within and outside of the classroom. Each Fellow's school will also receive a $1,000 grant.

Jane Borden, Tippecanoe School for the Arts and Humanities
Molly Fonk, Fairview Charter Schools
Jessica Jaglowski, Hawley Environmental School
Vanessa Liederbach, Lloyd Street Global Education School
Katherine Vannoy, Audubon Technology and Communication Center

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WYMS radio station and Running Rebels recently won *The Communicator Award 2003* for the Public Service Announcement, "Keep the Youth Off the Streets." The collaboration won an *Award of Excellence In Audio*. The Communicators Award is an international competition that recognizes outstanding work in the communications field. WYMS also won an *Excellence in Broadcasting* merit award from the Wisconsin Broadcasters Association (WBA).

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APPROVAL OF MINUTES

The minutes of the regular and special Board meetings of February 19 and 23, 2004, were approved as printed.

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COMMUNICATIONS FROM THE SUPERINTENDENT

(Item A) Disallowance of Claim

Office of the
Superintendent of Schools

TO THE BOARD OF SCHOOL DIRECTORS:

In accordance with established procedures, I present the following claim:

Amended Notice of Claim of Matthew Cram, a minor, and his parents, John and Linda Cram, pursuant to Section 893.80(1)(b), Wis. Stats. filed against the Milwaukee Public Schools by Matthew Cram and his parents for injuries allegedly sustained by Matthew Cram at the Hamilton High School on January 9, 2002.

Claim is being demanded in the amount of $40,000.

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

Noes—None.

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REPORTS OF STANDING COMMITTEES

Separate consideration was requested of the following items:

Innovation/School Reform Committee, Item 2, a resolution regarding the establishment of an English Immersion School;

Innovation/School Reform Committee, Item 6, a report on the eighth grade transitional program;

Finance/Personnel Committee, Item 3, approval of the proposed second stage of the district's reorganization of central services;

Finance/Personnel Committee, Item 4, revision of administrative policy 2.03, administrative organization; and

Finance/Personnel Committee, Item 5 revision of administrative policy 2.04, superintendent's cabinet

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

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

Noes—None.

COMMITTEE ON INNOVATION/SCHOOL REFORM

Director Johnson 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 for Community Trade and Business Center

Background

1. On February 10, 2004, the Committee on Innovation/School Reform held a public hearing to consider the charter school proposal for Community Trade and Business Center. On February 23, 2004, the Board approved the concept of the Community Trade and Business Center's charter school proposal for possible implementation as an MPS non-instrumentality charter school during the 2004-2005 school year.

2. The Board specified no contingences at the time of approval of the concept for Community Trade and Business Center.

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 Community Trade and Business Center. Representatives from Community Trade and Business Center decided to accept the MPS non-instrumentality model contract.

4. At this time, the Administration requests that the Board approve entering into a charter school contract for the 2004-2005 school year with Community Trade and Business Center.

Administration's Analysis

5. Community Trade and Business Center accepts the MPS non-instrumentality model charter school contract, with the specific terms listed below.

a. The school requests a five-year charter school contract term.

b. Community Trade and Business Center's maximum capacity will be 150 FTE students, grades 9 through 12.

(1) The school will serve 75 FTE students in grades 9 through 12 in the 2004-2005 school year and 112 FTE students in grades 9 through 12 in the 2005-2006 school year, reaching its capacity of 150 FTE students in grades 9 through 12 in the 2006-2007 school year.

(2) Community Trade and Business Center will maintain 150 FTE students in grades 9 through 12 for the 2007-2008 school year and for the 2008-2009 school year of its five-year contract term, which ends on the last day of regularly scheduled school of the 2008-2009 school year.

c. Community Trade and Business Center has agreed to share space at Malcolm X Academy, located at 2760 N. 1st Street, Milwaukee, Wisconsin, 53212.

Strategic Plan Compatibility Statement

6. The charter school initiative 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. The charter school contract for Community Trade and Business 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. The item does not authorize expenditures. The funds for the charter school contract with Community Trade and Business Center will be budgeted and considered for approval in the 2004-2005 Board-adopted budget.

Implementation and Assessment Plan

10. The charter school contract with Community Trade and Business Center will become effective upon Board approval.

Committee's Recommendation

Your Committee recommends that the Board approve the charter school contract with Community Trade and Business Center as a non-instrumentality charter school, beginning with the 2004-2005 school year and ending with the last regularly scheduled school day of the 2008-2009 school year.

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

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(Item 2) Action on Resolution 0304R-028 by Director O'Neil Regarding the Establishment of an English Immersion School

Background

At its meeting on January 29, 2004, the Board referred Resolution 0304R-028 by Director O'Neil was referred to the Committee on Innovation/School Reform:

WHEREAS, The mission of the Milwaukee Public Schools is to ensure that maximum educational opportunities are provided to enable all students to reach their highest potential; and

WHEREAS, As part of this mission, the district is charged with ensuring that all students are provided with a means to achieve their educational goals of today in preparation for the workforce of tomorrow; and

WHEREAS, Milwaukee Public Schools serves a diverse population; and

WHEREAS, There is an increasing population of non-English-speaking students entering the district; and

WHEREAS, Learning opportunities are increased when students can learn in English as well as their native languages; and

WHEREAS, Becoming bilingual is an advantage for students seeking employment opportunities domestically as well as internationally; and

WHEREAS, Multicultural schools are successful because they create nurturing environments in which pupils naturally acquire the second language; and

WHEREAS, The Milwaukee Public Schools has embraced the immersion philosophy for language learners to create opportunities for multicultural learning in a multicultural district; and

WHEREAS, The immersion philosophy is to enable pupils to communicate in a second language with the ability approximating that of a student who is native to that language; and

WHEREAS, Language learning should be started early in order to provide the maximum number of contact hours in the second language; and

WHEREAS, In order for language learning to be successful, children must see that the language can be used immediately in meaningful situations; and

WHEREAS, Immersion programs involve students in the use of the second language for communicating in normal everyday situations and in subject-content learning; and

WHEREAS, The effectiveness of immersion programs is currently being demonstrated through the Milwaukee Spanish, German, and French Immersion schools; now, therefore, be it

RESOLVED, That the Board direct the Administration look into the feasibility of establishing an English-immersion school for non-English-speaking students; and be it

FURTHER RESOLVED, That the Board direct the Administration to report back to the Board its findings during the next meeting cycle.

Administration's Analysis

1. The term "immersion" means the use of two languages; the use of another language for students who are native of the language of the community — the dominant language in the case of U.S. schools is the English language. Immersion is defined as a method of foreign language instruction in which the regular school curriculum is taught through the medium of language. The foreign language is the vehicle for content instruction; it is not the subject of instruction. The success of the immersion schools is based on the fact that this becomes an add-on for language majority students, (known as English dominant students in an English dominant society), learning a second language as a foreign language, while for English language learners (non-English speakers), this becomes inherently subtractive because it takes the students' heritage language away and replaces it with English.

2. English immersion for non-English speakers will not allow for these students the opportunity to ensure that maximum educational opportunities are provided to enable all students to reach their highest potential, which is the mission of the Milwaukee Public Schools. Pedagogically speaking, bilingual programs have been shown to be superior to immersion programs. Studies have shown that English language learner students learn better through bilingual education than by being in an "all English" environment. Long-term academic achievement is also better because learning is not compromised by students' limited English ability.

3. There is no credible evidence to support the "time on task" theory of language learning which claims that the more children are exposed to English; the more English they will learn. Research shows that what counts is not only the quantity, but the quality of exposure. Second language input must be comprehensible to promote second-language acquisition (Krashen, 1996). If students are left to sink or swim they won't learn much English. If native language instruction is used to make lessons meaningful, they will learn more English and more content matter (Crawford, 1998).

4. English immersion does not allow for English language learners, in the case of MPS, the largest group being Spanish- speakers, to acquire knowledge or content area in their native language, thus depriving these students of the opportunity to engage in meaningful instruction. This will not afford them the means to achieve their educational goals nor to develop academically their native language. This then becomes English-only, not English plus. The Office of Civil Rights (OCR) looks at these cases and sanctions districts for not affording the opportunity to non-English speakers to an equal education.

5. Non-English speakers in English immersion programs do not have the opportunity or advantage of becoming bilingual, which will decrease their employment opportunities as well as their opportunities internationally. Non-English speakers in an English immersion program would be immersed in English during their entire school day and out of the school day, as the dominant language of society is English. English thus is the language they will continue to listen to, to be exposed through television, radio, their community, their surroundings, etc., thus English immersion results in subtractive bilingualism for non-English speakers.

6. Non-English speaking students in Milwaukee Public Schools either in schools with bilingual education programs (all have ESL), or in ESL stand alone programs, are enrolled in schools that have a diverse student population, thus are enrolled in multicultural schools where they have nurturing environments and acquire the second language through scientifically proven methodology of bilingual education. It should be noted that parents have the right and option of enrolling their non-English speaking child in an English immersion classroom, by signing a refusal of a bilingual program these students then acquire English in a sink-or-swim method, which can be construed as the students naturally acquiring the second language.

7. Research studies have demonstrated that students, who acquire the second language through a sound and effective program, do achieve at a higher academic level than students who acquire English through a sink-or-swim method. Well over 100 empirical studies have been carried out over the past 30 years to corroborate this. These studies have reported a positive association between additive bilingualism and a student's academic as well as cognitive and linguistic growth. There has also been proof of this with the comparisons of the performance of students who were once English language learners, most of whom, were in bilingual education and/or ESL programs, and their peers in Milwaukee Public Schools and nationwide.

8. The term "language learner" is the term used now for English language learners, which replaced the term limited English proficient students. These limited English proficient students are also known as language minority students. The Milwaukee Public Schools has embraced the immersion philosophy for language majority English dominant students in an English dominant society; to learn another language through the already established Milwaukee Spanish, German, and French Immersion schools. These immersion schools and programs are not opened to English language learners, again due to the immersion philosophy, goals and needs for English language learners being very different from the students they service, thus not meeting the needs of non-English speakers.

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 Administrative Policy 7.15: Bilingual Instruction and Bicultural Education.

Fiscal Impact Statement

11. This item does not authorize expenditures.

Committee's Recommendation

Your Committee recommends that the Board direct the Administration to:

1. Continue utilizing research proven methods and programs in accordance with No Child Left Behind. The immersion school philosophy in regards to English language learners is not a research proven method for English language acquisition. The success of the immersion schools is based on the fact that this becomes an add-on for language majority students, (known as English dominant students in an English dominant society), learning a second language as a foreign language, while for English language learners (non-English speakers), this becomes inherently subtractive because it takes the students' heritage language away and replaces it with English. The goals and needs for English language learners are, therefore, different than the needs of language majority students learning a foreign language through immersion.

2. Continue the successful immersion school philosophy implementation and to remain open to the expansion of immersion schools for language majority students to acquire a second or foreign language and thus develop bilingual students.

3. Continue the successful Dual-Immersion Program for English language learners and language majority students and to remain open to the expansion of the Dual-Immersion Program at the elementary and middle-school levels.

4. Continue implementation of the successful Bilingual Education Program with English as a Second Language, for English language learners, and thus, develop bilingual students, as the bilingual education philosophy is a research proven method or program that meets the No Child Left Behind regulations.

5. Continue to provide the opportunity to parents of non-English speakers to refuse bilingual education programs and enroll their child in English immersion.

Director Hardin moved that the Board adopt the Committee's recommendation.

The motion prevailed, the vote being as follows:

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

Noes—None.

* * * * *

(Item 3) Action on Resolution 0304R-027 by Directors Balistreri and Morales Regarding the Establishment of an Italian Immersion School

Background

At its meeting on December 16, 2003, the Board referred the following Resolution 0304R-027 by Directors Balistreri and Morales to the Committee on Innovation/School Reform:

WHEREAS, The mission of the Milwaukee Public Schools is to ensure that maximum educational opportunities are provided to enable all students to reach their highest potential; and

WHEREAS, As part of this mission, the district is charged with ensuring that students are provided with a means to achieve their education goals of today in preparation for the workforce of tomorrow; and

WHEREAS, Students having taken the SATs who have studied Italian tend to score higher on vocabulary and grammar, due to Italian's being based upon the Latin language, from which 60 percent of English vocabulary is derived; and

WHEREAS, To be competitive in a global society, students must acquire a greater knowledge and appreciation of other cultures; and

WHEREAS, Becoming bilingual is an advantage for students seeking employment opportunities domestically as well as internationally; and

WHEREAS, Milwaukee Public Schools has embraced the Immersion philosophy for language learners to create opportunities for multicultural learning in a multicultural district; and

WHEREAS, Multicultural schools are successful because they create nurturing environments in which pupils naturally acquire the second language; and

WHEREAS, The immersion philosophy for pupils to communicate in a second language with the ability approximating that of a student who is native to that language; and

WHEREAS, Language learning should be started early in order to provide the maximum number of contact hours in the second language; and

WHEREAS, In order for language learning to be successful, children must see that the language can be used immediately in meaningful situations; and

WHEREAS, Immersion programs involve students in the use of the second language for communicating in normal everyday situations and in subject content learning; and

WHEREAS, The effectiveness of Immersion programs are currently being demonstrated through the Milwaukee Spanish, German and French Immersion schools; and

WHEREAS, That community members will conduct a study to provide the MPS administration with information to determine the feasibility of establishing an Italian Immersion School; now, therefore, be it

RESOLVED, That the Board direct the Administration to use the community study to determine the feasibility of establishing an Italian Immersion school and to report its recommendations to the Board in the first Board cycle after completion of the community study.

Administration's Analysis

1. The Administration concurs with the intent of the resolution to have a community-based group examine the feasibility of creating an Italian immersion school. Given the district's limited resources, it is imperative that a detailed study of any new program be conducted prior to its implementation to ensure that the scarce resources are directed to programs which are supported by the community and which improve student achievement.

2. A group of local educators has formed a steering committee to explore the feasibility of establishing an Italian immersion school in Milwaukee. The group has obtained the support of the Italian Community Center (ICC) for the feasibility study. Ultimately the group envisions the ICC's taking the role of a primary vocal supporter and serving as the umbrella organization through which other Italian clubs and societies could express their support. The steering committee is open to interested parties, with communication mechanisms for those who wish to become involved in place via the Italian Community Center, as well as through the First Midwest Italian Language Conference that took place in January 2004.

3. The Administration will work with the community group, once it has been established, to identify all aspects of the new program and to include recommendations for each. Some of these issues will include:

a. level of community support and interest for the creation of an Italian immersion school;

b. availability of high-quality bilingual staff, as defined by No Child Left Behind (NCLB), for the program and barriers to recruiting trained staff;

c. availability of textbooks or other educational materials;

d. desired location of the program and availability of suitable facilities;

e. continuation of the program beyond elementary grades;

f. benchmarking against national success rates;

g. financial requirements of the program; and

h. expenses associated with transportation.

Strategic Plan Compatibility Statement

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

Statute, Board Policy or Rule Statement

5. The recommendation is consistent with Administrative Policy 5.01 (3), Facilities Plans and Specifications, and Administrative Procedure 5.01, Facilities and Planning.

Implementation and Assessment

6. Upon its completion, the community study will be transmitted to the Board during the next Board cycle for review and comment. After the Board has reviewed the findings of the community study, the Administration will bring forward its recommendations relative to establishing an Italian immersion school in Milwaukee.

Fiscal Impact Statement

7. This item does not authorize expenditures. There is no fiscal impact relative to completing the study, as the community group has indicated that it will do so at no cost to the district. Once the study has been received, the Administration will include a complete fiscal analysis as part of its recommendations.

Committee's Recommendation

Your Committee recommends that the resolution be adopted and that the Board direct the Administration to work with the community to study and to report back.

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

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(Item 4) Action on Resolution 0304R-032 by Directors Balistreri and Morales Regarding the Status of the High School Redesign Initiative

Background

At its meeting on January 29, 2004, the Board referred the following Resolution 0304R-032 by Directors Balistreri and Morales to the Committee on Innovation/School Reform:

WHEREAS, The Milwaukee Public Schools (MPS), having embarked upon a program to develop smaller high schools, has received a grant from the Bill and Melinda Gates Foundation to plan for smaller high schools; and

WHEREAS, The costs of establishing and maintaining smaller high schools is unknown; and

WHEREAS, As the Bill and Melinda Gates Foundation grant does not provide for capital, personnel, equipment, or all other ongoing costs to operate schools, responsibility to raise funds to provide for these ongoing costs, for both the long and short term, will rest with the Board; and

WHEREAS, MPS has faced budget shortfalls and cuts over the last several years; and

WHEREAS, It is not likely that additional funding will be available to MPS in the foreseeable future; and

WHEREAS, The MPS Board is committed to providing for student success; and

WHEREAS, The success of MPS students rests with the ability of the MPS Board to operate successful programs and schools; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors direct the Administration to report back to the Board the status of the High School Redesign Initiative, along with a study of the costs to establish and to maintain over time a system of smaller high schools; and be it

FURTHER RESOLVED, That the costs be broken into categories that parallel the MPS budgeting categories; and be it

FURTHER RESOLVED, That the Administration report back to the Board by April 2004, to enable the Board to use the information to make decisions about small high schools and to develop long-term funding strategies.

Administration's Analysis

1. The Administration is in agreement with the intent of this resolution and had already moved forward in preparing a status report relative to the High School Redesign Initiative prior to the introduction of this resolution.

2. In a communication dated January 29, 2004, the Administration indicated that it was planning to bring an informational update relative to the High School Redesign Initiative to the Board during the April meeting cycle.

3. The Administration will include in the status report those specific items indicated in this resolution as well as those specific questions submitted in response to the January 29 communication.

Strategic Plan Compatibility Statement

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

Statute, Board Policy or Rule Statement

5. This item is consistent with Board policy.

Implementation and Assessment

6. Upon approval by the Board, the Administration will continue work on the requested status report and present it during the April Board cycle.

Fiscal Impact Statement

7. This item does not authorize expenditures. Aside from Administrative staff time dedicated to preparing the status report, there are no additional costs associated with this item.

Committee's Recommendation

Your Committee recommends that the Board direct the Administration to provide a status report relative to the High School Redesign Initiative to be presented during the April Board cycle.

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

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(Item 5) Follow-up Action on Resolution 0304R-012 by Director Hardin Regarding the Expansion of School-to-Work Community and Assessment Training Program (CATP) During the Summer Beginning in 2004

Background

At its meeting on September 25, 2003, the Board referred the following Resolution 0304R-012 by Director Hardin to the Committee on Innovation/School Reform:

WHEREAS, The Mission of MPS's School-To-Work Transition (STW) is to "provide a consistent continuum of transition services to students in the Milwaukee Public Schools…" in order to "…help prepare students to enter the workplace, go on for further training, to become as independent as possible, and to contribute to society," and

WHEREAS, One aspect of STW is the Community and Assessment Training Program (CATP), which provides intensive training in work skills in real-world settings to high-school students with disabilities; and

WHEREAS, One of the sites at which such training is provided is the cafeteria at the MPS Central Services Building, which introduces students to the basic skills and training needed in the food service industry; and

WHEREAS, The Central Services cafeteria not only offers convenient, tasty, and nutritious food service to both MPS employees and visitors to the Central Services Building, but also provides a convenient location at which MPS staff may socialize, network, and collaborate during their lunch periods; and

WHEREAS, The CATP food service program at Central Services currently operates only during the traditional school year and is closed during the summer months, thereby both depriving students of an opportunity to continue to hone their workplace skills and forcing many MPS employees to leave the building during their lunch breaks; and

WHEREAS, The CATP is currently missing out on a source of income during the summer months with which to augment its funding; and

WHEREAS, Many MPS employees, as well as visitors to the Central Services Building, have found that they miss the convenience of the cafeteria during the summer, as they must spend extra time and money to eat elsewhere during that time; and

WHEREAS, Many of the students who participate in the CATP do not follow traditional school schedules, but attend classes year round, including during the summer; now, therefore, be it

RESOLVED, That the Board direct the Administration to develop a plan to expand the CATP to include a summer program that will begin in the summer of 2004 and that will include a food service component in the Central Services cafeteria; and be it

FURTHER RESOLVED, That the Administration report its plan back to the Board no later than the November 2003 Board cycle.

Administration's Analysis

1. The Administration presented an initial response to Resolution 0304R-012 at the November 11, 2003, meeting of Committee on Innovation/School Reform, at which meeting the Committee held the item and directed the Administration to develop and present its plan to expand the School-To-Work Community and Assessment Training Program (CATP) to the Board no later than the March 2004 Board cycle.

2. The Individuals with Disabilities Education Act (IDEA 97) requires that IEP teams begin the planning process for transition to adult life for all students with disabilities during the year in which the students turn 14 years of age. The IEP from that time on must contain activities to meet the goals of successful transition to adult life and, for most, to the world of work. Students prepare for work by participating in a number of job-exploration activities through their high schools and outside agencies or by participating in the School-To-Work Transition Program sponsored by the Milwaukee Public Schools. The School-To-Work Transition Program provides vocational assessments, helps students find competitive employment, and assists with all aspects of transition.

3. One aspect of the program, which was established in 1990, is the Community Assessment Training Program (CATP). This program provides:

a. assessment and training to MPS high-school students with disabilities in integrated community environments; and

b. intensive basic skills training and work-related behaviors in actual work settings, presenting to students realistic experiences that schools may not be able to provide.

4. Assessment of students during the regular school year takes place on a half-day basis and lasts from six weeks to a semester at each individual work site. Each student may participate in up to four separate assessment experiences in a variety of job areas. MPS currently provides assessment opportunities in conjunction with ten employment sites.

5. Extended-school-year services (ESY) in the area of school-to-work transition are offered for students when their IEP teams determine that there is high likelihood that the students will lose work skills during the period of time when schools are not in session. The school-to-work opportunities are offered to students (during the periods of school breaks) only after they have already completed their assessment experiences (i.e., have completed the six-week-to-one-semester experience in the specific job-skill area) and are felt to be at risk of losing their skills.

6. Operation of the Central Services cafeteria during the 2004 extended school-year session (July 12 through August 6, 2004) will offer the opportunity for placement of at least 12 students. The cafeteria will offer a lighter summer fare for staff and guests. The operation of the program during the summer is dependent upon the IEP teams' recommendation of a sufficient number of students who have completed an assessment in this area. The employment-training specialists and school-to-work staff are currently working with school staffs and IEP teams to identify the students for the program.

7. The staffing requirement for the program includes one full-time teacher with highly unique and specialized skills, including the ability to assess students for potential in the food service industry, the ability to order food, bookkeeping skills, and skills in the management of support staff. In addition, the program requires four educational assistants to oversee the various component activities of the food service. A new Memorandum of Understanding (MOU) will have to be negotiated to ensure the employment of a sufficiently qualified teacher and appropriately skilled educational assistants for this program.

8. The meal costs are very reasonable to the Central Services customers, as the cafeteria must operate on a not-for-profit basis. The estimated net costs (salary, benefits, food, and overhead, less income) of the program are as follows:

Salaries	12,402
Benefits	7,813
Transportation	780
Food	4,476
Total Costs	25,471
Revenues	5,693
Net Costs	19,778

9. Opportunities will be made available during the weeks of non-operation for MPS fundraising groups to provide additional meal options for staff, thus ensuring an opportunity to continue fund development for participating MPS programs and projects.

Strategic Plan Compatibility Statement

10. This recommendation supports the MPS Strategic Plan Goal 1, student achievement, and Goal 3, student success in further education and employment.

Statute, Board Policy, or Rule Statement

11. This recommendation is consistent with federal laws, state statutes, and Board policies.

Fiscal Impact Statement

12. This item does not authorize expenditures in FY04. It would be budgeted for FY05. This program will be funded through revenues realized as a result of a 20% increase in the food prices for the 2004-2005 school year.

Committee's Recommendation

Your Committee recommends that the Board approve the expansion of the School-to-Work Community and Assessment Training Program (CATP) during the summer, beginning in summer 2004 and contingent upon the IEP teams' recommendation of a sufficient number of students who have completed an assessment in this area and the ability to develop a Memorandum of Understanding (MOU) that would allow us to identify an appropriately qualified teacher and support staff.

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

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(Item 6) Informational Report on the Eighth-Grade Transitional Program

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

Administration's Report

1. In 1995, the Milwaukee Board of School Directors adopted promotion requirements for eighth-grade students in the class of 2000. These requirements, commonly known as "the Proficiencies," were in place for three years. The Administration developed the Eighth Grade Transitional Program (8T) at the high schools to serve students who had not yet met the proficiency requirements. Because of the "no social promotion" law in Wisconsin, the district was required to develop a new set of promotion requirements for both fourth- and eighth-grade students in the class of 2003. Stimulated by the findings from the 2003 Board audit of the 8T program, the district began to review the 8T program in light of the changed promotion requirements for eighth-graders. As a result of various discussions within a committee of Central Services, high-school, and middle-school administrators, a number of changes will be implemented to serve students transitioning from grade eight to grade nine.

2. Funding for the 8T program will not be included in the proposed FY05 budget.

3. Schools with grade-eight students will continue to use the existing criteria to determine students' promotion status:

a. classroom assessments based on standards

b. WKCE test results

c. recommendation of teachers based on district guidelines, which will result in one of three actions: promotion to ninth grade; retention in eighth grade, or placement in summer school.

4. Students who are recommended for placement in summer school will be expected to attend and successfully complete a six-week program. Upon successful completion, the student will be promoted to the ninth grade. In the event the student fails to successfully complete the summer literacy program, the student will be retained in eighth grade at his/her current school.

- This program will be at three middle-school sites.
- The student-day will be from 9:00 am to 1:00 pm.
- Students will be expected to engage in a rigorous curriculum that will increase their independent achievement levels in mathematics, reading, and language arts.

Additional summer school information is forthcoming.

5. The Superintendent is currently exploring, with DPI, the possibility of having only ninth-grade students attend the first day of school at the high-school level, in order for schools to appropriately transition these new ninth-graders. He is also encouraging the high schools to identify and support those students who may need further assistance after the first six weeks. Schools may use their Title 1 funds to support these efforts.

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COMMITTEE ON SPECIAL EDUCATION

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

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Special Education presents the following report:

(Item 1) Monthly Report on Special Education Compliance

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

Administration's Report

1. SERVICE INFORMATION

IEP Services: Total LEA (Local Education Agency)

	02/04	3/04
Population Served	16,511	16,630

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.

	02/04	03/04
Initial Evaluations (Completed since 9/03)	1225	1654
Active Initial Referrals	1011	1178
Re-evaluations (Completed since 9/03)	2056	2688
Active Re-evaluations	1041	1155

2. DATA-MANAGEMENT SERVICES (SSIMS)

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

SSIMS (Encore) Database

- Encore database version 6.0.11 loaded to MPS test server on December 8, 2003
- Encore database version 6.0.11 loaded to MPS training and production servers on January 19, 2004
- Encore service packs 1 & 2 were applied to the test server on February 9 for user-acceptance testing

SSIMS Training

- Encore and Forms 6.0.11 pilot school training took place 1/20/04 through 2/9/04
- Encore and Forms 6.0.11 training for the District began on February 23 and will continue through May 2004

Interfaces

- Inbound daily interface processing (eSIS to Encore) running three times a day
- Outbound daily interface (Encore to eSIS) running nightly
- Provider (PeopleSoft) interface to Encore testing taking place during March 2004

IEP Forms

- Coding for the initial IEP forms (80 pages) is complete
- SSIMS team completed user-acceptance testing of all 80 pages during February
- IEP forms have been incorporated into the Encore 6.0.11 production database application

Reports

- There are 49 standard reports in Encore 6.0.11
- Two executive summary reports and two school-based reports have been created as *ad hoc* reports
- Additional Special Ed. *ad hoc* reports have been created based on Encore data

December Child Count

- Child Count data has been extracted from Encore and loaded into DPI application software
- Child Count audit reports have been developed to ensure data accuracy
- Final 2003 Child Count numbers have been submitted to DPI

Encounter Tracker (ET)

- ET Business Process Analysis document approved by MPS on March 14, 2003
- ET specification review meeting took place on February 19, 2004
- ET application demo for MPS planned for March 3, 2004

Forms Updating Encore Database (FTI)

- Data-mapping requirements for the 80 IEP form pages is complete
- FTI coding took place during February and will continue in March

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

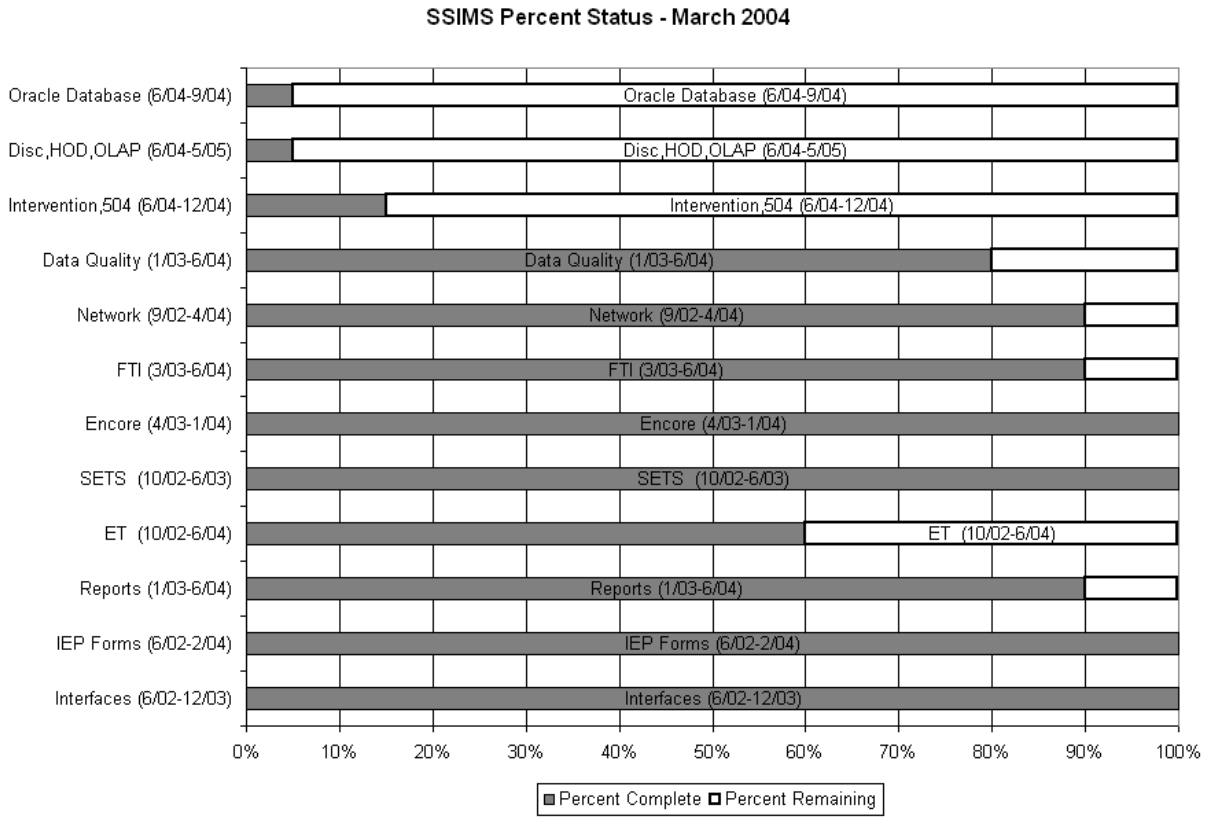
- SSIMS team has met with MPS Technology to discuss logistics of MPS school network access
- SSIMS team continues to work with schools having network issues that may affect accessing SSIMS

SSIMS Data Quality

- A SSIMS data quality committee has been formed to evaluate and monitor SSIMS data
- The SSIMS data quality team meets weekly to discuss Special Ed. data quality issues
- Progress has been made in correcting Encore Special Ed. data
- Various *ad hoc* reports have been created to monitor Encore Special Ed. data

Rollout Schedule

- Encore and Forms 6.0.11 pilot rollout training took place from 1/20/04 to 2/9/04
- Encore and Forms 6.0.11 district rollout training began on 2/23/04 and will continue through May 2004
- Encounter Tracker scheduled for implementation in 2004
- Intervention, 504, Discipline, HOD, OLAP module implementation scheduled for 2004/2005



3. PSYCHOLOGICAL SERVICES

a. The Office of School Psychological Services has been in existence since the early part of the 1900s, with an original focus on the intellectual and educational assessment of students. This office originally included what is now known as the Office of Assessment and Accountability, which was split off in the early 1960s. After that, the focus of School Psychological Services expanded to include therapeutic interventions to students through the Title I program. This Office continues to have multiple foci beyond assessment to provide prevention, early intervention, and targeted intervention services to students and school communities.

b. School psychologists in Milwaukee Public Schools serve all regular and special education students in the district. In addition, they provide evaluation services to any child in the City of Milwaukee child who has been referred for evaluation of special education needs. School psychologists also serve students in diversified schools, contracted seats, and Head Start programs,

c. Although school psychologists are an integral part of the assessment, qualification, and IEP process for students suspected of having special education needs, they also have a role as building coordinators for the initiation of that process. In addition, they coordinate referrals, assessment, and services for students with needs under Section 504/Americans with Disabilities Act.

d. It is the view of Psychological Services that these activities should take place primarily with those students who have received interventions in regular education in an attempt to resolve whatever concerns the children have. This strong emphasis on regular education interventions includes consulting with teachers and working in classrooms on social-skill-development programs; bullying-prevention, violence-prevention, and abuse-prevention programs; and study-skill development.

e. One of the roles in schools that has historically been primarily filled by school psychologists is that of coordination of Collaborative Support Teams (CSTs), which are designed to assist teachers with classroom interventions for students. This role also includes promoting collaboration and communication with agencies in order to help the student and the student's family.

f. School psychologists provide both individual and group psychotherapy to regular and special education students. This intervention, which can be short- or long-term, is generally designed to assist the student in improving social and emotional health, as well as improving school behavior. Such intervention may focus on social-skill development, anger-coping skills, impulse control, or behavior management.

g. The entry-level education for a school psychologist is an Education Specialist Degree, which is equivalent to three years of graduate school coursework and experience. As school psychologists come into their jobs already highly trained in data-based decision making, statistics, and research methodology, they are frequently called upon in a school to assist on Learning Teams, with analysis of district assessment results, and to design evaluation of improvement efforts.

h. One of the most valued services provided by school psychologists to school communities is the organization and provision of crisis teams when a school experiences a death or other traumatic event. These services are provided promptly and, at times, continue for several days after the event. These services, which are provided in addition to the usual and ongoing duties of school psychologists, require them to receive special training and support.

i. The Board has already had reports from several efforts initiated by and partially staffed by Psychological Services — the Violence Prevention Program and Problem Solving. In addition, school psychologists also participate in offering the Challenge curriculum (through the Ropes course), Life Skills Programs, Teen Who Care Programs, and Encore (database) development.

4. OFFICE OF SOCIAL WORK, TRANSITION AND PARENT/COMMUNITY SERVICES

a. In 1963, the district began officially to hire school social workers with the hiring of four social workers who were assigned to Student Services. Prior to that time, the district employed truancy officers to address attendance issues. Today there are 128 certified school social workers and 26 school social work assistants constituting a district-wide diverse staff which includes 16 bilingual staff and 8 bilingual assistants. During the 2002-2003 school year, school social workers participated in over 7,000 IEP teams and responded to over 18,000 non-special education referrals (including 570 referrals to address issues for students who are homeless.)

b. The mission of the MPS school social worker is to provide services to students and families, with the primary focus of removing any barriers to academic success. The school social worker is an integral and valued part of the MPS service delivery team for the families and community of the City of Milwaukee.

Direct Services to Children and Parents

c. The Milwaukee Public Schools' school social workers provide social casework services to children and parents, the main goal of which is to assist in finding solutions to problems that interfere with learning and school adjustment.

d. Social workers are assigned to MPS school settings as well as to specialized programs within the district, including the Early Childhood Assessment Team (ECAT), the-School-to-Work Program (STW), residential treatment centers, problem-solving program, and the school-age parent advocacy program. In addition, a number of school social workers provide services to the MPS bilingual population.

e. Social workers' responsibilities include IEP evaluations and the delivery of specific IEP-related mandated services. Social workers participate in the development of the Functional Behavioral Assessment (FBA) and Behavior Intervention Plan (BIP) for individual students, as needed. Social work services and mandated responsibilities also include Section 504 Initial Evaluation team activities and the provision of 504-related services.

f. School social workers provide group work services to children and parents, a form of treatment based on principles of group process as well as classroom and group interventions such as peer mediation, safe child, violence prevention and social skills training.

g. School social workers are active participants on the MPS crisis team, providing crisis intervention on site as requested. school social workers are active members of the Collaborative Support Team (CST) and the Problem Solving Team (PST).

Liaison Services Between Home, School, and Community

h. Visits to parents/guardians in their homes to share information related to educational concerns provides a critical link between the school and the home for many school-related issues.

i. The school social worker maintains critical communication with legal, medical, and social-service agencies regarding school-related problems and serves once again as link between the home, school, and in this case, the medical community.

Collaboration and Consultation with School Personnel and Community Agencies Regarding the Needs and School-Adjustment Problems of Children

j. The MPS Inter-Agency Liaison represents MPS and defines the role of MPS school social workers to other community agencies. This individual links school staff with appropriate community agencies. The Liaison attends the Bureau of Milwaukee Child Welfare Child Abuse Review Team's (CART) and Multidisciplinary Team's (MDT) case staffings and meetings and addresses phone calls and emails received from community agencies (BMCW, FISS, Wraparound and others) to address their questions regarding MPS students or students within MPS.

k. School social workers provide networking and consultation with community agencies regarding services and act as the attendance and homeless liaisons for their respective building-site assignments.

Child Abuse and Neglect

l. Social workers comply with state law in reporting suspected child abuse and neglect, providing ongoing training and support to schools in such matters and maintaining records pertaining to child abuse and neglect cases within each school. School social workers provide in-service training to school personnel yearly on procedures for response to child maltreatment.

Special Education Diagnosis and Programming

m. The Office of Social Work ensures appropriate social work diagnostic services as members of the Individualized Education program team and provides the oversight to assist the principal in ensuring that the school staff implements recommendations for social work services, which are included in a child's Individualized Education Program (IEP).

Attendance-Supportive Services to School Administration Regarding Students' Attendance

n. Office of Social Work provides direct service to children and parents and liaison services between school, home, and the community.

o. School social workers transmit referrals and school reports to community and law enforcement agencies (e.g. District Attorney, Children's Court) concerning truancy, homeless cases, abuse and neglect, and attendance. Two school social workers are presently assigned as District Attorney Liaisons for management and presentation of District Attorney referrals for violations of Wisconsin Statutes on school attendance.

p. School social workers provide supportive services to school administration in locating children who are assigned but not attending school.

q. Two social workers are presently assigned to TABS (truancy-abatement program) serving students at Southside and Northside Boys & Girls Club sites.

r. Two social workers are presently providing services for a community technology center program grant, operating through the Mary Ryan and Irving J. Seher Branches of the Boys and Girls Club. Designed to provide supportive services to MPS pupils who have not achieved the Wisconsin Standards for Proficiency at the end of 8th grade, these workers are assigned to South Division and Washington High Schools.

Reports and Records

s. School social workers prepare written reports to the schools in response to referrals and maintain student case records related to social work services. Social workers prepare statistics and reports as required by MPS administrative policy, the Wisconsin Department of Public Instruction, the Department of Pupil Services, and the Department of Special Services.

Planning and Implementation of Preventive Strategies

t. School social workers provide in-service for school personnel, e.g., regarding child abuse and neglect, suicide prevention, and the mandates of No Child Left Behind Act and the McKinney Vento Act. Services are also provided for parents and students in developing effective parenting skills, human growth and development, drug and alcohol abuse, and family living. Social workers are actively involved in other programs such as Drug Free Schools and Ropes and Challenges.

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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

Parking Lot Reconstruction

A. Douglas Academy

Prime Contractor
Wm. Beaudoin & Sons, Inc.
4435 North 127th Street
Brookfield, WI 53005

Low bidder: base bid of.....$62,789.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	12% WBE	50	20	8	Corporation	3

Funds were allocated for this project from FY03 account code FAR-0-0-980-DA-ECNC (W.O. 2-550649). Project is to begin on June 21, 2004, and is scheduled for completion on August 13, 2004.

Engleburg School

Prime Contractor
Stark Asphalt
11710 West Hampton Avenue
Milwaukee, WI 53225

Low bidder: base bid of.....$59,430.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	32% MBE	43	3	3	Corporation	2

Funds were allocated for this project from FY03 account code FAR-0-0-980-EG-ECNC (W.O. 2-550650). Project is to begin on June 21, 2004, and is scheduled for completion on August 13, 2004.

New Parking Lot

Whittier School

Prime Contractor
Poblocki Paving Corporation
525 South 116th Street
West Allis, WI 53214

Low bidder: base bid of.....$77,212.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% MBE	110	27	7	Corporation	2

Funds were allocated for this project from FY02 account codes FAR-0-0-SPJ-WH-ECNC ($13,286.96) and MJ3-0-0-DFM-WH-EMTC ($63,925.04) (W.O. 2-512630). Project is to begin on June 21, 2004, and is scheduled for completion on August 13, 2004.

Replace Tot Lot

Elm Creative Arts School

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

Sole bidder: base bid of $59,800.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% MBE	35	20	5	Corporation	4

Funds were allocated for this project from FY04 account code FAR-0-0-MM2-EL-ECNC (W.O. 2-623572). Project is to begin on April 12, 2004, and is scheduled for completion on May 28, 2004.

Pool Piping Replacement

Custer High School

Prime Contractor
Faust Co., Inc.
401 North 63rd Street
Milwaukee, WI 53213

Low Bidder: base bid of $35,750, plus $18,900 for Mandatory Alternate Bid #1,
to provide a new concrete surge tank, for a total contract of $54,650.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% MBE	13	1	1	Corporation	1

Funds were allocated for this project from FY02 and FY04 account code FAR-0-0-MM2-CT-ECNC (W.O. 2-512030). Project is to begin on August 9, 2004, and is scheduled for completion on August 27, 2004.

Exterior Window & Door Replacement

Pulaski High School

Prime Contractor
B & D Contractors, Inc.
17020 West Rogers Street
New Berlin, WI 53151

Low bidder: base bid of $1,140,000.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
Yes	10%	79% MBE	23	4	3	Corporation	1

Funds were allocated for this project from FY03 account code FQ2-0-0-QZA-PK-ECNC (W.O. 2-590944). Project is to begin on March 29, 2004, and is scheduled for completion on October 29, 2004.

Steuben Middle School

Prime Contractor
J.F. Cook Co., Inc.
7830 South 10th Street
Oak Creek, WI 53154

Low bidder: base bid of.....$688,658.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
Yes	10%	100% WBE	41	5	6	Corporation	0

Funds were allocated for this project from FY03 account code FAR-0-0-980-SB-ECNC (W.O. 2-590947). Project is to begin on March 29, 2004, and is scheduled for completion on October 29, 2004.

Boiler Replacement

McNair Academy

Prime Contractor
Grunau Company, Inc.
1100 West Anderson Court
Oak Creek, WI 53154

Low bidder: base bid of.....$185,500.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	20% MBE	400	30	40	Corporation	2

Funds were allocated for this project from FY04 account code FAR-0-0-980-MN-ECNC (W.O. 2-596431). Project is to begin on April 5, 2004, and is scheduled for completion on October 1, 2004.

Sixty-fifth Street School

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

Low bidder: base bid of $164,500.00, plus $21,000 for Mandatory Alternate Bid 2, to furnish and install hot water piping serving the boiler room, for a total contract of.....$185,500.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	9% MBE 1% WBE	145	13	9	Corporation	7

Funds were allocated for this project from FY04 account code FAR-0-0-980-65-ECNC (W.O. 2-596433). Project is to begin on April 5, 2004, and is scheduled for completion on October 1, 2004.

Maple Tree School

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

Low bidder: base bid of.....$138,900.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	9% MBE 10% WBE	49	2	4	Corporation	7

Funds were allocated for this project from FY04 account code FAR-0-0-980-MP-ECNC (W.O. 2-596430). Project is to begin on April 5, 2004, and is scheduled for completion on October 1, 2004.

Milwaukee Spanish Immersion School

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

Low bidder: base bid of.....$229,000.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	11% MBE 1% WBE	143	13	9	Corporation	6

Funds were allocated for this project from FY04 account codes FAR-0-0-980-SI-ECNC ($178,130.42) and FAR-0-0-MM2-SI-ECNC ($50,869.58) (W.O. 2-596434). Project is to begin on May 3, 2004, and is scheduled for completion on October 1, 2004.

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The following recommendation is made based on proposals received February 10, 2004:

New Building Additions and Renovations

Division 1 — Luther Burbank School

Division 2 — Grantosa Drive School

Division 3 — Sixty-fifth Street School

Prime Contractor
Voss Jorgensen Schueler Co., Inc.
2000 Bluemound Road
Waukesha, WI 53187

For a combined bid of.....$6,376,096.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	30% MBE 5% WBE	32% MBE 8% WBE	140	6	18	Corporation	25

Funds have been committed from Neighborhood Initiative Accounts as follows:

Project	Account Code.	Amount
Burbank	FAR-0-0-NSI-BK-ECNC	$1,716,244
	FAR-0-0-OSA-BK-ECNC (FY03 and FY04)	$1,087,180 ..... W.O. 2-545420
	Project is to begin on March 31, 2004, and is scheduled for completion on May 6, 2005.	
Grantosa	FAR-0-0-NSI-GT-ECNC	$1,858,111 ..... W.O. 2-545496
	Project is to begin on March 31, 2004, and is scheduled for completion on February 4, 2005.	
Sixty-Fifth St.	FAR-0-0-NSI-65-ECNC	$1,714,561 ..... W.O. 2-545502)
	Project is to begin on March 31, 2004 and is scheduled for completion on February 4, 2005.	

CONSTRUCTION CONTRACTS

Total construction contract dollars awarded.....$9,257,535.00
Total dollars HUB participation $4,294,935.88
% of MBE participation.....33.17
% of WBE participation 13.23
% Minority employees within company.....7.30
% Women employees within company 12.60

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Request is being made for authorization to purchase Lockers:

Division 1 — Pulaski High School

Prime Contractor
JWC Building Specialties, Inc.
722 North Grand Avenue
Waukesha, WI 53186

Second low bidder, for a cost of.....$59,064.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	0	0	14	1	3	Corporation	N/A

Note: Low bidder did not meet specifications.

Funds were allocated for this project from FY04 account code FAR-0-0-MM2-PK-ECNC (W.O. 2-596415). Project is to begin in March 2004 and is scheduled for delivery on or before June 21, 2004.

Division 2 — Malcolm X Academy

Prime Contractor
JWC Building Specialties, Inc.
722 North Grand Avenue
Waukesha, WI 53186

Second low bidder, for a cost of.....$59,064.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	0	0	14	1	3	Corporation	N/A

Note: Low bidder did not meet specifications.

Funds were allocated for this project from FY04 account code FAR-0-0-MM2-MX-ECNC (W.O. 2-596414). Project is to begin in March 2004 and is scheduled for delivery on or before June 21, 2004.

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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.

Milwaukee High School of the Arts

Prime Contractor
Siemens Building Technologies Inc.
135 West Wells Street
Milwaukee, WI 53203

For a cost of.....$121,800.00

Funds were allocated for this project from FY03 account code FAR-0-0-MM2-MH-ECNC (W.O. 2-552756). Project is to begin in January 2004 and is scheduled for completion on April 2, 2004.

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Request is being made for authorization to enter into contract negotiations for architectural services for the following projects:

Lancaster — Neighborhood Schools Initiative

Firm Name
Tavarez and Associates, Inc.
4465 North Oakland Avenue
Shorewood, WI 53211

For a cost not to exceed.....$135,876.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
Yes	30% MBE 5% WBE	75% MBE 15% WBE	7	3	1	Corporation	4

Funds have previously been committed for this project from Neighborhood Schools Initiative account code FAR-0-0-NSI-LA-ECNC (W.O. 2-545498).

Robinson Middle School — Neighborhood Schools Initiative

Firm Name
Eppstein Uhen Architects
333 East Chicago Street
Milwaukee, WI 53202

For a cost not to exceed.....$230,500.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	30% MBE 5% WBE	30% MBE 5% WBE	121	12	42	Corporation	4

Funds have previously been committed for this project from Neighborhood Schools Initiative account code FAR-0-0-NSI-RB-ECNC (W.O. 2-647399).

Steuben Middle School/Milwaukee French Immersion School Relocation

Firm Name
Eppstein Uhen Architects
333 East Chicago Street
Milwaukee, WI 53202

For a cost not to exceed.....$166,560.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% M/WBE	121	12	42	Corporation	3

A portion of the FY04 High School Reform funds will be reallocated to this project (FAR-0-0-MRP-FI-ECNC). The FY04 High School Reform funds will not be expended until the FY05 budget year. In FY05, the High School Reform account will be increased by this amount and the Milwaukee French Immersion Relocation project will be decreased by this amount to rectify this expenditure.

Professional Service Contracts

Total professional service contract dollars awarded.....$532,936.00
Total dollars HUB participation $219,619.40
% of MBE participation.....32.10
% of WBE participation 5.99
% of M/WBE participation.....3.13
% Minority employees within company.....18.41
% Women employees within company 29.65

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 Extend the Contract to Upgrade the Facilities & Maintenance Services' Work Order and Environmental Systems

The Administration requests authorization to extend a contract with Cain and Company to upgrade the Facilities & Maintenance Services Work Order and Environmental systems in order to allow the District to make improvements to the cost-accounting system and to comply with regulations regarding asbestos removal by developing a system to track locations with asbestos.

Due the expertise required to effect the necessary changes to the above systems, and given that this is a continuation of work already begun, the Procurement Division has approved a sole-source waiver for this engagement per Administrative Policy 3.09.

The original contract, which was for $32,000, was extended for $16,000. The current extension, which will cover the period 4-1-04 through 6-30-05, will not exceed $180,000. The budget code to be charged is TCC00TC4-ECTS (TEACH grant — 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

B-5355 Authorization to Award a Bid for Athletic Equipment Cleaning & Repair

The Administration recommends awarding bid B-5355 for athletic equipment cleaning and repair to Athletic Equipment Repair Corp. Of the three vendors who responded, Athletic Equipment Repair Corp was the only vendor certified by the National Athletic Equipment Reconditioners Association to repair football, baseball, and softball helmets and pads. This vendor is also a member of the National Operating Committee on Standards for Athletic Equipment, which certifies skills necessary to recondition athletic equipment.

This bid has an approximate value of $115,000. Purchase Requisitions will be initiated several times throughout the year by the MPS Athletic Division. The budget code to be charged is ATH00IATDW- EUNC (athletic equipment cleaning). This is a one-year agreement with the option of two annual extensions based upon mutual agreement.

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-435 Authorization to Enter into Non-Exclusive Contracts with Vendors of Art Equipment and Supplies

In October and December 2003, the Board authorized the Administration to enter into non-exclusive contract with vendors of products and services previously provided by the MPS warehouse, which was closed on December 31, 2003. These non-exclusive contracts provide schools and departments with potential sources of products and services if they elect not to make purchases through the Central Services Purchasing Office.

The Administration is now requesting authorization to enter into the same type of contract with vendors of art equipment and supplies. An RFP was issued requesting information on pricing and delivery. The following three vendors were ranked the highest by an evaluation team that included experts in the area of art equipment and supplies: Nasco, Sax, and Corporate Express.

Contracts are to be non-exclusive in that schools and departments are free to use other vendors. No dollar amount is included in the contracts as there is no guaranteed minimum amount of business to any vendor. Rather, the names of these vendors would be supplied to schools and departments with the understanding that the vendors have agreed to provide discounted pricing and free delivery to MPS entities. The contract period is April 1, 2004, through December 31, 2004, with the option of two additional one-year extensions based on mutual acceptance.

Action on this item does not authorize expenditures. Purchases made under these contracts would be charged to the equipment and supply accounts of the schools and departments making them.

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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-5350 Authorization to Award a Bid for Panel Trucks

The Administration recommends awarding bid B-5350 for four panel trucks to the lowest bidder, Holz Motors of Milwaukee. Five vendors responded to the bid, with Holz providing the lowest bid. The total amount of the award is $58,116. The budget code to be charged is MTN00VRPNL-ERVH (maintenance — replacement vehicles).

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-5353 Authorization to Award a Bid for Pickup Trucks

The Administration recommends awarding bid B-5353 for six pickup trucks to the lowest responsive bidder, Hiller Ford of Milwaukee. Five vendors responded to the bid. Lynch Truck Center entered the lowest bid at $103,200, but included an incorrect engine size. Hiller bid $109,620 and met all of the specifications. The total amount of the award is $109,620. The budget code to be charged is MTN00VRPNL-ERVH (maintenance — replacement vehicles).

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

Report of Revenues and Expenses and the Expenditure Control Report

A. Revenues

Below is a summary of revenues as of January 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	$256,444,240	$495,788,962	$461,808,612	52%
Categorically Aided	152,003,558	31,138,335	183,141,893	29,305,422	66,802,861	116,339,032	36%
School Nutrition	29,360,066	789,428	30,149,494	4,283,436	10,474,113	19,675,381	35%
Construction	35,787,377	32,855,230	68,642,607	11,646,840	12,328,788	56,313,819	18%
Extension	10,179,058	703,927	10,882,985	8,050,080	9,067,545	1,815,440	83%
Total All Funds	$1,135,619,544	$114,795,009	$1,250,414,553	$309,730,018	$594,462,269	$655,952,284	48%

B. Expenditures.

Below is a summary of expenditures as of January 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	$86,374,339	$523,441,108	$434,156,466	55%
Categorically Aided	152,003,558	31,138,335	183,141,893	21,541,160	103,411,927	79,729,966	56%
School Nutrition	29,360,066	789,428	30,149,494	3,964,977	17,214,802	12,934,692	57%
Construction	35,787,377	32,855,230	68,642,607	2,744,835	53,106,333	15,536,274	77%
Extension	10,179,058	703,927	10,882,985	663,900	5,325,907	5,557,078	49%
Total All Funds	$1,135,619,544	$114,795,009	$1,250,414,553	$115,289,211	$702,500,077	$547,914,476	56%

[1]Represents Board-approved transfers during fiscal year 2004 and appropriations for purchases encumbered in fiscal year 2003.

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 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
Carleton	CESA #1	$1,500	Student Incentives, Awards Programs, and 5th-grade graduation
Congress	Sparks Computerized Car Care	$125	Airplane Club
Congress	Joy True	$200	Teaching instruments for new teacher (classroom supplies)
Congress	Dr. Spence and Joanne Korte	$400	Purchase coats for students
Congress	Joseph Bruile	$800	Gateway hard drive, monitor, and printer (classroom use)
Craig	Herbert Kohl	$200	Teacher Staff Development
Curtin	Sue Elias	$25	Classroom use
Curtin	P.T.A.	$2,000	School sign fund
Hartford	R. Sindic	$100	Madison field trip
Milwaukee German Immersion	German Immersion Foundation	$1,440	Funding for German storyteller
MHSA	Quarles & Brady	$500	Fund orchestra needs
MHSA	U.A.W.	$300	Brothers of Kwanza needs
MHSA….	Quad/Graphics (for Gary Lundberg)	$800	MHSA needs

MPS	H and R Block	$6,458	40th Biennial Music Festival
MPS Division of Technology	Kevin Tucker	$5,000	Used Mitel PBX parts
MPS Trade and Technical Education	Anonymous	$35	Digital Camera (contest prize)
MPS (WYMS Radio Station)	Quad Graphics Community Fund	$1,000	Donation to MPS Radio Station (WYMS)
MPS (WYMS Radio Station)	Denis and Nancy Jaeger	$50	Donation to MPS Radio Station (WYMS)
MPS (WYMS Radio Station)	Russell Krueger	$25	Donation to MPS Radio Station (WYMS)
MPS (WYMS Radio Station)	Mary Hunt	$100	Donation to MPS Radio Station (WYMS)
MPS (WYMS Radio Station)	Michael Bootzin	$200	Donation to MPS Radio Station (WYMS)
MPS (WYMS Radio Station)	Paulette	$2	Donation to MPS Radio Station (WYMS)
MPS (WYMS Radio Station)	Richard Hirschboeck	$100	Donation to MPS Radio Station (WYMS)
MPS (WYMS Radio Station)	Robert and Evelyn Kuhn	$50	Donation to MPS Radio Station (WYMS)
MPS (WYMS Radio Station)	Arthur J. Laskin	$300	Donation to MPS Radio Station (WYMS)
WCLL	Northwestern Mutual Foundation	$500	8th-grade class trip

Committee's Recommendation

Your Committee recommends that the Board authorize the contracts and purchases as listed and accept the donations as listed, with appropriate acknowledgment to be made on behalf of the Board.

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

* * * * *

(Item 2) Action on Monthly Personnel Matters: Approval of Classified Personnel Transactions; Approval of Certificated Personnel Transactions; Approval of Leaves of Absence; Report on Resignations; and Affirmative Action Report

Classified Personnel Transactions

Name and Assignment	Position and Salary	Date
	APPOINTMENTS	
Christopher Domack School Nutrition	School Kitchen Manager Trainee $15,570.32/yr.	02-04-04
Adesegn Garry School Nutrition	School Kitchen Manager Trainee $15,570.32/yr.	02-04-04
Darlene Roach School Nutrition	School Kitchen Manager Trainee $15,570.32/yr.	02-04-04
David Solik-Fifarek Pupil Transportation Services	Transportation Assistant-Technical $40,461.72/yr.	03-22-04
Shirley Turner Dept. of Technology	Sr. Programmer/Analyst $61,368.32/yr.	03-01-04

Marilyn Virgil School Nutrition	School Kitchen Manager Trainee $15,570.32/yr.	02-04-04

PROMOTIONS

Christine Albin South Division	School Kitchen Manager III $27,065.93/yr.	02-02-04
David Armour Malcolm X	Information Specialist $30,310.02/yr.	03-01-04
Dale Chapman South Division	Central Kitchen Manager I $27,065.93/yr.	02-17-04
Gloria Gonzalez Bilingual Multicultural Ed	Bilingual Community Liaison $30,000.00/yr.	03-08-04
Shaun Newton Washington	Boiler Attendant Trainee $27,387.62/yr.	02-16-04
Teresa Ramos Burroughs	School Secretary II $32,703.13/yr.	02-16-04
Theresa Williams Hopkins	School Kitchen Manager II $20,946.76/yr.	06-10-03

CHANGES IN STATUS

Carol Berres Wheatley	School Kitchen Manager II $24,043.71/yr.	02-10-04
Susan Musil Riverside	School Secretary I $31,510.70/yr.	03-09-04
Peggy Schaff Alcott	School Secretary I $13,224.00/yr.	03-22-04

Approval of Certificated Appointments

Code	Teachers	Division	Salary	Yrs. Exp. Credit	Start Date
r	Angela N. Botka English	B	$31,299.00	2	03/01/04
r	Rebecca A. Climack Elementary Education	B	$29,224.00	0	020/2/04
nr	Brian R. Debelak Technical Education	B	$29,224.00	0	020/9/04
r	Margaret A. Dickinson PreK – Grade 6	B	$29,224.00	0	02/16/04
a,r	Jerry D. Gray Alternative Education/ Political Science	B	$38,214.00	7	02/23/04
r	Sarah E. Haeuser PreK – Grade 3	B	$29,224.00	0	02/16/04
nr	Jeanna C. Hill Science	B	$29,224.00	0	01/28/04
nr	Nicole A. Jakubiak PreK – Grade 3	B	$29,224.00	0	02/05/04
r	Alexander F. Kummerow English	B	$29,224.00	0	02/02/04

a,r	April R. Mackey Elementary Education	B	$31,674.00	0	08/28/03
nr	Richard A. Melcher Mathematics	B	$29,224.00	0	02/04/04
r	Karen M. Olson K 5/PreK-Grade 3	B	$29,224.00	0	02/18/04
r	Kelly J. Snyder Upper Elementary	B	$29,224.00	0	020/9/04
nr	Jolene M. Waterstraat Upper Elementary	B	$29,224.00	0	02/03/04

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, 2004:		
Annie Coleman	Day-to-Day	January 28, 2004
John Eisenhauer	Maple Tree	February 4, 2004
Gail Halloran	Muir	March 3, 2004
Kathryn Joys	McNair	December 16, 2003
Barbara Reiss	Meir	March 17, 2004
Edward Ross	Day-to-Day	January 9, 2004
Extension of Illness Leave, to June 17, 2004:		
Terry Carter	Leave	February 2, 2004

Report on Resignations

Name	Position	Effective Date
Jeffrey B. Arnold	Teacher	06/17/04
Marvin Bell	Teacher	08/22/04
Judith Branson	Teacher	06/17/04
Elieser Burgos	Teacher	03/26/04
Joyce A. Cullen	Teacher	02/17/04
Emanuel O. Daniels Jr.	Teacher	06/22/04
Thomas E. Eltrich	Teacher	06/17/04
Natalie R. French	Teacher	06/22/04
Margaret L. Hollmon	Teacher	06/17/04
Elterine Jankowski-Biggers	Teacher	06/17/04
Mary L. Johnson	Teacher	06/17/04
Charles A. Koch	Teacher	01/20/04
Frederick R. Kyles	Teacher	04/02/04
Evelyn S. Lee	Teacher	06/17/04
Dorothy M. Massie	Teacher	06/17/04
Georgia N. McCanna	Teacher	06/17/04

Christopher J. Molnar	Teacher	02/13/04
Judy D. Moore	Teacher	03/11/04
Robert G. Neureuther	Teacher	06/17/04
Susan M. O'Keane	Teacher	06/17/04
Helen R. Rent	Soc. Worker	03/02/04
Roy R. Robertson	Principal	07/01/04
Kathryn D. Rooney	Teacher	02/27/04
John C. Rushing	Teacher	06/22/04
Larry M. St. Laurent	Teacher	06/17/04
Thomas C. Scharnek	Teacher	02/04/04
Susan Simkowski	Specialist	03/15/04
Michael Sosinski	Teacher	02/01/04
Melissa L.E. Werner	Teacher	03/19/04
Max W. Walker	Teacher	06/17/04
Dianne M. Whitaker	Teacher	02/09/04

Correction Feb 2004 Report on Resignations Accepted

Cecil Austin	Teacher	02/27/04

Affirmative Action Report

The Affirmative Action Report for February 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, and leaves of absence as listed.

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

* * * * *

(Item 3) Action on and Approval of the Proposed Second Stage of the District's Reorganization of Central Services

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 (Attachment A, included in the minutes of your Committee's meeting).

3. Upon review of the first stage 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. The second stage of the district's reorganization continues to achieve the effect of a greater reduction in the layers of bureaucracy.

4. Leadership capabilities, adjustments based on function and not on funding, and organizational design should provide the foundation on which decisions relative to the organizational design of a district are made. This is a research-based approach that allows *good* organizational designs to become *great.*

Please note that, subsequent to the formulation of the report of the Committee on Finance/Personnel, the Administration has requested that this section be withdrawn:

5. In order to achieve greater efficiency and effectiveness of operations, the Department of Recreation and Community Services will be reorganized into two components: the Division of Recreation Operations will report to the Chief Financial Officer, while a new component focusing on and titled the Division of Extended Day Academic Support will be created within the Office of Academic Excellence, reporting to the Director, Office of Academic Excellence (Attachment B, included in the minutes of your Committee's meeting).

6. The academic support component will include Community Learning Centers (CLCs), District-wide tutoring initiatives, supplemental services, and health, physical education, and Drug Free Schools. Under the current organization, academic support services are provided out of three separate offices.

7. Functions within the Division of Recreation Operations will remain the same, with the exception of the oversight of Community Learning Centers and Safe Places, which will be moved to the Division of Extended Day Academic Support.

8. Bilingual and early childhood programs will be under the direction of the Chief of Pupil Services. This transfer from the Office of Academic Excellence achieves the effect of aligning the functions to the leader, achieving the desired result of increased efficiency and effectiveness of operations. Many aspects of the bilingual and early childhood programs have special-education, bilingual-education, and pupil-service components and compliance requirements (Attachment C, included in the minutes of your Committee's meeting).

9. As implementation of the Special Education Oversight Action Plan (SOAP) continues, servicing the needs of English Language Learners (ELL) special education needs students will continue to be emphasized during the 2004-05 school year. The inclusion of the Division of Bilingual Multicultural Education within the Office of Pupil Services will provide for better coordination with the Department of Special Services, also located within Pupil Services.

10. No Child Left Behind (NCLB) and compliance issues associated with ELL, particularly for special education students, will be better coordinated with additional aspects under the purview of Pupil Services.

11. The reorganization will allow the Office of Pupil Services to work more directly with the Division of Bilingual Multicultural Education to explore new and innovative, research-based practices that exist across the nation relative to ELL students, including those with special education needs.

12. The Parent Information Center will now house a staff member that is bilingual Hmong/English, currently housed in the Division of Bilingual Multicultural Education. This will add another feature to the services offered to our ELL parents, students, and community members.

13. The Director of the Division of Student Services and the Parent Information Center will be responsible for the leadership, planning, and day-to-day operations of the Division of Student Services and the Parent Information Center and will report directly to the Chief of Pupil Services. In addition, the Director of the Division of Student Services and the Parent Information Center will resume oversight of the Parent Center, including all parent-involvement activities, District Attorney referrals, Homeless Education, and TABS. The position exists within the budget.

14. The Chief of Academic Excellence position is eliminated. In its stead the Director, Office of Academic Excellence, is reinstated. This position, which will be responsible for the program development, leadership, planning, and day-to-day operations for the Office of Academic Excellence, will report directly to the Superintendent.

15. T.he Chief Administrative Officer position is eliminated, with the Department of Administrative Accountability reporting directly to the Superintendent. The position of Executive Director, Office of Human Resources, is reinstated. These adjustments achieve the effect of a greater reduction in the layers of bureaucracy.

Strategic Plan Compatibility Statement

16. This request is consistent with the Board goals of student achievement and high standards and accountability. This reorganization optimizes the district's human and fiscal resources by refocusing services to be more accountable to the classroom.

Statute, Board Policy or Rule Statement

17. Policies 2.03, Administrative Organization Plan, and 2.04, Superintendent's Cabinet, are being brought forth for revision in conjunction with this item.

Implementation and Assessment

18. The second stage of the district's reorganization of Central Services will be implemented upon adoption by the Board.

Fiscal Impact Statement

19. This item authorizes expenditures for the newly created positions in accordance with the adopted salary schedule. The estimates contained in the recommendation are based on the mid-point of the pay grade.

Re-titled positions would require reclassification. Positions requiring reclassification will become part of the ongoing compensation study. It is expected that these reclassifications will result in decreases rather than in increases. Once completed, this information will be shared with the Board for approval.

Committee's Recommendation

Your Committee recommends that the Board adopt the second stage of the district's reorganization of Central Services, including the primary areas and functions as listed below:

Title	Pay Grade	FTE Added	FTE Deleted	Estimated Salary (midpoint of range)
Chief Academic Officer	17		-1	($99,695)
Chief Administrative Officer	17		-1	($99,695)
Director, Office of Academic Excellence	16	+1		$94,947
Executive Director, Office of Human Resources	16	+1		$94,947

Director Hardin moved that the Board consider items 3, 4 and 5 together as a single item.

The motion prevailed, the vote being as follows:

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

Noes—None.

The Board Clerk advised the Board that the administration had requested to withdraw items 5, 6 and 7 from the report, as indicated above.

Director Hardin moved that the Board adopt the Committee's recommendation, with the deletion of items 5, 6 and 7.

The motion prevailed, the vote being as follows:

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

Noes—None.

* * * * *

(Item 4) Action on the Revision of Administrative Policy 2.03, Administrative Organization

Administration's Analysis

1. On October 29, 2002, the Administration presented to the full Board the first stage of a proposed reorganization plan. It was unanimously approved by the Board, with the understanding that subsequent adjustments to the organizational structure would occur in stages.

2. Once the Board approved the first stage of the reorganization plan, it was necessary to revise Administrative Policy 2.03, Administrative Organization Plan, and Administrative Policy 2.04, Superintendent's Cabinet.

3. On February 27, 2003, the Administration presented to the full Board a revision of Administrative Policy 2.04. It was unanimously approved by the Board.

4. Revision of Administrative Policy 2.03, Administrative Organization, must still be carried out to align policy to current practices by supporting effective and efficient operations through the deployment of human resources in accordance with the first and second stages of the reorganization plan. The first stage of the reorganization plan organized Central Services into four major functional areas: Office of Pupil Services, Office of Academic Excellence, Office of Human Resources, and Office of Finance and Operations. This structure remains in place for the second stage of the reorganization, which is being brought forward at this time.

5. In order to achieve greater consistency and coordination, the Administration is bringing forth revisions to Administrative Policy 2.03, Administrative Organization Plan, and Administrative Policy 2.04, Superintendent's Cabinet, in conjunction with the second stage of the reorganization plan.

Strategic Plan Compatibility Statement

6. The Administration's recommendation supports the MPS Strategic Plan, Goal 1, student achievement; Goal 2, student success in further education and employment; and Goal 3, family satisfaction, as measured by their choices in the education marketplace.

Policy or Rule Statement

7. This item recommends revisions to Administrative Policy 2.03, Administrative Organization.

Statute, Board Policy or Rule Statement

8. Policies 2.03, Administrative Organization Plan, and 2.04, Superintendent's Cabinet, are being brought forth for revision in conjunction with the second stage of the reorganization plan.

Implementation and Assessment

9. Upon approval by the Board, the revisions indicated in Administrative Policy 2.03, Administrative Organization, will be made. This will align policy with the first stage of the reorganization plan, which was approved in October 2002, as well as with the second stage of the reorganization plan, which is being brought forth in conjunction with this item.

Fiscal Impact Statement

10. This item does not authorize expenditures. There is no cost associated with revising this policy.

Committee's Recommendation

Your Committee recommends that the Board approve the following changes to Administrative Policy 2.03, Administrative Organization:

2.03: ADMINISTRATIVE ORGANIZATION PLAN

(1) The legal authority of the Board is transmitted through the school system's ~~seven~~ four major ~~departments~~ offices under the authority and responsibility of the Superintendent and through the Office of Board Governance under the authority and responsibility of the Director of the Office of Board Governance/Board Clerk.

(a) The ~~seven~~ four ~~departments~~ major offices headed by the Superintendent are as follows:

- ~~Department of Leadership Services~~
- ~~Department of Business Services~~
- ~~Department of Educational Services~~ Office of Academic Excellence
- ~~Department of Finance~~ Office of Finance and Operations
- Office of Pupil Services
- ~~Department~~ Office of Human Resources
- ~~Department of Technology Services~~
- ~~Department of Recreation and Community Services~~

(b) The four service areas headed by the Director of the Office of Board Governance/Board Clerk ~~includes the functions of the Board Clerk, Parent Information Center, and the Division of Small Community Schools.~~ are as follows:

- Board/Board Member Services
- Clerk Services
- Information/Service Coordination
- Audit/Program Review.

(2) Administrative authority is passed along specific paths as shown in the Board-approved organizational chart of the school system. The lines of authority on the chart represent direction of authority and responsibility and shall be regarded as visual representations of policy.

(3) Any major change in the administrative organization plan of the Milwaukee Public Schools and/or the elimination and creation of positions shall require Board approval.

(4) The organizational structure of the school district and position titles are updated each year by Board adoption of the annual budget.

Director Hardin moved that the Board adopt the Committee's recommendation.

The motion prevailed, the vote being the same as that preceding:

Ayes—8; Noes—0.

* * * *

(Item 5) Action on a Revision of Administrative Policy 2.04, Superintendent's Cabinet

Administration's Analysis

1. On October 29, 2002, the Administration presented to the full Board the first stage of a proposed reorganization plan. It was unanimously approved by the Board, with the understanding that subsequent adjustments to the organizational structure would occur in stages.

2. Once the Board approved the first stage of the reorganization plan, it was necessary to revise Administrative Policy 2.03, Administrative Organization Plan, and Administrative Policy 2.04, Superintendent's Cabinet.

3. Revision of Administrative Policy 2.04 was necessary to align all cabinet positions and titles within the confines of the four major functional areas as presented in the initial reorganization plan. In addition, this revision aligned policy with current practices by supporting effective and efficient operations through deployment of human resources in accordance with the reorganization plan.

4. On February 27, 2003, the Administration presented to the full Board revision of Administrative Policy 2.04. It was unanimously approved by the Board.

5. The second stage of the reorganization plan is being brought forth at this time, resulting in additional changes to Administrative Policy 2.04.

6. In order to achieve greater consistency and coordination, the Administration is bringing forth revisions to Administrative Policy 2.03, Administrative Organization Plan, and Administrative Policy 2.04, Superintendent's Cabinet, in conjunction with the second stage of the reorganization plan.

Strategic Plan Compatibility Statement

7. The Administration's recommendation supports the MPS Strategic Plan, Goal 1, student achievement; Goal 2, student success in further education and employment; and Goal 3, family satisfaction, as measured by their choices in the education marketplace.

Board Policy or Rule Statement

8. This item recommends revisions to Administrative Policy 2.04, Superintendent's Cabinet.

Statute, Board Policy or Rule Statement

9. Policies 2.03, Administrative Organization Plan, and 2.04, Superintendent's Cabinet, are being brought forth for revision in conjunction with the second stage of the reorganization plan.

Implementation and Assessment

10. Upon approval by the Board, the revisions indicated in Administrative Policy 2.04, Superintendent's Cabinet, will be made. This will align policy to the second stage of the reorganization plan, which is being brought forth in conjunction with this item.

Fiscal Impact Statement

11. This item does not authorize expenditures. There is no cost associated with revising this policy.

Committee's Recommendation

Your Committee recommends that the Board approve the following changes to Administrative Policy 2.04, Superintendent's Cabinet:

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, ~~Office~~ 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
- ~~Chief, Office of Administrative Services~~
- Executive Director, Office of Human Resources
- ~~Director, Department of Human Resources~~
- Director, Division of Benefits and Insurance Services
- Director, Division of Labor Relations
- Chief, Office of Finance and Operations
- ~~Director, Department of Finance~~
- Director, Division of Facilities and Maintenance
- Director, Division of School Business Services
- Director, Division of ~~School/Community~~ Recreation Operations
- Director, Division of Technology
- ~~Director, Technology Operations~~
- ~~Chief, Office of Academic Excellence~~
- Director, ~~Department of Educational Programs~~ Office of Academic Excellence
- Director, Division of Teaching and Learning
- Director, Division of Extended Day Academic Support
- 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
- 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.

Director Hardin moved that the Board adopt the Committee's recommendation, reinserting Director, Division of School/Community Recreation and deleting both the Director, Division of Recreation Operations and the Director, Division of Extended Day Academic Support.

The motion prevailed, the vote being the same as that preceding:

Ayes—8; Noes—0.

* * * *

(Item 6) 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)	Hughes George	Director, Div. of Student Services & Parent Information Center	Schedule IIIE, Range 14A $95,538.00
5(r)	Kimberley LaMothe	Compensation Specialist Office of Human Resources	Schedule III, Range 10A $68,200.00
4(r)	Olivia Buenrostro Soto	Manager, Student Assignment Office of Pupil Services	Schedule III, Range 9A $55,055.00
4(r)	Mary Martin	Manager, Student Assignment Office of Pupil Services	Schedule III, Range 9A $55,055.00
5(r)	Dena Radtke	Manager, Student Assignment Office of Pupil Services	Schedule III, Range 9A $79,942.00

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

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

* * * * *

(Item 7) Action on Resolution 0304R-025 by Director Hardin Regarding the Student Enrollment Process

Background

At its meeting on December 16, 2003, the Board referred Resolution 0304R-025 by Director Hardin to the Committee on Finance and Personnel.

WHEREAS, MPS is responsible for educating all of the children in our community; and

WHEREAS, Parents should have the right of a fair chance to place their children in the schools of their choice; now, therefore, be it

RESOLVED, That the Board direct the Administration to analyze and develop a plan of implementation to require every school to enroll all students who apply for enrollment in that school, unless the school is either full or beyond the second year in a language-immersion program; and be it

FURTHER RESOLVED, That the Administration be directed to bring this plan back to the Board for approval no later than the March 2004 Board cycle.

Administration's Analysis

1. The Milwaukee Board of Directors has encouraged schools to design and implement site-specific programs that better meet the needs of students. Providing parents and guardians with opportunities to decide which public school best meets the needs of their children is key to the efforts of the Milwaukee Public Schools (MPS) to increase customer satisfaction and parental involvement, to provide different learning environments, and to encourage schools to be unique and academically successful.

2. On August 27, 1997, the Board adopted Resolution 9798R-003, regarding the development of admission standards for Fall 1998 for MPS high schools. The recommendation was that all high schools be authorized to develop admission standards for fall 1998 enrollment. In applying these standards, it was noted that the high schools may not discriminate on race, disability, gender, religion, or national origin, etc., except to the extent that such distinctions are needed for the school to meet the MPS Standards for Racially Balanced Schools.

3. During the September 29, 1999, Board meeting, middle schools were afforded the opportunity to participate in the early admission process if they identified a curriculum focus for the school. The admission requirements for the process were:

a. priority assignment to be given to students who have 90% or better attendance;

b. attendance at an orientation session by students, parents or guardians, or other adults;

c. completion of a questionnaire or application based on the school's focus.

4. It was noted that representatives from school councils, principals, Leadership Specialists, and staff from Student Services were to design the instrument.

5. The Board required that any entrance-level requirements developed ensured that they do not unintentionally or intentionally discriminate against students based on race, disability, gender, religion, or national origin, etc.

6. On August 24, 2000, the Board adopted the Neighborhood School Initiative (NSI) in an effort to provide opportunities for as many students as possible to receive an education in their neighborhoods and to reduce transportation.

7. During the adoption of NSI, the issue of high student mobility, which impedes the efforts of the MPS to educate youth, was raised. As a result, the Student Mobility Task Force was formed.

8. On April 28, 2003, the Office of Pupil Services requested a review of entrance-level requirements from the City Attorney's Office. This request is still pending.

9. During the 2003-2004 enrollment periods, 96.6% of the parents participating in the three-choice processes received one (1) of their three (3) choices (see Attachment A, included in the minutes of your Committee's meeting).

10. Early enrollment data for the 2004-05 school year indicate that 65% (2,377) of the students applying for early admissions received their high schools of choice. The high-school wait list consists of 1,271 students (see Attachment B, included in the minutes of your Committee's meeting).

11. Early enrollment data for the 2004-05 school year indicates that 96% (1,665) of the students applying for early admissions received their middle schools of choice. The middle-school wait list consists of 72 students (see Attachment B, included in the minutes of your Committee's meeting).

Strategic Plan Compatibility Statement

12. The recommendations support MPS Strategic Plan, Goal 1, to improve Student achievement; Goal 2, to improve student success in further education and employment; and Goal 3, to improve family satisfaction, as measured by their choices in the education market place.

Statute, Board Policy or Rule Statement

13. This item is consistent with Board policy.

Fiscal Impact Statement

14. This item does not authorize expenditures; however, it should be noted that during the early enrollment period for the 2004-05 school year, cost encumbered by the schools totaled $36,000. These costs only included duplicating, mailing, and translation of documents.

Implementation and Assessment Plan

15. The implementation of the new school-selection periods will be effective for the Fall of 2004 and does not require any changes or modifications to current policies.

16. Once the City Attorney's opinion relative to entrance-level requirements is obtained, a review of current policies will take place and any recommended changes or modifications will be provided to the Board for approval.

Committee's Recommendation

1. Your Committee recommends that the Board approve the following:

    a. The combination of the current early admissions and three-choice processes into one, reducing the current six enrollment periods to four (see Attachments C and D, included in the minutes of your Committee's meeting);

    b. The decrease in the number of enrollment brochures (Early Admissions and *Directions*) that need to be produced and mailed from two to one, allowing for a cost savings for schools and the district. The Administration will ensure that brochures are made available to all Milwaukee households with school-aged children;

    c. October 11, 2004, through November 26, 2004, as the tentative first enrollment period. This time-period still allows schools a timeframe in which they can address all of the current issues associated with student enrollment and entrance-level requirements and standards, as well as other types of issues that schools must address (e.g., staffing, scheduling of student assessments, development of student and staff schedules).

    d. During the second enrollment period, assignment of students not participating in or not receiving an assignment through the early admissions or three-choice student-assignment process to their attendance-area schools. If the attendance-area school is full, the student will be assigned to the next nearest school. Citywide schools with space will also be available as an option for students during the second enrollment period, which will take place from January 4, 2005, through January 25, 2005. Students that are identified as "must move" will also receive their assignments during this time;

    e. The Chapter 220 enrollment period's taking place during the second enrollment period, thus mitigating confusion relative to suburban students' receiving preference over Milwaukee residents;

    f. As is the current practice, inclusion of the open-enrollment dates in the informational booklet sent home to parents. This enrollment period, which is established by state standards, begins on the first Monday in February and ends on the third Friday in February.

    g. The third enrollment period's taking place from March 14, 2005, through April 29, 2005. Appeals, reassignments, and new and returning student enrollments will be the focus of this enrollment period.

h. The summer enrollment period of the No Child Left Behind-Schools in Need of Improvement tentatively taking place from May 16, 2005, through August 19, 2005. This enrollment period will address the enrollment needs of new and returning students, as well as students that wish to appeal their most current assignment.

2. The changes recommended will decrease student mobility and increase the number of students attending their neighborhood schools.

3. Student Services will create a committee that will review current entrance level requirements to ensure that any changes or modifications that have taken place after the initial implementation do not discriminate (intentionally or unintentionally) on disability, race, gender, national original, etc. This committee, which will also review any recommended changes to current practices., will include representatives from schools, parents/guardians, students, community members, Central Services personnel, and the City Attorney's office.

4. The committee will make recommendations relative to student recruitment and retention, to ensure that all students are afforded equal access to all schools.

5. Once the City Attorney opinion relative to entrance level requirements is obtained, a review of current policies will take place and any recommended changes or modifications will be provided to the Board for approval.

6. This committee will also make recommendations relative to the student appeals process.

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

* * * * *

(Item 8) Report and Possible Action on Resolution 0304R-029 by Director Hardin to allow Traditional and Instrumentality Schools to Retain Rent Proceeds Generated From the Lease of Space Within School to Non-Instrumentality Charters

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

Background

At its meeting on January 29, 2004, the Board referred Resolution 0304R-029 by Director Hardin to the Committee on Finance/Personnel:

WHEREAS, The Milwaukee Public Schools district serves a diverse population and has chosen to charter schools to increase student choice within MPS; and

WHEREAS, The district contracts with both instrumentality and non-instrumentality entities for charter schools; and

WHEREAS, Instrumentality charter schools, being located in MPS buildings, receive no funds in their budgets for facilities costs; and

WHEREAS, Non-instrumentality charter schools usually lease space in non-MPS-owned facilities and are, therefore, allocated funds for facilities costs; and

WHEREAS, Many of the non-instrumentality charter schools are incurring a much greater cost related to facilities than are the instrumentality charter schools; and

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, From time to time, MPS phases out programs, leaving the district with empty buildings; and

WHEREAS, Empty buildings become safety hazards and pose greater insurance liabilities; and

WHEREAS, As part of the Facilities Plans and Specifications for the district, Administrative Policy 5.01, Facilities, section 3(a)(3), states that existing school and community groups should be used as much as feasible in facilities planning, with each constituency responsible for selecting its participants; 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 offer available lease space in MPS facilities to non-instrumentality schools, with the MPS facility, as the host school, to receive funds generated from the lease agreement with the non-instrumentality charter school back into its budget for use in the classroom.

Administration's Analysis

1. The Milwaukee Public Schools owns or maintains more than 160 school facilities. Historically, most school buildings have contained a single educational entity. As part of the District's decentralization plan, beginning in 1997, costs associated with the annual physical infrastructure of school buildings — including utilities (heating, electrical, sewer, and water costs), building janitorial staff salary and benefits, and lease payments — have been shifted to schools and funded as a "building-site allocation."

2. The site allocation, which is provided to MPS traditional school sites and MPS instrumentality charter school sites in the same manner, represents funding that is in addition to a school's per-pupil allocation. The method of funding holds schools harmless for fluctuations in utility pricing and required building-operations salary and benefit costs. Schools must fully budget for site-allocation components for the purposes and amounts provided.

3. As MPS school populations have declined, the practice of site sharing has become more common. Traditional or instrumentality charter schools that share space in MPS buildings as "tenants" of a larger or pre-existing school do not pay any rent to the host school. The Administration has expressed an operational and administrative expectation that schools sharing buildings collaboratively decide on how educational maintenance costs for common areas (discretionary repairs or aesthetic improvements), which are part of each school's buyback, will be funded. Similarly, each school is responsible for building-service overtime that results from after-school activities for which no central allocation is provided. Each tenant is also expected to care for its own space and is responsible for vandalism caused by its students.

4. Non-instrumentality charter schools that are chartered through MPS are funded at the same level as schools that are chartered through UWM, MATC, or the City of Milwaukee. No separate site allocation or other facility support is provided to these schools.

5. All building leases must be approved by the Board of School Directors. On October 28, 2003, the Board approved an amendment to Administrative Policy 5.01(3)(3) which allows host schools to keep proceeds from rent charged for the partial use of a school facility. Schools receiving rent may use rent proceeds for any school purpose. There is no MPS policy or procedure that prohibits non-instrumentality charter schools from leasing space in MPS-owned buildings.

6. Currently, the Milwaukee Leadership Training Academy (MLTC) leases space in the Steuben building, with lease proceeds being credited to Steuben. In FY05, Malcolm X anticipates leasing space to Community Trade and Business Center, a newly approved non-instrumentality charter school. When that lease is approved, lease proceeds will go to Malcolm X.

Strategic Plan Compatibility Statement

7. Leasing available space within existing MPS buildings to non-instrumentality schools to provide additional income to MPS schools is consistent with the practice of fiscal responsibility.

Statute, Board Policy or Rules Statement

8. The resolution is consistent with Administrative Policy 5.01(8), Facilities Retirement, which states "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. The resolution is consistent with Administrative Policy 5.01(3)(3), Lease Provisions: Partial Use, which provides that revenue from the partial use of school facilities that exceeds district costs will be credited to the school.

Fiscal Impact Statement

10. Proceeds from the partial use of school buildings are credited to the hosting school. Proceeds from the use of vacant buildings are deposited to the Construction Fund to support repairs and renovations for all MPS buildings.

Implementation and Assessment Plan

11. No further action is required, as the resolution is consistent with current Board policy.

* * * * *

(Item 9) Action on a Recommendation for a Sole-Source Purchase of Licenses for a Web-Based Computer-Learning Courseware from Plato Learning, Inc.

Background

1. On June 18, 1997, the Board approved the middle-grades proficiencies and mandated that students who are in the eighth-grade class of 2000 and thereafter must meet middle-grade proficiency requirements in order to be promoted to ninth grade. The Board decided on December 21, 1999, that students who did not meet eighth-grade requirements would be retained or become transitional students.

2. In 2002, the eighth grade proficiency requirements were replaced with eighth grade promotion requirements based on the Wisconsin state standards. These changes prompted the discontinuation of the eighth-grade Transition Program and the design of the Summer Literacy Program.

3. Milwaukee Public Schools has been the recipient of a five-year grant from the State of Wisconsin's Department of Public Instruction (DPI) that supported the transition program. The grant application anticipated the use of a common curriculum and assessment tool such as the Plato Learning System Courseware for use with at-risk students.

Administrative Analysis

4. Eighth-grade students entering high school are a heterogeneous population that has achieved various levels of proficiency. They need an academic support program that will meet their varied needs. To support the diverse learning styles of students, the Administration recommends that the summer program for transitional students continue to use the computer-based instructional system Plato.

5. The Plato system will continue to provide authentic problem-solving environments that foster critical-thinking skills and enable teachers to support the learning process by assessing the students' skills at a variety of levels. Teachers develop individualized learning plans for each student, and the Plato assessment process allows students to progress as fast as their abilities allow.

6. Forty-six MPS school groups have been provided access and given training on the Plato local network system to help meet student needs during the regular school year. Features of the Plato system include:

- alignment with Wisconsin Academic Standards
- MPS academic standards and grade-level expectations — Grades 6-8
- alignment with ACT and SAT

- Plato Pathways Assessments & Management System, including curriculum, course, and skill-level assessments and internet integration applications.

7. The summer literacy program for designated eighth-grade students will include the Plato Web Learning System as a supplementary curriculum. This curriculum:

- provides a standards-based common curriculum and assessment learning system that is being used at MPS high-school sites for the transitional program and will continue to be used by schools as an intervention tool;
- incorporates individualization of learning and assessment and enhances differentiated instruction;
- uses a student-monitoring system that will provide detailed information on student progress;
- fulfills part of the requirements of the transitional-program alternative education program grant from DPI;
- provides the district with a cost-effective web-based learning system courseware; and
- expands usage of the courseware to a 24-hour time period.

8. Students enrolled in the summer literacy program will have 24-hour, 7-day-a-week access to work on their lessons at school, home, and other community locations.

9. The total compensation for licenses and training for the Plato Web-Learning Network from July 1, 2004, to July 1, 2005, will not exceed $192,500. This subscription cost includes 500 Licenses

Strategic Plan Compatibility Statement

10. The Administration's recommendation supports MPS Strategic Plan Goal 1, to improve student achievement.

Statute, Board Policy or Rules Statement

11. Plato, which meets the requirements set forth in Administrative Policy 3.09, 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

12. This item authorizes expenditures for FY05. Funds will be budgeted in FY05 in Title I, Supplemental Services, in the amount of $192,500 for the subscription costs of the Plato Web-Learning Network. The account to be charged will be contract services, account code GEN-0-I-1S5-DW-ECTS (Title I Supplemental Services and Contract Services).

Implementation and Assessment Plan

13. The Plato Web-Learning Educational Program will be implemented during the 2004 Summer Literacy Program and the 2004-2005 school year.

14. Teacher training will take place prior to the beginning of each session.

15. Assessment is imbedded in the software itself and will be conducted according to MPS guidelines. The transitional program grant from the DPI also includes a detailed evaluation component that will provide feedback and permit assessment of progress toward achieving intended outcomes.

16. Timeline

March 2004.....Purchase

June 2004.....Staff Development

Summer 2004.....Summer Literacy Program

Fall 2004.....Continued implementation of Plato for intervention programs

Committee's Recommendation

Your Committee recommends that the Board approve the subscription purchase, not to exceed $192,500, for licenses on the Plato Web-Learning Network from Plato Learning, Inc.

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

* * * * *

(Item 10) Approval of the Sale of a Surplus Parcel at Lynde and Harry Bradley School of Technology and Trades

Administration's Analysis

1. On February 14, 2004, the Division of Facilities and Maintenance Services received a communication from Mr. Roberto Rivera submitting an unsolicited offer to purchase in "as is" condition a Board-owned parcel located at 402 South 4th Street for $20,000. This parcel is adjacent to his residence located at 412 South 4th Street. (A copy of the communication is attached to the minutes of your Committee's meeting.)

2. The parcel was one of two parcels which the Board acquired as part of a land exchange with C&H Distributors, Incorporated, as approved by the Board at its meeting of May 10, 1977 (Proc. pp. 948-949). The parcel, which measures 105 feet by 80 feet, was used for parking by the former Milwaukee Trade and Technical High School. The other parcel which was received in the land exchange is located at 414 South 3rd Street and measures 140 feet by 50 feet. It also was used for parking purposes by Milwaukee Trade and Technical High School.

3. During the past several years, neither of the parcels have been used by the staff for parking due to their distance from the school. With the construction of the new Lynde and Harry Bradley School of Technology and Trades at South 4th Street and West National Avenue, both parcels are now three (3) blocks away, and the school has indicated that it will need neither lot in the future.

4. After reviewing the offer from Mr. Rivera, the Administration determined the offer was below the market price for land in the area and contacted Mr. Rivera to ascertain his willingness to pay more for the property. He indicated that he would increase his offer to $25,200, or $3.00/sq. ft. for the parcel. The Department of City Development has indicated that $3.00/sq. ft. is a fair and reasonable price for land in that area. The Administration is recommending sale of the parcel at the higher price of $25,200.

Strategic plan compatibility statement

5. The recommendation is consistent with the practice of fiscal responsibility and making informed decisions about the allocation of district resources.

Statute, board policy or rule statement

6. Wisconsin Statute 119.60(1) requires Board authorization to dispose of surplus property and to authorize the City Real Estate Agent to execute the appropriate documents. The Statute also requires all proceeds from the sale to be placed in the Construction Fund.

7. 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

8. If the Board accepts the offer from Mr. Rivera, the sale of this property will result in $25,200 of unanticipated revenue, which will be placed in the Construction Fund and used to install fencing around the Vieau School's playground at Bradley Tech. There is no affect on the tax levy for the district.

Implementation and Assessment Plan

9. Upon approval of the sale to Mr. Roberto Rivera, the City Real Estate Agent will prepare the appropriate documents and resolutions for review by the City Attorney and approval by the Common Council. At the time of closing, the funds received will be placed in the Construction Fund.

Committee's Recommendations

Your Committee recommends that the Board authorize:

1. the Administration to accept the offer from Mr. Roberto Rivera for $25,200 to purchase the parcel located at 402 South 4th Street in "as is" condition; and
2. the City Real Estate Agent and the City Attorney to take all appropriate action to execute the sale.

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

* * * * *

(Item 11) Action on a Recommendation to Approve Additional Funding for 21st Century Community Learning Centers (CLCs)

Administration's Analysis

1. In 2002, the Milwaukee Public Schools received two federal grants from the Department of Education (DOE) and one grant from the Wisconsin Department of Public Instruction (DPI), totaling $6,995,192, to operate Community Learning Centers (CLCs) at 45 schools. MPS contracted with 18 community-based organizations (lead agencies) to operate these CLCs in participating schools. During the school year, MPS sites remain open an average of 18.9 hours per week before and after school, and 7.2 hours per week after 6:00 p.m., serving over 28,000 youth and adult participants.

2. In August 2003, the Board approved the FY04 contract allocations for 31 of the 45 CLCs. Each site was awarded $100,000 for the 2003-2004 school year. (The Board approved the balance of the contracts in May 2003.)

3. As part of the 2003-2004 CLC contract, providers were required to select one of two operational attendance standards. The standard selected determines the amount of the provider's contract.

Option One: Maintain an average daily attendance of 100 participants. Contract award is $100,000.

Option Two: Maintain an average daily attendance of 20% of the day-school enrollment based on the third-Friday count (09/10/03). Provider will receive a contracted amount of $1,000 per participant, up to a maximum of $200,000.

4. The three (3) sites listed below selected Option Two as their operational attendance standards. Since the average daily attendance at these sites is presently at or above 20% of their day-school enrollments, the Administration is requesting authorization to increase the contract amount for the following CLC lead agencies.

Agency	School	Increased Amount
Boys and Girls Club	Vieau	$ 30,000
Opportunities Industrialization Center	Malcolm X Academy	6,000

Boys and Girls Club	Allen Field	80,000
Total		$ 116,000

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, Board Policy or Rules Statement

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

Fiscal Impact Statement

7. The additional cost for FY04 for Vieau and Malcolm X Academy M.S. is $36,000. Carryover funds from the first year of a five-year (2002-2007) DPI Community Learning Center Grant will be used, budget code: GEN-0-0-214-XX-ECTS0000 (DPI Community Learning Center Grant, 2002-2007, contracted services).

8. The additional cost for FY04 for Allen Field is $80,000. This funding will come from FY03 carryover, budget code: GEN-0-0-AS4-XX-ECTS0000 (Department of Education Community Learning Center Grant, 2003-2004, contracted services).

Implementation and Assessment Plan

9. The 21st Century CLC project director/designee will monitor the agencies' compliance with the contract and 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 contracts for FY04 (July 1, 2003-June 30, 2004) with the following lead agencies:

Agency	School	Increased Amount
Boys and Girls Club	Vieau	$ 30,000
Opportunities Industrialization Center	Malcolm X Academy	6,000
Boys and Girls Club	Allen Field	80,000
Total		$ 116,000

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

* * * * *

(Item 12) Receipt of the Fiscal Year-end 2003 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. On January 29, 2004, the Basic Financial Statements for the year ended June 30, 2003, were received by the Milwaukee Board of School Directors. At that time, KPMG was in the process of completing the remaining audits and reports required by the contract. These June 30, 2003, year-end reports, identified below, are now complete and are presented for Board consideration.

- Federal and State Single Audit Report
- Management Letter dated June 30, 2003 (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 reports, as well as the district's corrective action plans, have been transmitted to the Board under separate cover.

4. Representatives of KPMG will be present at the Committee's meeting to answer any questions from Board members.

Receipt of the Federal and State Single Audit Report for Year Ended June 30, 2003

5. The district is required under P.L. 98-502, Single Audit Act of 1984, and the Single Audit Act Amendments of 1996, P.L. 104-156, to have an audit of district programs funded with state and federal funds. The objectives of the single audit are to:

(a) determine whether the schedules of federal and state financial assistance are presented fairly in relation to the financial statements taken as a whole;

(b) report on the auditor's determination whether the internal control structure provides reasonable assurance of compliance with federal, state, and other laws and regulations; and

(c) express an opinion on whether the organization complied with the specific terms and conditions of its major federal and state award programs.

Receipt of the Management Letter and Action on District Administration's Response to the Comments

6. 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.

7. 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. Implementation of the action plans contained in the district administration's response should help to resolve the audit observations noted in the report.

Receipt of the Summary Report on the Status of FY02 Commentary Report Recommendations

8. 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.

9. On March 12, 2004, the Chief Auditor received a report dated January 8, 2004, from KPMG entitled, "Status of Year Ended June 30, 2002 Commentary Report Recommendations."

10 The prior year's Commentary Report contained six recommendations. KPMG has reported that management's actions have resulted in only one recommendation's being carried forward to the current year's Commentary Report. KPMG reported that, although management's action plans have not been fully implemented, significant progress has been made on three of the recommendations. Accordingly, KPMG reported that full implementation should adequately address these recommendations. The remaining two recommendations were not carried forward, since they were not significant to financial statements taken as a whole.

Receipt of Audit Reports for the Early Retirement Plans

11. The district administers two early retirement plans, *The Early Retirement Supplement and Benefit Improvement Plan* and *The Supplemental Early Retirement Plan for Teachers.* A separate audited financial statement is issued annually for each plan. The audits were completed and distributed to the Board on February 19, 2004. They are presented tonight for discussion.

Receipt of the Comprehensive Annual Financial Report

12. The Department of Finance has completed and issued to the Board, on February 4, 2004, 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 Recommendations

Your Committee recommends that the Board receive:

1. The Federal and State Single Audit Report for the Year Ended June 30, 2003;
2. The KPMG Management Letter for the Year Ended June 30, 2003, 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, 2002, Commentary Report Recommendations;
4. The Early Retirement Supplement and Benefit Improvement Plan for the Year Ended June 30, 2003;
5. The Supplemental Early Retirement Plan for Teachers for the Year Ended June 30, 2003; and
6. The Comprehensive Annual Financial Report for the Year Ended June 30, 2003.

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

Director Johnson moved to accept the reports of the Independent Hearing Panel of February 23, 24, and 26, 2004, and of March 1, 2, 3, 4, 8, 9, 10, 11, 12, 15, 16, 17, and 22, 2004.

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

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

Noes—None.

* * * * *

The Board recessed from 8:57 to 9:07 PM.

The Board adjourned at 9:23 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
APRIL 8, 2004

Special meeting of the Board of School Directors called to order by President Spence at 9:22 PM.

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

Absent and excused—Director Balistreri—1.

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

April 6, 2004

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Jeff Spence, a special meeting of the Board of School Directors will be held in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, on Thursday, April 8, 2004, immediately upon adjournment of the meeting of the Committee on Strategic Planning and Budget, which is scheduled to begin at 6:30 p.m. The Board will meet to confer with legal counsel regarding litigation which has been brought against the Board.

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.

Upon reasonable notice, efforts will be made to accommodate the needs of individuals with disabilities through sign language interpreters or other auxiliary aids. Please contact the Office of Board Governance, Room 273, Central Services Building, 5225 West Vliet Street, P. O. Box 2181, Milwaukee, WI 53201-2181 (Phone 475-8284; Fax 475-8071; TDD 475-8893).

LYNNE A. SOBCZAK
Board Clerk

Director 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 the litigation which has been brought against the Board.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Hardin, Johnson, Morales, O'Neil and President Spence—6.

Noes—None.

Temporarily absent—Directors Dannecker and Horton—2.

The Board retired to executive session at 9:25 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
APRIL 20, 2004

Special meeting of the Board of School Directors called to order by President Spence at 9:07 PM.

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

Absent and excused—Director Balistreri—1.

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

April 19, 2004

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Jeff Spence, a special meeting of the Board of School Directors will be held at 7:30 p.m. (or immediately upon adjournment of the meeting of the Committee on Finance/Personnel) on Tuesday, April 20, 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.

Upon reasonable notice, efforts will be made to accommodate the needs of individuals with disabilities through sign language interpreters or other auxiliary aids. Please contact the Office of Board Governance, Room 273, Central Services Building, 5225 West Vliet Street, P. O. Box 2181, Milwaukee, WI 53201-2181 (Phone 475-8284; Fax 475-8071; TDD 475-8893).

LYNNE A. SOBCZAK
Board Clerk

Director 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 with respect to the bargaining units mentioned in the meeting notice.

The motion prevailed, the vote being as follows:

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

Noes—None.

The Board retired to executive session at 9:11 PM.

The Board adjourned from executive session at 10:12 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
APRIL 22, 2004

Regular meeting of the Board of School Directors called to order by President Spence at 6:58 PM.

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

Absent—None.

Student Advisory Representative—Brendan Shaw.

President Spence requested that a moment of silence be observed in memory of Army Specialist Michael McGlothin, a graduate of Pulaski High School, who was killed while serving in Iraq on Saturday, April 17, 2004. Michael, who was a motor transport operator with the Army's 115th Forward Support Battalion, Division Support Command, 1st Cavalry Division, was the 17th soldier from Wisconsin killed in Iraq since the start of the war.

AWARDS AND COMMENDATIONS

Proclamation in Honor of Lawrence J. O'Neil on His 25 Years of Service as a Member of the Milwaukee Board of School Directors

WHEREAS, Lawrence J. O'Neil was elected to the Milwaukee Board of School Directors in 1977 for a six-year term; and

WHEREAS, Lawrence J. O'Neil has been re-elected to the Milwaukee Board of School Directors, for District 7, every four years since 1985; and

WHEREAS, Lawrence J. O'Neil has advocated for strong discipline for disruptive students, for alternative schools, and for the reduction of student busing through the establishment of neighborhood schools; and

WHEREAS, Lawrence J. O'Neil served as President of the Milwaukee Board of School Directors during the 2001-02 Board year; and

WHEREAS, Lawrence J. O'Neil in 2004 can lay claim to a quarter century of service to the students, staff, and parents of the Milwaukee Public Schools; and

WHEREAS, Lawrence J. O'Neil, as a member of the Milwaukee Board of School Directors, continues to display unwavering determination and vigor in his pursuit of educational excellence for the students of the Milwaukee Public Schools, and fairness and support for the District's teachers and staff; and

WHEREAS, Lawrence J. O'Neil, as the elder statesman of the Milwaukee Board of School Directors, serves as a model of dedication, diligence, and quiet dignity to his fellow Board members; 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 District 7, on his twenty-five years of devotion to the Milwaukee Public Schools and to the citizens 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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Special Recognition — Samuel Morse Middle School Forensic Team

The Samuel Morse Middle School Forensic Team took second place at the 2003-2004 State Forensic Tournament held on Saturday, March 13, on the UW-Oshkosh Campus. The Morse team, who entered the Forensic Season as an unusually small, but determined, group, competed in numerous MPS and suburban meets. In order to attend the state event, each student was required to earn a minimum of three blue ribbons in his or her chosen category. This is not an easy task.

Attending this state event is a special honor for everyone at Morse, for the team, and for each student. The following students earned this honor, but those unable to attend were certainly with them in spirit:

Student	Grade	Category
Andrew Dunn-Bauman	6th grade	Persuasive
Clayton Griffith	7th grade	Storytelling
Catherine Hall	8th grade	Storytelling
Sieh Johnson	6th grade	Demonstration
Audrey Nilssen	6th grade	Group Interpretation
Elizabeth Stark	6th grade	Group Interpretation
Olivia Welk	6th grade	Group Interpretation

Never having participated or competed in Forensics before, these young people exhibited high levels of talent, resolve, and cohesiveness throughout this Forensic year. It was a combination of these characteristics, as well as hard work and dedication on the part of the individual team members and the coaching staff, which ultimately led to the team's achieving this second-place win at the State Tournament.

Samuel Morse Middle School 2003-2004 Forensic Team Roster

Student	Grade	Category
Andrew Dunn-Bauman	6th grade	Persuasive
Clayton Griffith	7th grade	Storytelling
Catherine Hall	8th grade	Storytelling
Imani Harris	6th grade	Poetry
Sieh Johnson	6th grade	Demonstration
Rachel Nepper	6th grade	Informative
Audrey Nilssen	6th grade	Group Interpretation

Amanda Rozalez ..... 6th grade ..... Moments in History
Elizabeth Stark ..... 6th grade ..... Group Interpretation
Olivia Welk ..... 6th grade ..... Group Interpretation

Coaching Staff

Kathleen Dunn, Assistant Coach
Chris Griffith, Assistant Coach
Laura Michelz, Coach
Julie Pelzin, Assistant Coach
Marcy Reed, Assistant Coach and Rufus King Sophomore
Sema Taheri, Assistant Coach, Morse Alumni, and Rufus King Sophomore
Mary Washbush, Coach

The following Forensic Team members will perform at the April Board meeting:

Student	Category	Award
Clayton Griffith	Storytelling	Medal
Audrey Nilssen, Elizabeth Stark, and Olivia Welk,	Group Interpretation	Medals
Sieh Johnson	Demonstration	1st-Place Trophy in Category and Medal

Proclamation in Honor of the Morse Middle School Forensic Team

WHEREAS, The promotion of strong speaking skills has become an honored tradition for the Morse Middle School community; and

WHEREAS, The Morse Middle School Forensic Team entered the 2004 Forensic season as an unusually small, but determined group; and

WHEREAS, The Team's coaching staff set and maintained high expectations for all members and spent countless hours preparing the students for competitions; and

WHEREAS, The Team presented a positive image of Morse Middle School and the Milwaukee Public Schools throughout the season; and

WHEREAS, The Team spent many hours practicing and competing in preparation for the 2004 State Forensic Tournament; and

WHEREAS, The Morse Middle School Forensic Team ultimately took second place at the 2004 State Forensic Tournament held on Saturday, March 13 on the UW-Oshkosh Campus; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors and the Superintendent of the Milwaukee Public Schools commend and extend their heartfelt congratulations to the Morse Middle School Forensic Team and its coaching staff for their successful season and second place finish at the 2004 State Forensic Tournament; and be it

FURTHER RESOLVED, That this Resolution be spread upon the permanent Record of this Board, and that a suitably engrossed copy be presented to the Morse Middle School Forensic team and its coaches for public display at Morse Middle School.

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Special Recognition — Rufus King High School Boys' Basketball Team State Champions

The Rufus King High School Boys' Basketball Team captured the 2004 Division I State Championship on Saturday, March 20, by defeating previously unbeaten Madison Memorial, 75-58. Rufus King entered the season as the reigning 2003 State Champions and successfully defended their title. It was also the fifth state basketball championship in school history (1984, 1991, 1995, 2003, 2004). In addition, Rufus King senior Dupree Fletcher was named the MVP of the tournament.

Throughout the 2003-2004 season, King exhibited high levels of talent, senior leadership, and cohesiveness. The combination of these characteristics, as well as the diligence and dedication of the individual team members and the coaching staff, led to a season record of 23-3 and to King's becoming state champions again.

Milwaukee Rufus King High School Boys' Basketball 2003-2004 Varsity Roster

Mitchell Carter	Dupree Fletcher	Greg Knox
Emmit Colbert	Matt Goodwin	Eric O'Neil
Troy Cotton	Leneal Harris	James Pruitt
Robert Dixon	Devon Irven	Mike Rogers
Khalifa El-Amin	Drew Jackson	

Head Coach.....Jim Gosz
Assistant Coach.....Kelvin Durham
Assistant Coach.....Mike Goodwin
Assistant Coach.....Al Jackson
Assistant Coach.....Adam Kane
Assistant Coach.....Lucius Washington
Assistant Coach.....Dan Weisse
Manager.....Shaquita Brown
Athletic Director.....John Nolan
Principal.....Andrew Meuler

Proclamation in Honor of the Rufus King High School Boys' Basketball Team

WHEREAS, During the 2004 season, the members of the Rufus King High School Boys' Basketball Team worked diligently to perfect their technical skills under the direction of the coaching staff; and

WHEREAS, The Rufus King High School Boys' Basketball Team exhibited high levels of leadership, cohesiveness, and dedication; and

WHEREAS, The Team's coaching staff provided their athletes with effective leadership and technical expertise; and

WHEREAS, The Team was a model of sportsmanship and positively represented the Rufus King High School community and the Milwaukee Public Schools; and

WHEREAS, The Rufus King Team, the reigning 2003 State Champion, was the favorite to win the 2004; and

WHEREAS, The Rufus King High School Boys' Basketball Team ultimately won the 2004 Division 1 State Championship; and

WHEREAS, This is the fifth State Championship for the Rufus King High School Boys' Basketball Team in the school's history; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors and the Superintendent of the Milwaukee Public Schools commend and extend their heartfelt congratulations to the Rufus King High School Boys' Basketball Team and its coaching staff for their outstanding performance, teamwork, and grace under pressure; and be it

FURTHER RESOLVED, That this Resolution be spread upon the permanent Record of this Board, and that a suitably engrossed copy be presented to the Rufus King High School Boys' Basketball Team and its coaches for public display at Rufus King High School.

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Nominations to the Statewide Media Honor Roll

Faithe Colas

WHEREAS, in each community, the public schools are shaped by that community to provide the most appropriate and effective education for the schoolchildren who attend those schools; and

WHEREAS, public schools are dependent on the community's support in countless ways, including support in setting goals for the education of our children, in establishing successful volunteer and booster programs at the schools, for annual funding of operations, and in the election of school board members; and

WHEREAS, much of the community's knowledge and opinions about the public schools rely on responsible reporting by local news media representatives, who decide which news to share with the community, how much attention will be focused on various issues, and what the tone of the reporting will be; therefore

NOW BE IT RESOLVED that the Milwaukee Board of School Directors places the name of Faithe Colas in the statewide Media Honor Roll, calling attention to the ongoing responsible and exemplary nature of reporting on Milwaukee's public schools. We express our appreciation for your balanced and accurate approach to sharing with the community both the challenges facing our schools and the successes achieved by the teachers and students. Your work has aided this community in focusing on the goal of providing the best public schools we can for every child who attends them.

Nathan Conyers

WHEREAS, in each community, the public schools are shaped by that community to provide the most appropriate and effective education for the schoolchildren who attend those schools; and

WHEREAS, public schools are dependent on the community's support in countless ways, including support in setting goals for the education of our children, in establishing successful volunteer and booster programs at the schools, for annual funding of operations, and in the election of school board members; and

WHEREAS, much of the community's knowledge and opinions about the public schools rely on responsible reporting by local news media representatives, who decide which news to share with the community, how much attention will be focused on various issues, and what the tone of the reporting will be; therefore

NOW BE IT RESOLVED that the Milwaukee Board of School Directors places the name of Nathan Conyers in the statewide Media Honor Roll, calling attention to the ongoing responsible and exemplary nature of reporting on Milwaukee's public schools. We express our appreciation for your balanced and accurate approach to sharing with the community both the challenges facing our schools and the successes achieved by the teachers and students. Your work has aided this community in focusing on the goal of providing the best public schools we can for every child who attends them.

Louis Fortis

WHEREAS, in each community, the public schools are shaped by that community to provide the most appropriate and effective education for the schoolchildren who attend those schools; and

WHEREAS, public schools are dependent on the community's support in countless ways, including support in setting goals for the education of our children, in establishing successful volunteer and booster programs at the schools, for annual funding of operations, and in the election of school board members; and

WHEREAS, much of the community's knowledge and opinions about the public schools rely on responsible reporting by local news media representatives, who decide which news to share with the community, how much attention will be focused on various issues, and what the tone of the reporting will be; therefore

NOW BE IT RESOLVED that the Milwaukee Board of School Directors places the name of Louis Fortis in the statewide Media Honor Roll, calling attention to the ongoing responsible and exemplary nature of reporting on Milwaukee's public schools. We express our appreciation for your balanced and accurate approach to sharing with the community both the challenges facing our schools and the successes achieved by the teachers and students. Your work has aided this community in focusing on the goal of providing the best public schools we can for every child who attends them.

Mikel Holt

WHEREAS, in each community, the public schools are shaped by that community to provide the most appropriate and effective education for the schoolchildren who attend those schools; and

WHEREAS, public schools are dependent on the community's support in countless ways, including support in setting goals for the education of our children, in establishing successful volunteer and booster programs at the schools, for annual funding of operations, and in the election of school board members; and

WHEREAS, much of the community's knowledge and opinions about the public schools rely on responsible reporting by local news media representatives, who decide which news to share with the community, how much attention will be focused on various issues, and what the tone of the reporting will be; therefore

NOW BE IT RESOLVED that the Milwaukee Board of School Directors places the name of Mikel Holt in the statewide Media Honor Roll, calling attention to the ongoing responsible and exemplary nature of reporting on Milwaukee's public schools. We express our appreciation for your balanced and accurate approach to sharing with the community both the challenges facing our schools and the successes achieved by the teachers and students. Your work has aided this community in focusing on the goal of providing the best public schools we can for every child who attends them.

Robert Miranda

WHEREAS, in each community, the public schools are shaped by that community to provide the most appropriate and effective education for the schoolchildren who attend those schools; and

WHEREAS, public schools are dependent on the community's support in countless ways, including support in setting goals for the education of our children, in establishing successful volunteer and booster programs at the schools, for annual funding of operations, and in the election of school board members; and

WHEREAS, much of the community's knowledge and opinions about the public schools rely on responsible reporting by local news media representatives, who decide which news to share with the community, how much attention will be focused on various issues, and what the tone of the reporting will be; therefore

NOW BE IT RESOLVED that the Milwaukee Board of School Directors places the name of Robert Miranda in the statewide Media Honor Roll, calling attention to the ongoing responsible and exemplary nature of reporting on Milwaukee's public schools. We express our appreciation for your balanced and accurate approach to sharing with the community both the challenges facing our schools and the successes achieved by the teachers and students. Your work has aided this community in focusing on the goal of providing the best public schools we can for every child who attends them.

Matt Nelson

WHEREAS, in each community, the public schools are shaped by that community to provide the most appropriate and effective education for the schoolchildren who attend those schools; and

WHEREAS, public schools are dependent on the community's support in countless ways, including support in setting goals for the education of our children, in establishing successful volunteer and booster programs at the schools, for annual funding of operations, and in the election of school board members; and

WHEREAS, much of the community's knowledge and opinions about the public schools rely on responsible reporting by local news media representatives, who decide which news to share with the community, how much attention will be focused on various issues, and what the tone of the reporting will be; therefore

NOW BE IT RESOLVED that the Milwaukee Board of School Directors places the name of Matt Nelson in the statewide Media Honor Roll, calling attention to the ongoing responsible and exemplary nature of reporting on Milwaukee's public schools. We express our appreciation for your balanced and accurate approach to sharing with the community both the challenges facing our schools and the successes achieved by the teachers and students. Your work has aided this community in focusing on the goal of providing the best public schools we can for every child who attends them.

Carrie O'Connor

WHEREAS, in each community, the public schools are shaped by that community to provide the most appropriate and effective education for the schoolchildren who attend those schools; and

WHEREAS, public schools are dependent on the community's support in countless ways, including support in setting goals for the education of our children, in establishing successful volunteer and booster programs at the schools, for annual funding of operations, and in the election of school board members; and

WHEREAS, much of the community's knowledge and opinions about the public schools rely on responsible reporting by local news media representatives, who decide which news to share with the community, how much attention will be focused on various issues, and what the tone of the reporting will be; therefore

NOW BE IT RESOLVED that the Milwaukee Board of School Directors places the name of Carrie O'Connor in the statewide Media Honor Roll, calling attention to the ongoing responsible and exemplary nature of reporting on Milwaukee's public schools. We express our appreciation for your balanced and accurate approach to sharing with the community both the challenges facing our schools and the successes achieved by the teachers and students. Your work has aided this community in focusing on the goal of providing the best public schools we can for every child who attends them.

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Other Awards and Commendations

Schools

The Silver Spring Neighborhood Center/Browning Neighborhood Elementary School, 5460 North 64th Street, was recently awarded the State Farm Insurance and Financial Services "Building Blocks Award" by the Milwaukee Awards for Neighborhood Development Innovation (MANDI). The MANDI award for innovative neighborhood development cites the collaboration that produced the first and only public school within a Milwaukee housing project.

Winners of the 5th Annual MANDI awards were announced at a ceremony on March 18. The project developed by the MPS Office of Neighborhood Schools, City of Milwaukee Housing Authority, and Silver Spring Neighborhood Center was cited for contributing to the rebuilding of a Milwaukee neighborhood. As the "Building Blocks Award" winner, the development was cited for promoting the social and cultural life of its community, demonstrating a high degree of sensitivity to the surrounding neighborhood, and having unique physical and social characteristics and a stimulating visual appeal.

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APPROVAL OF MINUTES

The minutes of the regular and special Board meetings of March 16 and 23, 2004, were approved as printed.

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REPORTS OF STANDING COMMITTEES

Separate consideration was requested of the following items:

Innovation/School Reform Committee, Item 6, a report on high school redesign;

Legislation, Rules and Policies Committee, Item 2, a resolution regarding a proposed Code of Conduct for the Milwaukee Board of School Directors;

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

Finance/Personnel Committee, Item 5, a resolution regarding alternatives to bus passes.

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

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

Noes—None.

COMMITTEE ON SPECIAL EDUCATION

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

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Special Education presents the following report:

(Item 1) Monthly Report On Special Education Compliance

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)

	03/04	04/04
Population Served	16,630	16,881

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.

	03/04	04/04
Initial Evaluations (Completed since 9/03)	1654	2146
Active Initial Referrals	1178	1328
Reevaluations (Completed since 9/03)	2688	3518
Active re-evaluations	1155	1250

2. Data-Management Services (SSIMS)

SSIMS (Encore) Database

- Encore Service Pack (SP) 3 is scheduled to be applied to the test server during the week of April 5
- Encore SP 1,2, & 3 will be applied to the training and production servers the during the week of April 12

SSIMS Training

- Encore and Forms training began in January 2004 and will continue through October 2004
- Since January 1, 2004, approximately 500 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 testing took place during March 2004

IEP Forms

- Coding and test for the initial IEP forms (80 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 have been created based on user requests

December Child Count

- Child Count data were extracted from Encore 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)

- ET specification review meeting took place on February 19, 2004
- ET application demo for MPS took place in March 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 affect accessing SSIMS

SSIMS Data Quality

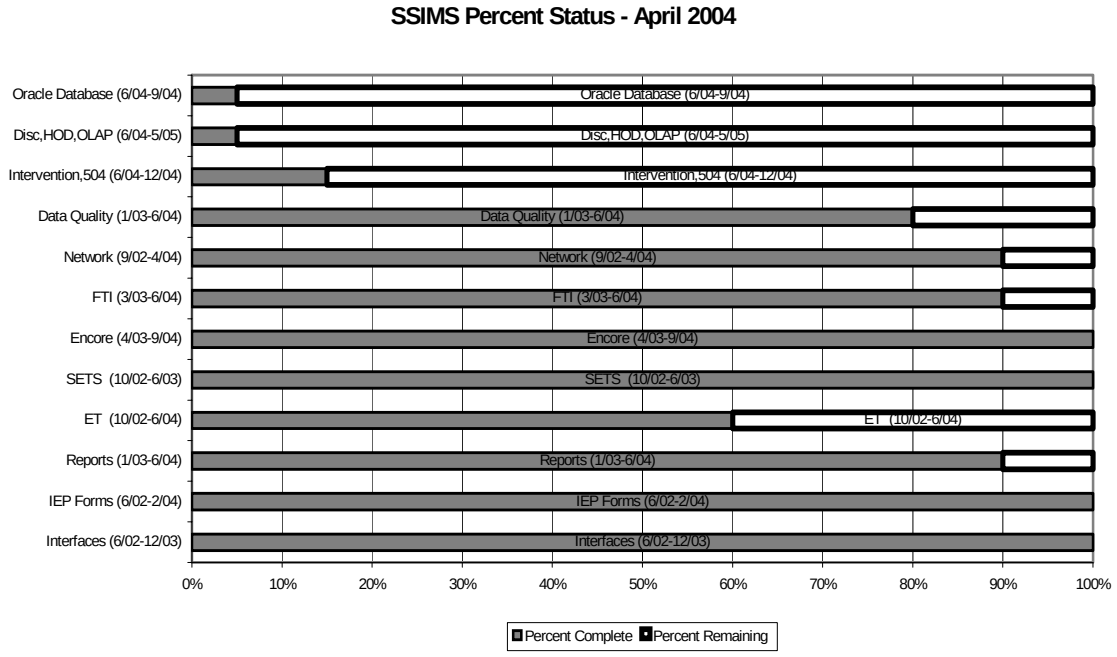
- A SSIMS data quality committee meets weekly to evaluate and monitor SSIMS data
- Various *ad hoc* reports have been created to monitor Encore Special Ed. data

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
- Approximately 20 calls are received and resolved per day by the SSIMS Help Desk

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. School-to-Work Transition

   a. Transition Planning

      1) During the 1990 reauthorization of the Individuals with Disabilities Education Act, transition services became a requirement in the planning process for all students with disabilities. Specifically, IDEA requires that transition be addressed in a meaningful way in the IEP development for each student 16 years of age and older, or younger if the team considers it to be appropriate. IDEA '97 and the implementing regulations maintained this requirement and reinforced it with new transition requirements for students 14 years of age (or younger if appropriate).

      2) With these requirements, it is clear that a significant part of the IEP planning discussion and decision making must focus on designing and implementing an educational program and experiences that prepare students for adult life. Additionally, schools must assist students with disabilities and their families in identifying, coordinating, and linking them to any needed post-school services, supports, and programs before the student exits the school district. The process of the IEP transition planning must include the following steps:

         - development of a post-school vision on behalf of the child that includes input from the student regarding his or her wishes, goals and interests;
         - assessment of present levels of educational performance;
         - development of a statement of transition service needs;
         - development of Projected needed transition services;
         - commitment to annual goals that will likely result in the achievement of the transition vision; and
         - development of short-term objectives and benchmarks to assist in movement toward achievement of the long-term goals.

      3) Key individuals in affecting the vocational assessment and transitioning process are the Designated Vocational Instructors, special education teachers in each high school who serve as the facilitators for meaningful, cooperative relationships between special education and vocational education at the school-based level and between the school district and adult service providers as students graduate or leave MPS.

      4) To ensure a smooth transition from school-based services to post-school services, an interagency agreement is in place between Milwaukee Public Schools, the Division of Vocational Rehabilitation, and Milwaukee County Adult Services. The Transition Resource Guide is a valuable tool for teachers to use when planning for transition. The student's transition plan and vocational data are essential to the transition process. Three semesters prior to exiting school, students are referred to DVR or MCAS to determine eligibility for services.

      5) The Milwaukee Public Schools has recently become involved with the Wisconsin Statewide Transition Initiative, which is designed to improve student post-school outcomes and to comply with the IDEA '97 transition requirements. The District is working with special education staff at Madison and Marshall High Schools and Burroughs, Edison, and Muir Middle Schools. To date, staff has collected data, reported the findings, developed a transition action plan, provided staff development for teachers, and begun to implement the action plan.

b. MPS School-to-Work Transition Program

Each school offers students a variety of vocational and work-exploration options through its curriculum offerings, as well as through community experiences that are developed between a school and its own business partners. In addition the district supports a citywide school-to-work opportunity for many MPS students to assist them with their own vocational and transition planning. The following is a description of the program:

1) The mission of our School to Work Transition Program (STWTP) is to provide a consistent continuum of transition services to students in the Milwaukee Public Schools. Students will develop skills in the areas of career awareness, career planning, and self-determination which will enable them to solve problems, plan for their future, and be as independent as possible.

2) The School to Work Transition Program initially began in the late 70s as the Lincoln Evaluation Center. Research indicated that the best place to assess student's work capacity was in the environment in which work skills would be used. Thus we became the Community Assessment and Training Program in 1991. Since 1984 we have had a component to assist students between the ages of 18 and 21 with employment services. In 1989 we expanded to include a middle-school component. We also work with the Designated Vocational Instructor in each high school to assist with facilitating career and transition activities.

3) Milwaukee Public School's School to Work Transition Program purposefully provides specific transitional experiences and activities for students with special needs to prepare for the transition from school into post-school environments.

4) The first opportunity for students within the STWTP is the Middle School Project. Students are involved in activities that prepare them for a smooth transition to high school such as visiting 3 high schools of their choice before the high-school selection process begins, participating in career-interest testing, and touring postsecondary schools and technical colleges to begin long-range planning for their futures. Self determination strategies are taught to expand problem-solving abilities.

5) Next is the Community Assessment and Training Program. Teachers, along with 25 educational assistants, assess students' work behaviors and specific job skills at 16 sites located throughout the Milwaukee community. This is an intensive vocational assessment that occurs in the community when the IEP team determines that school-based vocational assessment activities have not provided sufficient information to plan for a student's post-school employment. Assessments vary from 6 to 18 weeks, depending on the individual goals to be achieved. Vocational skill training is provided in these areas when it appears that additional skill development could later lead to employment.

6) The On the Job Training Program is available to all special needs students. As a student moves through the career continuum, structured on-the-job experiences become an important step to future competitive employment. The best indicator of special needs students' being successful after exiting the school system is employment or vocational education classes taken while in high school. The decision to participate in this program is based on the needs of the student, the goals of the student, and the experiences needed to reach those goals as stated in the IEP. Students are provided with an incremental training stipend for 90 days while work behaviors, attitudes, and values essential for independent employment are improved.

7) The Employment Training Project is designed to provide job-development, job-training, and follow-up services for students 18 through 21 years of age who would otherwise find it difficult to obtain and maintain competitive employment.

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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:

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

(Item 1) Informational Report and Follow-Up to A Consultant's Report on Options for Student Transportation

Administration's Analysis

1. At its meeting on November 13, 2003, the Committee on Strategic Planning and Budget requested additional analysis of Dr. Sclar's report on *The Comparative Costs of Transportation Service Alternatives.* The Board specifically requested that the Administration prepare

   a. a more detailed analysis of the comparison between a contractor-provided service and an MPS-staffed transportation service, and

   b. an analysis of the feasibility of conducting a pilot for a MPS-staffed transportation system, the objective of this report to be to provide the additional analysis.

2. This analysis is based on an adjusted-budget scenario. The Sclar report projects an MPS-operated transportation system costing from $50.6 million to $62.2 million. The Sclar report assumes that the entire budget would support yellow-bus transportation.

3. The district, however, incurs significant non-yellow-bus transportation costs: It spends $4.5 million on Milwaukee County Transit System bus passes for high-school students and this year budgeted $1.8 million for contracts for private-school parents. MPS also pays about $1.2 million to suburban districts that provide their own Chapter 220 bus services.

4. Those incremental costs, totaling $7.5 million, which would continue under either an MPS-operated system or an MPS-contracted system, must be accounted for under the Sclar scenario of a MPS-operated system. There are two ways to do that:

   a. add $7.5 million to Sclar's estimated costs of a MPS-operated system, increasing those estimates 12% to 15%; or

   b. subtract $7.5 million from the MPS transportation cost figures considered when analyzing the Sclar report.

   This analysis employs the latter option and reduces comparable MPS costs to $48.3 million.

5. Even if the Sclar report had captured the full cost of operating a school transportation system — which it did not — the adjusted budget figures would show the consultant's low-end estimate to be $2.3 million more annually than the cost of the existing MPS-contracted system.

6. The Administration's analysis is based on the FY04 district budget and the FY02 figures cited in the Sclar report. The Sclar figure is not adjusted for inflation, meaning the cost differential cited above is understated.

7. For FY05, the district budget for transportation services is projected at $55.6 million, including the following amounts for non-yellow-bus services:

   - $5.2 million for Milwaukee County Transit System bus passes;
   - $1.8 million for private-school parent contracts; and
   - $2.2 million for suburban districts that provide their own Chapter 220 bus services.

MPS yellow bus service is expected to cost $46.4 million.

8. Table 1 below provides a detailed summary of costs associated with transportation operations under a district-operated system. The data were compiled from the consultant's report, from reviews by the Office of Finance and Operations staff, and through surveys of bus contractors. A complete table and an itemized list of each assumption and/or calculation associated with a cost figure is provided as an attachment. The chart below provides cost figures for an MPS-operated system with 31 vehicles, 100 vehicles, 300 vehicles, 600 vehicles, 1,020 vehicles (the number required to meet expected MPS needs for FY05), and 1,200 vehicles (the number used in the consultant's report).

TABLE 1

	NUMBER OF BUSES					
	31	100	300	600	1,020	1,200
EMPLOYEE-RELATED COSTS						
WAGES						
Total Driver Cost	$423,324	$1,371,040	$4,113,120	$8,226,240	$13,984,608	$16,452,480
Total Driver Support Cost	$52,666	$164,348	$493,044	$986,088	$1,678,206	$1,977,144
Total Shop/Terminal Labor Cost	$87,875	$211,072	$633,216	$1,266,432	$2,153,434	$2,540,928
Total Terminal Adm Cost	$100,224	$248,800	$602,072	$1,122,040	$1,794,456	$2,161,976
WAGES	$664,089	$1,995,260	$5,841,452	$11,600,800	$19,610,704	$23,132,528
BENEFITS						
Employer FICA	$50,803	$152,637	$446,871	$887,461	$1,500,219	$1,769,638
WC Insurance	$28,066	$90,900	$272,700	$545,400	$927,180	$1,090,799
Health & Pension & Life	$367,573	$1,104,376	$3,233,244	$6,421,043	$10,854,524	$12,803,854
Uniforms	$2,625	$7,500	$22,500	$45,000	$76,500	$90,000
TOTAL BENEFITS COST	$449,068	$1,355,414	$3,975,315	$7,898,904	$13,358,423	$15,754,292
TOTAL LABOR COSTS	$1,113,157	$3,350,674	$9,816,767	$19,499,704	$32,969,126	$38,886,820
FACILITIES/CONSTRUCTION						
Land Acquisition	$27,637	$81,288	$232,253	$464,506	$696,760	$929,013
Construction	$40,361	$118,710	$339,172	$678,344	$1,017,662	$1,356,688
Plug-in Heaters	$7,000	$20,000	$60,000	$120,000	$180,000	$240,000
Fuel Tanks	$55,000	$55,000	$110,000	$220,000	$330,000	$440,000
Property Insurance	$70,000	$210,000	$210,000	$420,000	$630,000	$840,000
TOTAL FACILITIES COSTS	$199,998	$484,998	$951,425	$1,902,850	$2,854,422	$3,805,701
VEHICLE EXPENSES						
Fuel	$51,301	$165,488	$496,463	$992,925	$1,687,973	$1,985,850
Purchase/Lease Buses	$258,020	$758,884	$2,168,240	$4,336,480	$7,372,016	$8,672,960
Towing	$480	$1,600	$4,800	$9,600	$16,320	$19,200
Bus Supplies	$9300	$30,000	$90,000	$180,000	$306,000	$360,000
Radios	$7875	$22500	$67500	$135000	$229500	$270000
Insurance	$232,500	$750,000	$2,250,000	$4,500,000	$7,650,000	$9,000,000

	NUMBER OF BUSES					
	31	100	300	600	1,020	1,200
TOTAL VEHICLE COSTS	$567,351	$1,750,972	$5,144,503	$10,289,005	$17,491,309	$20,578,010
OTP Expenses	$66,409	$199,526	$584,145	$1,160,080	$1,961,070	$2,313,253
TOTAL COST	$1,946,915	$5,786,169	$16,496,839	$32,851,639	$55,275,927	$65,583,784

CONTRACTOR-PROVIDED						
	Number of Buses					
	31	100	300	600	1,020	1,200
$42,875 PER BUS	$1,329,125	$4,287,500	$12,862,500	25,725,000	$43,732,500	$51,450,000
CHARTERS	$47,592	$245,065	$765,831	$1,531,652	$2,603,825	$3,063,324
TOTAL CONTRACTED COST	$1,376,717	$4,532,565	$13,628,331	$27,256,652	$46,336,325	$54,513,324
VARIANCE W/ MPS-CONTRACTED COST	$570,198	$1,253,604	$2,868,508	$5,594,987	$8,939,602	$11,070,460

9. For FY05, the Administration's analysis used the district-wide benefit rate of 63%. This may be insufficient, as the benefit rate for a similar employee group, Food Service workers, is projected at 84%. The per-bus cost for FY05 is projected to average $245 a day, or $42,875 per year, including charters, shuttles, and field trips. An MPS-staffed system would cost the district $8.9 million more than a contracted system for FY05.

10. The Administration modeled a geographic-based pilot involving 31 buses servicing Vincent High School, Burroughs Middle School, and Goodrich, Maple Tree, and Stuart elementary schools. The results are provided in Table 1. A 31-bus MPS-staffed pilot program would cost $570,198 more than a contractor-based system would cost in FY05.

11. Establishing a pilot project for district-operated transportation would require significant effort. The Administration estimates it would take six to eight months to establish a 31-bus operation. The following major tasks would need to be completed before the pilot is operational:

a. land acquisition

b. building and lot construction

c. hiring bus drivers

d. hiring terminal management and administrative support

e. purchasing/leasing buses

f. bus driver and staff training

12. With the exception of bus driver and staff training, these activities would require Board approval. Additionally, hiring bus drivers would require implementation of a new human-resource process. It is also important to note that several of these actions are not easily reversible. Even though the pilot would be conducted on a smaller scale than a full-blown implementation, significant costs would be incurred.

Strategic Plan Compatibility Statement

13. This recommendation supports the MPS Strategic Plan Goal 3, family Satisfaction as measured by choices in the education marketplace. The MPS transportation system provides a safe and responsive bus service for all children. Students and parents have many types of schools to choose from, with transportation provided.

Statute, Board Policy or Rule Statement

14. No Board policy or rule would require modification if the Board accepts the Administration's response.

Fiscal Impact Statement

15. This item does not authorize expenditures. This report is provided for information only.

Implementation and Assessment Plan

16. Bus contracts are scheduled for Board approval in May 2004. The Administration will continue to explore efficiencies in transportation to enable additional resources to be directed at schools.

Committee's Recommendation

Your Committee recommends that the Board receive the Administration's report and support not pursuing a pilot project for district-operated transportation for FY05.

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

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COMMITTEE ON INNOVATION/SCHOOL REFORM

Director Johnson 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 Contracts for the Academia De Lenguaje Y Bellas Artes (ALBA) (Academy of Language and Fine Arts), Humboldt Park, and Preparatory School for Global Leadership

Background

1. On November 25, 2003, the Committee on Innovation/School Reform held a public hearing to consider the charter school petition for Academy of Language and Fine Arts (Academia De Lenguaje Y Bellas Artes) (ALBA). On December 16, 2003, the Board approved the concept of the ALBA charter school petition and authorized the Division of Diversified Community Schools to begin, in consultation with the Board's designee and the Office of the City Attorney, contract negotiations with representatives from ALBA once all specified contingencies had been satisfied, in anticipation of the establishment of an MPS instrumentality charter school for the 2004-2005 school year. ALBA has provided documentation to the Division of Diversified Community Schools which verifies the satisfaction of the contingencies specified by the Board.

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

3. On February 10, 2004, the Committee on Innovation/School Reform held a public hearing to consider the charter school proposal for Preparatory School for Global Leadership (PSGL). On February, 23, 2004, the Board approved the concept of the Preparatory School for Global Leadership proposal and authorized the Division of Diversified Community Schools to begin, in consultation with the Board's designee and the Office of the City Attorney, contract negotiations with representatives from Preparatory School for Global Leadership in anticipation of the establishment of an MPS non-instrumentality charter school for the 2004-2005 school year.

Administration's Analysis

4. At this time, all specified contingencies have been satisfied, and representatives from ALBA, Humboldt Park, and Preparatory School for Global Leadership have negotiated contract terms with the Division of Diversified Community Schools, in consultation with the Office of Board of Governance and the Office of the City Attorney. The terms for each contract are listed below:

	ALBA	Humboldt Park	PSGL
Address	1515 W. Lapham Boulevard Milwaukee, WI 53204 (South Division High School)	3230 S. Adams Avenue Milwaukee, WI 53207	2760 N. 1st Street Milwaukee, WI 53212 (Malcolm X Academy)
Status	Instrumentality Teacher Cooperative	Instrumentality	Non-Instrumentality
Contingencies	All Satisfied	None	None
Term	5 years	5 years	5 years
Contract FTE	225 FTE	578 FTE	360 FTE
Grade Levels	K4-5	K4-8	6-12

5. The ALBA charter school lead teacher shall immediately report allegations or instances of staff misconduct to the principal of the host school or designated administrator for disposition.

6. The Humboldt Park charter school contract has been negotiated to propose the following language:

a. Charter School shall maintain its ESL Program (contract sections I.C, I.J, and II.B).

b. Charter School shall continue non-categorical special education services through the Problem Solving Model pending DPI approval of District waiver (contract section I.C).

c. Charter School shall administer the same district-wide performance assessments and follow the same proficiency, promotion, and graduation measures as all MPS Direct Instruction non-chartered schools. (contract section I.E).

d. 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 for Direct Instruction schools (contract section I.E).

e. 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 Direct Instruction schools (contract section I.E).

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 does not authorize expenditures. The funds for these charter school contracts will be budgeted and considered for approval in the 2004-2005 Board-adopted budget.

11. In addition to the Board-approved budget allocation, Humboldt Park has been awarded a 2003-2004 $50,000 Charter School Planning Grant from the Wisconsin Department of Public Instruction.

12. ALBA and Preparatory School for Global Leadership plan to participate in the charter school grant cycle beginning with the 2004-2005 school year.

Implementation and Assessment Plan

13. The charter school contracts for ALBA, Humboldt Park, and Preparatory School for Global Leadership will become effective upon Board approval. A copy of the contracts will be forwarded to the Wisconsin Department of Public Instruction to initiate the disbursement of the charter school grant funds.

Committee Recommendation

Your Committee recommends that the Board approve the charter school contracts with ALBA and Humboldt Park as instrumentality charter schools beginning with the 2004-2005 school year and ending with the 2008-2009 school year, and Preparatory School for Global Leadership as a non-instrumentality charter school beginning with the 2004-2005 school year and ending with the 2008-2009 school year.

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

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(Item 2) Action on Resolution 0304R-034 by Director Hardin Regarding the Expansion of the Auer Avenue Program to 12th Grade

Background

At its meeting of January 29, 2004, (Proc. p. 735) the Board referred Resolution 0304-034 by Director Hardin to the Committee on Innovation/School Reform:

WHEREAS, The vision of the Milwaukee Public Schools is to ensure that schools will be a vital part of the neighborhood, sharing a common purpose with community partners in a system of mutual support; and

WHEREAS, Auer Avenue school has adopted this vision and has implemented educational programming that connects teaching and learning to the community; and

WHEREAS, The demand for the elementary-level seats at the Auer Avenue school has been lower than anticipated; and

WHEREAS, The unused elementary seats could be used to help meet the demand for space at the secondary level; now, therefore, be it

RESOLVED, That the Board direct the Administration to expand current Auer Avenue K-8 program to include grades 9 through 12; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors direct the Administration to work with Auer Avenue School to bring forth to the board within the April 2004 Board Meeting cycle a plan to expand Auer Avenue's grade organization from K-8 to K-12.

Administration's Analysis

1. At its meeting of August 24, 2000, (Proc. pp. 183-187) 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 a number of projects to permit schools to accommodate students in Grades 6-8. One such project was the construction of a six-classroom addition to the Auer Avenue School.

3. At its meeting of June 26, 2001, (Proc. pp. 125-127) the Board authorized the Administration to develop six (6) classrooms and support space at the new Police Athletic League (PAL) facility located at 2320 West Burleigh Street and to commence lease negotiations with PAL for the space. This action changed the Board's former recommendation to construct a six-classroom addition to Auer Avenue School, as identified in the Neighborhood Schools Plan.

4. At its meeting of May 30, 2002, (Proc. pp. 123-124) the Board authorized the Administration to enter into a lease agreement with PAL for six (6) classrooms and support space. The facility was occupied by the school in September 2002.

5. Implementation of the resolution, if approved by the Board, would require construction of additional classroom space on the Auer Avenue school site. As a result of discussions with Auer Avenue and an evaluation of the existing space at Auer Avenue and the PAL building, the consensus is that the best solution would be to construct a ten (10) -classroom addition to Auer Avenue, which would house Grades 6-9, and to use the leased space at the PAL facility for grades 10-12. This arrangement would provide the greatest amount of supervision of all students in the most efficient manner administratively. The total number of new high-school seats created would be 240. The projected enrollment is consistent with other small-high-school programs being created as part of the High School Redesign Initiative.

Strategic Plan Compatibility Statement

6. The Neighborhood Schools Initiative is one of the major initiatives of the school district. The recommendation is consistent with the practice of fiscal responsibility and making informed decisions about the allocation of district resources and supports the goal of family satisfaction as measured by their choices in the education marketplace.

Statute, Board Policy or Rule Statement

7. The recommendation is consistent with Administrative Policy 5.01(5), Construction Priorities, and Administrative Procedure 5.01(1), Facilities Planning.

Fiscal Impact Statement

8. In addition to the construction of the addition to Auer Avenue School, some minor upgrades will be required to the existing Auer Avenue School and PAL buildings. The total estimated cost for the entire project is $4,100,000, broken down as follows:

Construction and Renovations	$ 3,175,000
Fees and Contingencies	775,000
Furniture and Equipment	150,000
Total	$ 4,100,000

9. At the present time, there are no district funds available to proceed with the project. NSI funds are also not available, as they have all been allocated to approved projects which are part of NSI. Should the Board wish to approve the program expansion, funds will have to be identified prior to moving forward with design and construction activities.

10. As no funds have been identified for this project, if the Board wishes to proceed with the expansion of the Auer Avenue 9-12 program, funds will have to be identified to support the project.

Implementation and Assessment Plan

11. Should the Board approve the expansion and funding for the project, the Office of Neighborhood Schools and the Division of Facilities and Maintenance Services will immediately begin planning activities with Auer Avenue School in accordance with Board policy related to facility planning. Major milestone activities will include developing proposals for architectural services and selection of the architect, completion of design activities, soliciting and receiving bids, and construction of the addition. Occupancy could possibly occur by September 2006, depending on when funds for the project are approved.

12. Upon completion of the addition, the high-school program would be implemented on a phased-in basis beginning with Grade 9.

Committee's Recommendation

Your Committee recommends, although this is a positive plan, that due to funding constraints, the Board not advance with this plan at this time.

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

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(Item 3) Action on Resolution 0304R-033 by Director Balistreri Regarding High-Quality Graduation Ceremonies

Background

At its meeting on January 29, 2004, the Board referred Resolution 0304R-033 by Director Balistreri to the Committee on Innovation/School Reform:

WHEREAS, The Milwaukee Public Schools traditionally holds ceremonies honoring high-school seniors who successfully complete the requirements for graduation; and

WHEREAS, Typically, schools engage in pre-graduation activities such as book signing and spirit day to honor graduating seniors; and

WHEREAS, Some senior-level students have traditionally participated in these official school-planned events, as well as other unofficial events such as Senior Skip Out Day; and

WHEREAS, In the past, school principals have received complaints from parents and other community members about some of the activities related to graduation that take place outside of the school building, as well as events that take place in the school building, such as graduation ceremonies; and

WHEREAS, Graduation ceremonies are used to showcase the graduating young adults and their accomplishments in front of their families, friends, and MPS community partners; and

WHEREAS, The manner in which the ceremonies are conducted is a direct reflection of Milwaukee Public Schools as a public school district; and

WHEREAS, Currently, there is no policy or standard format for a graduation ceremony in a Milwaukee public school; now, therefore, be it

RESOLVED, That the Administration develop a policy to ensure that students, parents, and MPS community members experience a high-quality graduation ceremony and that a model of what a standard MPS graduation ceremony looks like be distributed to all school principals; and be it

FURTHER RESOLVED, That the policy and model of the ceremony standards be brought back to the Board for approval by the April Board meeting cycle.

Administration's Analysis

1. The intent of the resolution supports the development of standardized guidelines and the distribution of a model of what a standard MPS graduation ceremony looks like to all high-school principals. This will ensure that students throughout the district experience a high-quality high-school graduation ceremony.

2. High-school principals contributed proposed guidelines based on current practices to create the list of standardized guidelines. In developing this list of standardized guidelines, principals wanted to ensure the ability of individual schools to maintain the uniqueness and traditions of their school communities while supporting the intent of this resolution; therefore, the following list has been carefully drafted to achieve this objective:

a. A group of high-school principals will meet to review and adjust the guidelines, based on feedback from the prior year's ceremonies.

b. Following the review of guidelines, adjusted guidelines will be forwarded to principals, with a follow-up meeting scheduled to take place in conjunction with a Fall principals' meeting. Special attention will be given to prepare new principals to plan for and carry out high-quality graduation ceremonies.

c. Principals will select the date for the graduation ceremony in the fall of the school year in which the graduation will take place and share this date with their administrative specialists. The date selected must be within the guidelines established by the Department of Public Instruction (DPI) for total number of student attendance days for the year.

d. Each school will be responsible for forming a graduation planning committee to include staff, students, and parents. The committee will review the guidelines set forth by the high-school principals and make plans to implement them in a manner that preserves the individuality and unique traditions associated with their schools.

e. Each year, the group of high-school principals will develop a list of "approved" pre-graduation activities. Pre-graduation activities would be limited to the week prior to the graduation ceremony. Suggested activities include spirit day; yearbook-signing day; and special breakfasts, luncheons, or banquets to which parents/guardians will be invited.

f. At least two weeks prior to the graduation ceremony, principals will send a letter to all parents/guardians that includes information relative to the decorum expected of graduates and their audiences.

g. At least two weeks prior to the graduation ceremony, the principal will address the senior class in an assembly to go over expectations of graduates regarding decorum.

h. At least two weeks prior to the graduation ceremony, the principal will work with the school's leadership to develop a plan to assure proper behavior during the weeks prior to the ceremony.

i. The principal will work with the Division of School Safety to secure additional safety personnel to be present at the graduation ceremony. The Division of School Safety provides two safety assistants for graduation ceremonies at no cost to the school.

j. Additional support and supervision from the school staff should be sought and should include teachers attending the ceremonies.

k. Guidelines for graduation attire will be drafted and included with materials shared with schools.

3. The following represents a model graduation ceremony that includes the components typically included by school communities throughout the city:

- Entrance Procession
- Address of Welcome
- Presentation of Colors
- National Anthem
- Pledge of Allegiance
- Congratulations/Thank You to Parents
- Principal's Tribute/Address to Graduates
- Student Address (Class President, Valedictorian, Salutatorian)
- Keynote Speaker
- Class Gift Presentation
- Distribution of Diplomas
- Exit Procession

Strategic Plan Compatibility Statement

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

Statute, Board Policy or Rule Statement

5. This item is consistent with Board policy.

Implementation and Assessment

6. Upon approval by the Board, the Administration will make plans to put the committee in place for the 2004-2005 school year.

Fiscal Impact Statement

7. This item does not authorize expenditures. Besides administrative staff time dedicated to compiling the list of graduation ceremony guidelines, there are no additional costs associated with this item.

Committee's Recommendation

Your Committee recommends that the Board accept the Administration's analysis and adopt the resolution.

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

* * * *

(Item 4) Informational Report on the 2003 Summer School and Preliminary Plans for the 2004 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 2003 Summer School program. Information for this report comes from a review of student grades, attendance reports, and curriculum-based measurement results.

2. The 2003 Summer School program was held from July 7 to August 1, 2003. Forty schools provided educational and recreational activities for approximately 6,843 students. Approximately 895 students with special education needs were served in summer school sites. A supplemental services program under the federal No Child Left Behind Act for approximately 587 students was held in summer.

3. The number of summer programs designed and operated by local school staffs decreased in 2003 to eight sites from a high of 61 sites in 2000. A greater continuity of instruction and better attendance is expected in sites where the same teachers continue to instruct their students in the summer session. The decrease in local programs reflects the funding constraints in schools. In many cases, a small local program also shared the building with a city-wide program to reduce administrative costs.

4. The supplemental services program for students in grades two, five, and seven from the schools indicated for improvement used the Direct Instruction reading and mathematics curriculums. Student progress was measured using curriculum-based measurements (CBM). As a whole, students measured growth over the five-week tutoring session. The most substantial gains in both reading and mathematics were noted with the middle-grade students, who moved from a basic to proficient level in reading and made notable gains in computation skills.

5. At the high-school level, 15 schools offered local programs for their students in English and mathematics. Citywide programs were held only for the subjects of science and social studies. Greater student safety, achievement, and attendance occur when students continue instruction in their winter sites with teachers familiar with their performance. As a result of coursework completed in summer school, 142 students graduated from high school

Summer School 2004 Plans

6. Plans for the 2004 summer school are underway. It is estimated that the approximately $6.8 million of Board and Title 1 funds will be allocated as follows:

a. The proposed dates for the high school summer school program are July 2 to July 30, 2004. Fifteen sites could serve approximately 4000 students, for an estimated cost of $1.7 million in Board funds.

b. The Grade 8 Summer Literacy Program, which replaces the 8T program, will serve 8th-grade students who need additional academic preparation to be promoted to 9th grade. It will operate from June 28, 2004, to August 6, 2004, and will serve approximately 600 students at three sites, for an estimated cost of $544,000 in Board funds.

c. The special education extended-school-year (ESY) program will operate from July 12, to August 6, 2004 at five locations. Approximately 1000 students will be served, for an estimated cost of $1.5 million in Board funds.

d. An elementary and middle-grade non-promotional summer school will be offered at 30 sites for approximately 6000 students. Non-promotional summer school generally offers enrichment opportunities. The program is estimated to cost $3 million from Title I funds.

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(Item 5) Informational Report on the Student Achievement Gap — The Condition, Recent Trends, and Strategies to Help Close the Gap

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

Administration's Report

1. African-American students in the Milwaukee Public Schools account for two thirds of all African-American students in the state of Wisconsin. African-American students account for 60% of all MPS students. Over one third of all Hispanic students in the state are in MPS. Hispanic students account for the second largest enrollment share, at 17%.

2. The National Center of Educational Statistics recently reported on the achievement gap between white and African-American students and white and Hispanic students in all states (including Wisconsin) on the 2003 National Assessment of Educational Progress (NAEP) in fourth-grade reading and mathematics. The Center reported on the scale-score difference between Whites and African Americans and whites and Hispanic students:

Scale-score Difference for Wisconsin between Whites and African Americans

Grade 4 Reading — 25 (Nation = 30)
Wisconsin ranks 13th-highest of 43 states reporting

Grade 4 Mathematics — 35 (Nation = 27)
Wisconsin ranks highest of 43 states reporting

Grade 8 Reading — 38 (Nation = 27)
Wisconsin ranks highest of 43 states reporting

Grade 8 Mathematics — 49 (Nation = 35)
Wisconsin ranks highest of 43 states reporting

Scale-score Difference for Wisconsin between Whites and Hispanics

Grade 4 Reading — 16 (Nation = 28)
Wisconsin ranks 17th-highest of 41 states reporting

Grade 4 Mathematics — 22 (Nation = 21)
Wisconsin ranks 7th-highest of 41 states reporting

Grade 8 Reading — 28 (Nation = 27)
Wisconsin ranks 6th-highest of 36 states reporting

Grade 8 Mathematics — 28 (Nation = 28)
Wisconsin ranks 10th-highest of 36 states reporting

3. There is also an achievement gap between African-American students in MPS and African-American students in the rest of the state, as measured by the percentage of students enrolled scoring at or above the proficient level on the Wisconsin Knowledge and Concepts Examination (WKCE) in grades 4, 8, and 10 reading and mathematics.

a. The achievement gap has narrowed in the subject of reading over the last three years in grades 4, 8, and 10.

b. The achievement gap has remained essentially unchanged in the subject of mathematics over the last three years in grades 4, 8, and 10.

4. The achievement gap between Whites and African-American students has narrowed in reading and mathematics on the grade 4 WKCE in the percent of students scoring proficient or advanced. The achievement gap between whites and African-American students narrowed somewhat in reading on the grades 8 and 10 WKCE in 2002-03, after remaining unchanged for the three previous years. The achievement gap between whites and African-American students rose substantially in 2002-03 over previous years in the subject of mathematics on the grade 8 and 10 WKCE.

5. According to the 2003 annual report on student achievement by the Educational Trust — while reading and mathematics achievement for African-Americans rose in the 70s and 80s, and the achievement gap with Whites declined — progress stopped in the 90s, and those gaps began to widen. By the end of high school, African-American students have reading and mathematics skills that are virtually the same as those of eighth-grade white students

6. As the Education Trust, and other national studies have noted, however, it doesn't have to be that way. There are some schools, districts, and even whole states where African-American students excel. In the Milwaukee Public Schools, there are examples of schools that are closing the achievement gap by continuously demonstrating high student achievement for African-Americans, with there being little or no achievement gap with white students.

7. The Education Trust and other studies have identified successful approaches for addressing the impediments to closing the achievement gap and in embracing strategies that make a difference.

a. Approaches to overcoming impediments in closing the achievement gap include:

- embrace meaningful state standards and assessments as valuable benchmarks and leverage points;
- accept the need for public accountability for results;
- view poverty and family problems as barriers which can be surmounted by building systems to support teachers, administrators, parents, and students in moving toward standards;
- leave nothing to chance about teaching and learning; and
- have clear and specific goals for what students should learn in every grade.

b. Strategies to close the gap include:

- instituting rigorous curriculum based on standards;
- involving all major stakeholders in students' achievement, including business, colleges, and faith-based organizations;
- holding comprehensive sessions to inform students about their progress;
- using common assessments across similar content areas;
- teaching slowly and thoroughly with lots of examples;
- infusing cultural awareness in staff development and being aware of cultural differences when evaluating students;
- placing only the most effective, qualified, and certified teachers in classrooms where there are deficits in achievement;
- providing high-quality assessments on a regular basis and using the assessments to inform instruction.

8. The district is currently building capacity to close the achievement gap through the implementation of an aligned curriculum, assessments, and instruction, and the use of principal coaches, literacy specialists, literacy coaches, math specialists, math teacher leaders, learning teams, embedded professional development, and data-driven decision making, which will be aligned to improve student achievement.

9. The district has identified schools that are making significant student-achievement gains in terms of closing the achievement gap. The Administration plans to evaluate these and other schools further, to observe classroom instruction, and to dialogue with administrators and teachers. Findings will be used to digest and explain the effective practices employed by these schools to attain and maintain high achievement. A variety of vehicles will be prepared for communication and replication.

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(Item 6) Informational Report and Presentation on the High School Redesign Initiative

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

Administration's Report

1. This report is a planned six-month update to the Milwaukee Board of School Directors regarding the activities of Milwaukee's High School Redesign Initiative. On March 9, 2004, the Board's Committee on Innovation/School Reform approved an item requesting a status report relative to the High School Redesign Initiative. This informational report responds to, and expands upon, the specific information called for in the March item.

2. Milwaukee's High School Redesign Initiative ("Redesign") is a broad community effort to significantly improve high-school graduation rates and to improve student success following high school. The Administration launched the Redesign to meet the Milwaukee Board of School Directors' strategic goals of student achievement, student success in further education and employment, and family satisfaction (please see introduction to attachments to the minutes of your Committee's meeting). The Redesign included input from many community stakeholders (attachment 1). Many of these stakeholders contributed to what later became a foundation request for funding support and the Redesign implementation plan known as "The Blueprint."

3. The Blueprint provides the rationale for the Redesign, identifies best-practice research supporting it, and delineates goals, benchmarks, and activities (attachment 2). The Milwaukee Board of School Directors approved the Blueprint for Milwaukee's New Vision High Schools in November 2003, formally launching the initiative. This approval aligned the High School Redesign Initiative with earlier Board efforts. Clear Board strategy aligns the high-school initiative with ongoing improvement efforts in elementary and middle schools. The Neighborhood Schools Initiative, with its shift to K-8 schools, is creating change in elementary and middle schools and establishes the strategic focus that moves reform strategies from elementary schools to middle schools and now to high schools.

4. The first phase of Redesign led to the successful funding request through the Bill and Melinda Gates Foundation and the development of the Blueprint. Pilot/learning was the next phase. Four small high schools — Malcolm X, Edison, Town of Lake, and Professional Learning Institute — were identified as pilot schools in fall 2003. They were supported with implementation grant funds. Additionally, three ninth-grade programs were launched at North Division High School with the intent that these programs pursue small-school status and open as autonomous schools in the North Division facility in fall 2004. The programs at North Division were supported with planning grant funds.

5. Together the four small high schools and the programs at North Division formed a cohort of new, small-high-school planners and implementers. Their combined experiences and feedback, the input of members of the high-school redesign team, the input of the initiative coordinating committee, and the input of the Central Services problem-solving team contributed to a document detailing the implementation phase of the initiative. This document, titled "Twenty Months to a New, Small High School," guides the process through which the district will identify, support, and train staff to open new, small high schools. The majority of attachments in this report come from this planning guide. The guide is currently in final review and will be available for use in May of this year.

6. During the time period from Board approval of the Redesign through the development of the new "Twenty Months to a New High School" planning document, grant budgets were developed. These budgets included school-planning and implementation grants as well as district subgrants to support district activities related to the Redesign. The technical-assistance budgets supporting the Redesign activities was developed during this time period as well. The majority of funds budgeted through school-planning grants are identified to support professional development activities (76%). School-implementation grant funds are budgeted to support school start-up costs (75%) and to support professional-development activities (22%), with the remaining funds supporting other expenses such as curriculum materials or printing (attachment 3).

7. The time period from Board approval of the Redesign through the development of the planning document also included the refining of roles and responsibilities and articulation of relationships among the initiative stakeholders. The attached document (attachment 4), which is taken from the introduction section of "Twenty Months to a New Small High School," is included in the planning document and will be presented during initial training, providing clarity to design-team members about various roles, responsibilities, and decision-making processes of the initiative.

8. The activities of the Redesign recently included an examination of high-school enrollment projections through the year 2008. This projection included an estimate of the impact of improved high-school student performance due to the high-school redesign. A 5% increase in the number of students moving from one high-school grade level to the next for each of the years of the projection would result in a high-school enrollment increase of 2,225 students. A 10% increase in the number of students moving from one high-school grade level to the next for each of the years of the projection would result in a high-school enrollment increase of 4,624 students (attachment 5).

9. The first six months of the initiative also included ongoing community information sessions, youth-engagement activities, a youth summit, special information sessions with guidance counselors and school support staff, community information sessions at public libraries, information sessions in high schools, and meetings of the citywide high school redesign team and its work groups (attachment 6). Expanded print communication through a newsletter and email updates occurred during this time as well (attachment 7).

10. The youth summit in fall 2003 and the information session with guidance counselors and support staff produced valuable lists of insights and concerns. These contributions appear in the planning guide as a training resource for new high school design teams. The comments from guidance and support staff and the recommendations of district human resources staff are also summarized as training and professional development tools. These documents are included in the planning guide as well (attachment 8).

11. Currently, high-school students are planning a middle-school student information project, and a second youth summit is scheduled in late April 2004. Information sessions about the new schools scheduled to open in fall 2004 and in fall 2005 will be offered to middle-grade guidance counselors, principals, and Central Services personnel in May of this year.

12. During the pilot/learning phase of the Redesign, professional-development activities were implemented for schools and design teams. These activities included sessions about developing a school mission, vision, and culture. The professional-development activities also included sessions that focused on academic rigor, curricular relevance, and on quality student and teacher relationships that support student achievement. Additional sessions included information on school operations (attachment 9).

13. The professional-development activities offered by the Technical Assistance and Leadership Center included 308 participants. Of the sessions at which demographic information was collected, 77% of the participants were Milwaukee Public Schools employees. Attachment 9 is included as a representation of the feedback received from the various workshops.

14. The activities identified above generated considerable teacher passion and commitment to Milwaukee's High School Redesign Initiative. This passion was strongly communicated through presentations by small-high-school students, teachers, and administrators to the Milwaukee Partnership Academy on March 19, 2004. Letters from those presenters — as well as from Kathy Klock, Milwaukee's program officer from the Bill and Melinda Gates Foundation — communicate the teachers' passion and the momentum of the Redesign (attachment 10).

15. Growing interest among teachers to plan and open small high schools adds to the drive of our early implementers to build additional momentum in support of the Redesign. The first call for proposals to start new, small high schools drew submission of 11 proposals and the funding of two. The second call for proposals drew 19 proposals, with evaluation in progress. The increases in the number and in the quality of the proposals are a strong indicator that teachers in particular are a positive force calling for change in our high schools and are driving the development of new strategies and practices to meet student needs.

16. Early evidence from the pilot schools indicates some small, but notable, successes as well as ongoing challenges. For example, thirty-three percent of all ninth-grade students at North Division High School failed all of their first-semester courses during the 2002-2003 school year. During the current school year, 2003-2004, that number has dropped to 23%. The average GPA for ninth-grade students at North Division has moved from 1.050 to 1.217 (attachment 11).

17. Incident-referral rates in the pilot schools, when compared with a similar demographic set of large high schools, also indicate change. Comparable schools (Bay View, Pulaski, Vincent, Washington, Madison, Marshall) report an average 51.98% incident-referral rate for ninth-grade students. At North Division, this rate is 57%; at Edison it is 48%; at Town of Lake High School and Professional Learning Institute, these rates are 7%; and at Malcolm X, 9%.

18. Even though there is growing momentum to support the initiative, and the early data indicate some important successes, the activities of the first six months of the high-school redesign efforts have also encountered difficulty. Significant change creates anxiety and at times must proceed through trial, error, and learning. As we have moved from the first phase of the redesign and into the learning phase, we are applying and documenting lessons learned.

19. We are now moving into the implementation phase with a planning process in hand. "Twenty Months to a New Small High School" serves as both a record and an application of the insights we have gathered from all of our stakeholders, paying careful attention to the wisdom and concern of employees and community representatives. The document ensures that our training and support for new, small-high-school design teams will realize the benefits of our experience to date.

20. The planning guide introduces school design-team members to a step-by-step process beginning with the development of school mission, vision, and philosophy and proceeding through training for successful school operations. The first step in the process is presenting to team members the scope and sequence of training and professional-development activities. This presentation is a joint activity of district and technical-assistance personnel. The table of contents of the planning guide identifies the month-by-month focus of the activities (attachment 12).

21. One of the early steps identified in the planning activities is the explanation of the proposal development and approval process. Design teams encounter this process during information sessions and review it following a planning grant award to ensure that all design-team members clearly understand and can explain the process. This process is included in the introduction of the "Twenty Months to a New, Small High School" planning guide (attachment 4).

22. One of the challenges of launching a small high school is developing a staffing model that attracts qualified and certified teachers, sustains curricular depth and breadth, accommodates diverse learners, and meets the needs of special education students. The planning process introduces possible staffing models and engages design teams in conversations about meeting student needs with a limited staff. These conversations also require design teams to determine how they will provide guidance and counseling services and how they will provide secretarial services.

23. Staff of small high schools are funded through per-pupil allocation like all district schools. Milwaukee Public Schools has a history of budgeting and supporting small high schools. The budgets of two small high schools are attached — one is included as an example of sustainability; the other is an example of the impact of the growth in student enrollment on service-delivery options (attachment 13).

24. Like the development of a staffing model, many of the activities related to the planning of quality small high schools take place in the context of professional development. An advantage of the Redesign's plan and funding is that grant resources support professional-development services that can be delivered to all school staff. This holistic approach to professional development and the allocation of grant funds allows the Redesign to implement best practices, developing a shared mission, vision, and commitment throughout the new school.

25. The school planning process includes budget training through which design teams plan and budget for costs associated with school start-up. Start-up costs vary with school location and program requirements and include office and school supplies, technology purchases, printing and publication, and textbooks for

schools not opening in current high-school facilities. It should be noted that current small high schools receiving implementation funds through the initiative allocate 70-80% of the planning grant dollars and 20-30% of the implementation grant dollars for teachers' professional development, while the balance of these funds supports school start- up costs.

26. One of the district's commitments to the Redesign is to make building modifications where necessary to support the implementation of the small high school. The Operations Work Group of the High School Redesign Team and the initiative's coordinating committee have developed a set of priorities for building modification. Design teams review these priorities with estimates of the cost of priority implementation (attachment 14).

27. As design teams move through the process, developing staffing models, submitting budgets, and prioritizing space utilization, they focus steadily on student achievement. Relationships with local universities encourage this focus. The deans of the colleges at the University of Wisconsin-Milwaukee, Marquette University, and local schools of education, and leaders from the Milwaukee Area Technical College have met with Redesign coordinators on several occasions. Local leaders in higher education have expressed support and demonstrated the willingness to work directly with school teams to develop advanced course offerings and to make connections to college campuses and college-level requirements. The coordinators of the High School Redesign Initiative have developed a contact list of individuals in college and university who are willing to assist design teams and schools in the effort to establish and support new small high schools in Milwaukee. This list is included in the planning guide (attachment 15).

28. One of the important benefits of small high schools is that they provide personalized environments well suited to serving students with special needs. The "Twenty Months to a New Small High School" requires design-team members to plan explicitly for students with special needs. One of the tools developed to focus team members' efforts in addressing these needs is a set of critical questions and comments developed by the Milwaukee Public Schools' Department of Special Services and the High School Redesign Initiative's coordinating committee (attachment 16).

29. The planning process also challenges teachers to decide how they will offer advanced and challenging coursework to all students. Training through the Office of Academic Excellence will support this aspect of the planning process. The "Twenty Months to a New High School" guide includes recommendations for offering advanced and unique courses in a small high-school environment. These recommendations include the use of distance-learning technologies, sharing of highly qualified teachers across schools in a multiplex, and working with local colleges and universities.

30. Moving from large, comprehensive high schools to small high schools includes the effort to develop unique curricular offerings while meeting state standards, district learning targets, and high-school graduation requirements. At times, curriculum development will require school design teams to evaluate student work and then translate assessments and other school data into typical transcript records for applications to colleges and universities. Design team members are introduced to this process during the months of training and are provided with examples and descriptions of how such transcription will most likely take place. The goal of this effort is to offer students an interesting curriculum that is challenging and standards-focused, but also generates student transcripts useful for college acceptance. School design and implementation teams will work closely with district curriculum specialists to ensure that unique curricular offerings meet district standards, are rigorous in expectation, and transfer properly to student transcripts.

31. The activities and documents described above were developed in careful consultation with district department representatives and current and future small-school leaders. This process is intended to provide school teams with the knowledge, skills, and best-practice strategies to create success. Milwaukee's High School Redesign Initiative has moved from concept through a learning phase to the implementation phase, including the use of a planning guide. The introduction of the planning guide supports a thoughtful and informed process aimed at the goal of significantly improving high-school graduation rates and post-secondary success. Maintaining teacher momentum and passion in the redesign efforts is crucial to realizing this goal. As leaders and major stakeholders in this change, teachers will find in the planning and development process the supports they need to drive student achievement.

Fiscal Impact Statement

32. Milwaukee's High School Redesign officially launched with Board approval of the "Blueprint" in November 2003. This approval included use of grant funds to support Redesign activities dating to the beginning of FY04. Funds to support professional development, technical assistance, implementation activities, and school start-up costs of the Redesign come from grant funding from the Bill and Melinda Gates Foundation. The grant total is $17,250,000.00, distributed over a five-year period from FY04 through FY08.

33. Table 1, shows a summary of budgeted grant fund expenditures during this five-year period. Year-one budget detail for MPS district subgrant, school planning and implementation grants, and technical assistance expenditures is shown in attachment three (under separate cover). These attachments do not show budget detail for non-MPS planning and implementation grant expenditures.

34. Grant funds will launch 30 small high schools within MPS and ten small high schools outside of MPS and will convert seven large MPS schools to campuses of small high schools sharing a building. Grant funds can be used to support the work the members of the design and implementation team, professional-development activities, consultants, conference registration and associated travel, technology investment, printing, postage, supplies, and curriculum materials. Grant funds cannot be used for physical infrastructure costs or to fund school operations.

35. Planning and implementation grants identified in the original funding request varied in size, based on small school or multiplex status. Recent agreements with the funder now allow the Redesign to allocate planning and implementation funds equitably to all small high-school start-ups. Planning grant amounts are up to $50,000, and implementation grant amounts are up to $150,000.

36. Table 1, summarizes the yearly grant expenditures. Actual expenditures may vary, based on the number and quality of proposals received. Please note that school design teams receiving planning funds in FY08 will be supported with implementation funds secured through the required grant match of $2,440,000.

37. School start-up costs will vary with location and school curricular needs. Implementation grants are currently being used to support school start-up costs such as the purchase of computers, science lab equipment, and curriculum materials. No additional funds are required (attachment 3).

38. Small high schools opening in buildings that are not currently high-school facilities may require additional funds to support the purchase of textbooks. Typical textbook costs average $300.00 per student per year for four years. These are a one-time cost for schools not opening in current high-school facilities. Funds to support textbook purchases in the circumstance identified above are part of the textbook expansion chargeback for traditional schools and may be used only to purchase adopted textbooks. Charter schools may chose to purchase or not to purchase this service.

39. Small high schools, like all Milwaukee Public Schools, are funded based on a per-pupil allocation. All school budgets are based on an equitable distribution of funds, with small high schools participating in this same funding formula. Small high schools also participate in the non-board-fund distribution formulas related to Title I funds, special education funds, and transportation funds. Small high schools needing transportation services outside of the current funded district plan will budget the purchase of student bus passes through local board funds.

40. Given that small high schools are challenged to support high-quality instructional programs through budget allocations based on smaller numbers of students than do large high schools, many design teams consider a lower-cost management strategy. The teacher co-op model is one such strategy. In addition, a new high-school administrative position will be pursued with the Administrators & Supervisors Council (ASC). If supported, this effort will create a 10-month, small-high-school principal position to add to the cost-effective options of managing small high schools now available to school design and administrative teams.

41. Small high schools also create the need to offer advanced course work and extra-curricular activities and athletics in new ways that are also cost-effective. In recent years, MPS has invested in distance-learning technologies that are now underutilized in many high schools. Small high schools are prime candidates to make use of this technology infrastructure to offer advanced-placement curriculum across small schools in a multiplex and across small schools within the city.

42. Students in small high schools will have opportunities to participate in extra-curricular and athletic activities based on recommendations from the Commissioner of Athletics and the WIAA. These recommendations include the expectation that schools in a multiplex will form one athletic and extra-curricular program. Small high schools not in a multiplex will meet with the Commissioner of Athletics to discuss athletic needs and to develop a plan that meets student interests and is supported within the fiscal budget for high-school athletics.

43. Supporting the implementation of small high schools may require modification to current facilities. These modifications are pursued with the intent of supporting best-practice implementation of small schools sharing a building. Building modification priorities have been established, and general construction costs associated with each priority have been estimated (attachment 15). High-school redesign efforts will establish seven multiplex facilities, with building modification costs varying significantly from one to the next, based on each facility's infrastructure and small-school needs. The minimum estimate of building modification costs per site is $200,000-$250,000. Actual expenditures will vary according to the facility infrastructure and school programmatic needs.

44. The Department of Facilities and Maintenance has developed a planning process that includes all stakeholders in a facility and through which final modification plans are determined. The result of this process is to minimize building modification needs but to also support best-practice implementation of schools sharing a building. These are one-time costs for each facility and will be funded through the construction fund. The FY04 adopted budget includes $3.3 million dollars for building modifications resulting from the high-school redesign.

Director Horton moved that the Board accept the report.

The motion prevailed, the vote being as follows:

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

Noes—None.

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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) Update on Legislative Developments

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

Background

1. Prior to each legislative session, the Board of School Directors establishes a Legislative Agenda for that session. The Board unanimously approved an agenda for the 2003-04 session on November 21, 2002.

2. Over the past year, the staff of Legislative Affairs has worked to increase support for key programs while lobbying against state-level attempts to diminish education funding. While school districts across the state have felt the effects of the state's fiscal crisis, MPS has been successful in strengthening alliances with neighboring school districts to more effectively communicate with members of the state legislature about the potential effects of various proposals. Through these partnerships, the district's lobbying staff has been able to educate a broader audience about the particular needs of MPS and has established a broader platform from which to lobby for initiatives that benefit all districts.

3. Legislative Affairs continues to work to strengthen ties with large urban school districts outside the state, as well, in order to better influence decision-making processes surrounding NCLB and IDEA legislation at the federal level. As they have in the past, the MPS legislative specialists are working to secure federal appropriations funding for programs such as the Summer Stars, Community Learning Centers, and the MPS Student Health Initiative.

4. The department will be building on existing momentum to increase SAGE funding and to implement the Student Health Initiative, which has been endorsed by Mayor-Elect Barrett and Governor Doyle. Legislative Affairs staff will continue to work against all proposals that threaten to undermine the ability of students to achieve their academic potential. A more detailed update on legislation considered during the session is included as an attachment.

Legislative Update

I. MPS Legislative Agenda

Significant developments related to the MPS legislative agenda were discussed in the 2003-2005 state budget analysis provided to the Committee in August.

II. Update on legislation of significant interest to the district

There are several education-related legislative proposals that pose significant interest to the MPS district as well as to school districts across the state. A summary of key legislation was presented to the committee at its meeting of February 19. An updated summary is presented below.

1. Audit of MPCP — AB126 directs the Legislative Audit Bureau to administer a longitudinal study of the Milwaukee Parental Choice Program.

   Status: The bill was adopted in the Assembly, 70-28, and in the Senate, 20-3. It was vetoed by Gov. Doyle.

2. Unpardoned Felon — AB41 would have given an educational agency authority to refuse to employ, or to terminate from employment, any unpardoned felon. Educational agencies may now terminate or refuse to hire felons only if their crimes substantially relate to the circumstances of their jobs.

   Status: Gov. Doyle vetoed the bill.

3. Youth Options

   a. AB183 allows school districts to limit the number of high-school credits for which they would pay to 18 per pupil.

      Status: Enacted into law

   b. AB233 would eliminate the Youth Options program.

      Status: Unchanged.

c. SB 162 provides that no student be allowed to take more than two courses in a semester and that, if a student receives a D in a course, the student must reimburse the school board for one-half the amount paid on the student's behalf. The Youth Options Program allows students in grades 11 and 12 currently enrolled in public high schools to attend postsecondary institutions to take one or more courses for high school and college credit. The school board of the district in which the student is enrolled is responsible for paying the cost of tuition, fees, and books under certain circumstances.

Status: Died at end of legislative session.

4. DPI Waiver — SB161 would allow the Department of Public Instruction to waive any school board or school district requirement in the laws or administrative rules if a school board requests it and holds a public hearing on the matter. DPI would be prohibited from granting a waiver that would exempt districts from state revenue limits.

Status: Died at end of legislative session.

5. School Finance Overhaul — Assembly Bill 272, introduced in April, would make numerous changes to school operations effective 2004-2005, the most significant of which would be the elimination of the current school aid formula and implementation of a foundation plan in its stead.

Status: Died at end of legislative session.

6. Unfunded Pension Obligation — Legislation would allow the City of Milwaukee, on behalf of Milwaukee Public Schools, to issue debt to refinance the required contributions for unfunded prior service liability under the Wisconsin Retirement System. That amount is estimated at $167 million. The debt carries interest of 8%. It is anticipated that refinancing will provide significant savings and allow the district to retire the debt years earlier than previously anticipated.

Status: The Governor signed legislation into law.

7. Organized labor instruction — SB 175 would require the district to include instruction on the history of organized labor in America and the collective bargaining process in classes on state, national, and world history.

Status: Died at end of legislative session.

8. Residency rule — AB 189 would prohibit the School District from requiring non-elected employees to live in the City of Milwaukee. The bill also would prohibit the district from negotiating for a residency requirement.

Status: Died at end of legislative session.

9. Choice

a. AB 259 and SB 219 would allow a pupil enrolled at a Choice school and whose family income rises above 175% of the federal poverty level to continue in the Choice program. The bill also would lift the enrollment cap that limits enrollment in Choice schools to 15% of the district's enrollment.

Status: AB 259 was adopted in the Assembly, 56-41, and in the Senate, 19-13. SB 219 was approved by the Joint Finance Committee, 12-4. It is pending in the Senate.

b. AB 260 and SB 221 would allow any private school in Milwaukee County to participate in the Milwaukee Parental Choice Program.

Status: AB 260 was adopted in the Assembly, 56-42, and in the Senate, 18-14. Vetoed by the Governor

c. AB 472 would raise the income limit for continued participation to 220% of the federal poverty level.

Status: AB 472 was adopted in the Assembly, 66-32, and in the Senate, 20-12. Vetoed by the Governor.

10. Charter Schools — SB 9 and AB 29 would allow counties to operate charter schools. Operators of county charter schools would receive state aid according to the same formula that applies to operators of other independent charter schools.

Status: AB 29, amended to limit the total number of county-operated charter schools to three, was adopted by the Assembly, 57-38. It was pending in the Senate, when died at the end of the legislative session.

11. More Charter Schools — AB 261 and SB 220 would allow a student who resided outside MPS to attend a non-instrumentality charter within MPS. The district would be authorized to provide transportation and would receive state transportation aid if it elected to do so.

Status: The measure was adopted by the Assembly, 63-35. After being amended to give city residents priority in enrollment, it also was approved by the Senate, 18-14. The Governor vetoed it.

12. Even More Charter Schools

a. AB 746 is a bill introduced, at least in part, to accommodate parents of children at Woodlands School, a Milwaukee voucher school that will become an independent charter next year. Under the bill, if a private school participating in the Milwaukee Parental Choice Program converts to an independent charter school, a pupil who attended the private school and the pupil's siblings may attend the charter, even if they live outside the city. The bill also provides that payments made to charters for students who live outside the city should be made by the district where the children live. Currently, charter payments are made through a reduction in all school districts' general state aid. The bill also would remove the existing restrictions that limit independent charter enrollments to children who, in the previous school year, were enrolled in MPS, attended private schools under the MPCP, were enrolled in kindergarten through third grade in non-Choice private schools in the city, were enrolled in independent charter schools, or were not enrolled in school.

Status: AB 746 was approved by the legislature, but vetoed by the Governor.

b. AB 747 and SB 383 apply specifically to Woodlands and would allow children attending Woodlands to remain at the school next year even if they do not live in the city. The bill, as amended, also would let family members who live in the same household as a Woodlands student to attend the school even if the family members are not Milwaukee residents or meet the other eligibility criteria listed above.

Status: AB 747 has been enacted into law.

13. Choice accountability

a. SB 363 would require schools participating in the Milwaukee Parental Choice Program to conduct criminal background checks on all instructional staff members each year and would prohibit hiring people convicted of certain crimes for six years after they are found guilty. The bill also would require a school to submit to the Department of Public Instruction, before participating in the MPCP, a City of Milwaukee occupancy permit, evidence of financial viability, and evidence that the school administrator received DPI-approved financial training. MPCP schools would be required annually to submit evidence of sound fiscal practices. The bill also would grant DPI authority to ban schools from participating in the programs for at least a school year or to suspend payment to the schools for certain specified reasons, including providing false information, failing to

refund state overpayments, or for other violations of law or administrative code pertaining to the program. DPI also would be allowed to terminate a school from this program if conditions posed an imminent threat to the health or safety of students.

Status: Died at end of legislative session.

b. SB 406 is similar to SB 363, but with differences: SB 406 would require that criminal background checks be conducted on current MPCP employees within 120 days of the bill becoming law and it does not include a SB 363 provision that would allow DPI to terminate a school from the program for failing to provide information by the date it is required. SB 406 also specifically allows MPCP schools to refuse to hire or to retain anyone convicted of any felony in the previous six years.

Status: Died at end of legislative session.

c. Assembly Bill 847, which imposes financial accountability on Milwaukee Parental Choice Program schools, allows the state superintendent of public instruction to ban a private school from participating in the program for a school year if the school submits false information; fails to refund a state overpayment; or fails to submit required information by its deadline. The Governor vetoed a similar bill that would have prohibited MPCP school from hiring convicted felons. The state superintendent may permanently bar a school from the program if it is determined that conditions at the private school present an imminent threat to the health or safety of pupils.

Status: Signed into law.

14. School Days — AB 395 drops the statutory requirement that the school term be at least 180 days, as long as school boards continue to schedule at least 437 hours of direct pupil instruction in kindergarten, at least 1,050 hours of direct pupil instruction in grades 1 to 6, and at least 1,137 hours of direct pupil instruction in grades 7 to 12.

Status: The measure passed the Assembly on a voice vote. It was pending in the Senate when it died at end of the legislative session.

15. Speech Therapy Programs — SB 210 authorizes a school district to contract for speech therapy services and makes the costs of such a contract eligible for special education aid. Currently, school districts do not receive special education aid for contracted speech therapy services.

Status: Died at end of legislative session.

16. Revenue limits — AB 466 is very similar to language vetoed from the state budget by Gov. Doyle. For school districts, the bill would set the revenue limit's per-pupil adjustment at $120 for the 2003-'04 school year and $100 in following years. The adjustment now is set at $236 for 2003-04 and $241 in 2004-05. It is to be adjusted for inflation in following years. For cities and counties, property tax levy increases generally would be limited to the percentage increase in equalized valuation due to new construction, including TIF Districts.

Status: AB 466 was adopted by the Assembly, 62-31.

17. HIV — SB 230 would permit school district employees who are significantly exposed to an individual to request that the individual's blood be tested for HIV. "Significant exposure" is a contact that carries the potential for transfer of HIV.

Status: The Senate adopted SB 230, 30-3, and the Assembly concurred. The bill now awaits action by the Governor.

18. Calculators — AB502 would prohibit the use of calculators by students while taking the 4th-grade and 8th-grade Wisconsin Knowledge and Concepts Examination.

Status: Died at end of legislative session.

19. Business-operated Charters — AB504 would allow a school district to contract with a business to operate a charter school in a building owned or leased by the business in the district. The contract may give preference in enrollments in the charter to children or guardians of employees of the business, regardless of their home school district.

    Status: Died at end of legislative session.

20. Revenue limit authority — AB542 would allow a school district to carry forward 100% of any unused revenue limit authority into the next fiscal year. Current law allows 75% of the authority to be carried forward.

    Status: The Assembly Education Committee recommended approval, 14-2. The bill was referred to the Joint Finance Committee. Died at end of legislative session.

21. UW-operated charters — SB 253 would allow any 4- or 2-year University of Wisconsin System institution to operate or to contract for the operation of a charter school, with the approval of the UW Board of Regents.

    Status: The bill was approved in both houses and is before the Governor.

22. Credit for sports participation — SB 270 would allow a school board to grant a pupil credit in physical education for participating in an extracurricular sport if the sport is sanctioned by the Wisconsin Interscholastic Athletic Association and the pupil earns an additional 1.5 credits in English, social studies, mathematics, science, health education, vocational education, foreign languages, or fine arts.

    Status: Died at end of legislative session.

23. Arbitration modification — SB 286 and AB 598 would change arbitration law for public employees. Under the existing law, the arbitrator, in considering a settlement, must give "greatest weight" to any law or directive that limits the employers' expenditures or revenues. Current law requires that "greater weight" be given to economic conditions in the relevant jurisdiction. The bills would require that an arbitrator give "greater weight" to the financial ability of the municipal employer to meet the costs required under the proposed settlement, and to specifically consider the revenues available to the employer without any property tax increases. The bills would eliminate the existing requirement that the arbitrator compare wages, hours, and working conditions with those of other public and private sector employees in the same and similar communities and would limit the required comparisons to workers in the same community. The bills also would prohibit labor or management from including in its final offer any item that would require the retroactive application of a pay adjustment for any time before the date the arbitrator issues the decision. Retroactive pay raises would be mandatory, however, if the arbitrator selects the labor organization's final offer. The bills also would prohibit any bargaining on management's right to use or contract with non-public employees to perform services. They would also prohibit bargaining on issues related to the impact on public employee wages, hours, and working conditions of management's decision to use non-public employees to perform services.

    The Senate Labor, Small Business Development and Consumer Affairs Committee recommended adoption of a substitute bill on a 3-2 vote. The substitute would provide that a municipal employer not be required to bargain collectively a decision to contract with any person who is not a municipal employee to perform municipal work. The employer also would not have to collectively bargain a decision to contract with another municipality to perform municipal work or consolidate municipal service or units of government.

    Status: Died at end of legislative session.

24. Another arbitration bill — AB 751 would eliminate the Qualified Economic Offer provisions from state law and, instead, allow the arbitrator in school district/employee cases to make individual determinations in all issues involving mandatory subjects of bargaining that were included in the parties' initial bargaining offers. The arbitrator would not be limited to

choosing the offer of one side or the other. The bill also would require the Wisconsin Employment Relations Commission to randomly choose an arbitrator in school district disputes. The bill also would require WERC, if possible to appoint a permanent or temporary reserve judge to arbitrate such disputes. The bill would also eliminate the requirement that the arbitrator give extra weight to local economic conditions, instead requiring that local conditions only be considered as factors in any decision. The bill also would eliminate the 3.8% cap on salary and fringe benefit increases for non-represented employees.

Status: Died at end of legislative session.

25. Youth apprenticeship funding — SB 290 and AB 620 would increase FY04 state funding by $400,000, to $1.5 million, for youth apprenticeship programs established under the Governor's Work-Based Learning Board. The appropriation would be increased by $1,103,000 for FY05. The bill also would increase the general program operation budget of the Department of Workforce Development — to which the Learning Board is attached — by $230,000 in FY05 to add two full-time positions for the Learning Board.

Status: Died at end of legislative session.

26. School finance — AB 571 would eliminate the current school aid formula beginning in FY05 and replace it with a sales tax-funded foundation plan. Under the bill, each school district in 2004-'05 would be paid a per-pupil amount determined by multiplying the prior year's per-pupil educational cost by the percentage rate that, when applied annually for 20 years, will result in a per-pupil payment of $19,000 in FY24. After FY05, the per-pupil allocation would be increased by the same percent each year.

The bill also would eliminate most categorical grant programs, such as special education and children at risk, and eliminate revenue limits. The 32-page bill also would require a three-quarters vote of the school board for issuance of a capital improvement bond, and provide state funding for a portion of certain capital improvements. It also would limit levies for debt service, cap allowable amounts of fund balance, and prohibit districts from using the tax levy to fund employee salary or benefits.

The bill also would eliminate the QEO exception to binding arbitration and would remove existing authorization for arbitrators to consider local economic conditions or legally-imposed revenue limits when weighing a decision.

Status: Died at end of legislative session.

27. School Bus Measures

a. AB 590 would require any school bus that is made on or before Jan. 1, 2004, and that weighs more than 10,000 pounds to be equipped with seat belts at each designated seating position. The bill also would permit a school board to require the use of seat belts or child safety restraint systems by pupils or children being transported by a school bus.

Status: Died at end of legislative session.

b. Senate Bill 350, relating to school bus drivers, modifies and expands the criminal convictions that disqualify a person from having her or his license endorsed for school bus operation. The law also

(1) requires the Wisconsin Department of Transportation (DOT) to conduct background checks on each applicant for bus driver endorsement and again every four years on each driver with a school bus endorsement;

(2) increases fees for school bus endorsement;

(3) requires DOT, in consultation with the Department of Justice, Department of Public Instruction (DPI), and the Department of Health and Family Services to study the information technology aspects related to criminal background investigation of endorsement applicants;

(4) requires DPI, in consultation with DOT, to study the costs and benefits of installing and maintaining video cameras on school buses and ways to increase the availability and effectiveness of school bus driver training; and

(5) requires school districts, upon the written request from a parent or guardian of a pupil, to disclose the name of each driver who transports the pupil.

MPS, which does not maintain lists of the names of school bus drivers who transport students, will include language in its contracts with bus companies requiring them to provide the names of the bus drivers requested in accordance with the new law, according to Michael Turza, Director of School Business Services.

Status: Adopted by the Assembly, 99-0, on March 10; the Senate concurred the same day. Gov. Doyle signed the bill on April 19.

28. No Child Left Behind — SR 19 urges Congress to fully fund and reauthorize the No Child Left Behind Acts and the Individuals with Disabilities Education Act.

Status: Died at end of legislative session.

29. University of Wisconsin Tuition — AB 95 would allow an alien who is not a legal permanent resident of the United States to pay resident tuition at the University of Wisconsin System if several conditions are met. They are:

- The student graduated from a Wisconsin high school or received a high school equivalency degree from Wisconsin.
- The student was continuously present in Wisconsin for at least one year following the first day of attending a Wisconsin high school.
- The student enrolls in the UW System and provides the UW institution with an affidavit stating that the student has filed or will file an application for permanent residency with the Immigration and Naturalization Service as soon as the student is eligible to do so.

Status: Died at end of legislative session.

30. School board member salaries — AB331, as introduced, would set Milwaukee School Board members' salaries at $18,121, except for the president, who would be paid $18,670. The board could increase the salary of board members, but the increase would not apply during a board member's term of office because the bill provides that a board member's salary may not exceed the salary provided when the member took office.

Status: The Assembly approved a version of the bill that deleted the specific salary amounts, but continued the prohibition on raising a board member's salary during the member's term of office. The measure was pending in the Senate when it died at end of the legislative session.

31. Fingerprint cards — AB640 would allow the Department of Public Instruction to use technologies other than fingerprint cards for fingerprinting teacher license applicants.

Status: Died at end of legislative session.

32. Threats to school employees — SB312 would prohibit threats to physically harm the person or any family member of a school employee, a social worker employed or working under contract to a government agency, or a juvenile intake worker. A threat would be covered by the prohibition if: 1)the offender made the threat knowing the victim is, or is a family member of a school employee, a social worker employed or working under contract to a government agency, or a juvenile intake worker; 2)the victim is acting in his or her official capacity when the threat is made, or the threat is made in response to action taken in an official capacity; and 3) the victim did not consent to the threat. Violators could be found guilty of a Class A misdemeanor, which is punishable by up to 9 months in the county jail and a fine of $10,000.

Status: Died at end of legislative session.

33. Drug offenses — AB 342 would make any college student who has been convicted of possession of illegal drugs with intent to manufacture, distribute, or deliver ineligible for a state loan, grant, or work assistance for two years following the date of the conviction. The sanction also would apply to any college student convicted of the actual manufacture, distribution or delivery of illegal drugs. Upon a second conviction of any drug-related offense previously cited, a student would be ineligible for a state loan, grant or work assistance for an indefinite period unless the conviction is reversed, set aside or vacated or unless the person successfully completes a drug treatment program.

    Status: It was approved in the Assembly, 68-28, and was pending in the Senate when it died at end of legislative session.

34. Charter appeals — SB321 would establish a new appeals process for charter school operators whose petitions or contracts are rejected, revoked or not renewed at the local level. Currently, under an appeal provision that applies only to MPS, charter denials are appealed to the superintendent of public instruction. Under the bill, the state superintendent of public instruction would hear the appeals or appoint an individual or panel to hear appeals of charter school operators whose petitions or contracts are rejected, revoked or not renewed.

    The bill specifies what must be considered in any appeal decision, including the level of support for the school among students and parents and the charter's potential to improve public education and offer additional educational choices. In revocation cases, the appeal decision would be required to take into account whether the charter violated its contract; students failed to make sufficient academic progress; the school failed to comply with generally accepted accounting practices; or the school violated the charter law. The person or panel hearing the appeal could order the school board to accept the charter school, or could allow UW-Milwaukee, UW-Parkside, Milwaukee Area Technical College, or the City of Milwaukee to operate the school. If the latter occurs, the bill provides that none of the statutory limits applicable to charters –such grade level or student enrollment limits — would apply. The decision in any appeal could not be appealed further to the courts under the bill.

    Status: Died at end of legislative session.

35. Open enrollment — AB706 and SB348 would eliminate the ability of any school district to require a pupil attending the district under the open enrollment program to reapply when the pupil enters middle school, junior high school, or high school.

    Status: Died at end of legislative session.

36. Law enforcement records — AB709 would give school districts and law enforcement agencies greater ability to exchange information and greater access to student records relating to students taken into custody for violating the law. The bill also would reclassify records maintained by a school district's security department from pupil records to law enforcement officers' records of juveniles, making them more accessible to law enforcement.

    Status: The bill passed the Senate and Assembly and is before the Governor.

37. Transportation — Assembly Bill 723 would require a school district that is mandated to provide transportation for private school pupils to provide it only during the term of the school district. School districts that choose voluntarily to provide private school transportation could do so at any time, at its discretion.

    Status: Died at end of legislative session.

38. Miscellaneous provisions — Assembly Bill 725 would eliminate several miscellaneous legal requirements and Department of Public Instruction rules and regulations. The bill would eliminate the requirements that:

    - each school employ a DPI-certified reading specialist to develop and coordinate a comprehensive reading curriculum.

- school districts participate in the Youth Options Program, which requires districts to foot the bill for some high school students to take a University of Wisconsin course if the course is not offered in the students' districts and if they will receive high school credit for the courses.
- each public and private school file a fire drill report with the Department of Commerce and local fire departments. The bill would require districts to maintain fire drill records for at least seven years.
- advisory committees formed to review human growth and development curriculum do so every three years. The bill would require the committees to review the curriculum "as needed."
- each district adopt rules prohibiting students from using or possessing a paging or two-way communication device while on school premises.
- each district report bus accidents to DPI.
- each school district to report to DPI when it contracts to use or acquire facilities or equipment belonging to another district.
- each district annually adopt a policy on access to extracurricular and recreational school programs and activities.
- DPI coordinate the exchange of teachers.
- DPI promote public awareness of, access to, and training of health professionals for rural and underserved urban areas.
- school boards maintain a mailbox for each school located on a rural mail route.
- DPI report to the Legislature every three years on all cooperative education service agency programs and services.

The bill also would revoke the authority of DPI to license nurses as school nurses.

Status: Died at end of legislative session.

39. Restraints and seclusion — AB 765 would restrict the use of seclusion and restraints in schools. Under the bill, a student could be physically restrained only in emergencies, and mechanical restraints could be used only at schools certified as having met the requirements of the Joint Commission on Accreditation of Healthcare Organizations. Seclusion could be used only in an emergency, if the pupil's individualized special education program permits seclusion under the circumstances, or if the pupil's parent or guardian consents in writing to the use of seclusion. The bill also would require all school employees who deal with students to be trained on the proper use of seclusion and restraint and to prepare and file with the Department of Public Instruction written reports about their use of seclusion and restraint.

    Status: Died at end of legislative session.

40. Volunteer health care workers — AB 772 would allow volunteer health care workers to offer their services to students in kindergarten to sixth grade. Qualified volunteers would be allowed to provide diagnostic tests; health education; information about available health care resources; office visits; patient advocacy; referrals to healthcare specialists; first aid for illness or injury; administration of any drug, other than a contraceptive drug, that may lawfully be sold over the counter (parental instructions required); health screenings; and any other health care services designated by the Department of Public Instruction. Dentists would be allowed to perform simple tooth extractions and necessary related suturing. The bill would specifically prohibit volunteer health care providers from providing emergency medical services, hospitalization, or surgery, except as designated by DPI by rule. They also could not provide abortion referrals, contraceptives, or pregnancy tests.

    Status: Died at end of legislative session.

41. Charter school payments — SB 402 would eliminate the current system of funding independent charter schools, which requires a proportionate reduction in the general aids of all school districts in the state. The bill would require that funding for each independent charter be subtracted from the aids for the school district in which the charter is located.

    Status: Died at end of legislative session.

42. School safety and levy limits — AB 889 would increase a school district's revenue limit by an amount equal to the amount spent by the district on safety and security measures that year, but not more than an amount equal to $100 multiplied by the number of pupils enrolled.

    Status: Died at end of legislative session.

43. Forgiveable loans for teachers — AB 929 would create a loan program to help college students studying to be teachers to pay for their college education. The program would allow a qualified student to receive up to 50% of the cost of UW-Madison resident undergraduate tuition each year for no more than four years. The loan would be forgiven over the first three years the recipient is licensed and employed as a teacher in a low-income district. If the recipient voluntarily ends employment, and no longer works, in a low-income school district for three school years, he or she would be required to repay 50 percent of the amount forgiven.

    Status: Died at end of legislative session.

44. School activity leave — AB 968 would allow any employee of an employer with more than 50 workers to take up to 16 hours of unpaid school conference and activities leave in a 12−month period. Under the bill, the leave could be used to attend school conferences or classroom activities relating to the employee's child that cannot be scheduled during nonworking hours. An employee also could use the leave time to monitor his or her child's pre-kindergarten program if the observation could not be done during non-work hours.

    Status: Died at end of legislative session.

45. Sex ed. — AB979 would require school boards providing human growth and development instruction to include instruction in the benefits of abstaining from sexual activity. Current law allows school boards to discourage adolescent sexual activity. The bill also would require instruction about all sexually transmitted diseases.

    State law now allows a School Board to include teaching about human immunodeficiency virus and acquired immunodeficiency syndrome. The bill also requires instruction about sexual exploitation, "date rape," the legal consequences of having sexual contact with a minor, and marriage and family responsibility, including financial responsibility.

    Status: Died at end of legislative session.

46 The Milwaukee Package — AB 986, which was introduced by Milwaukee Democrats at the request of Gov. Doyle, would expand the Volunteer Health Care Provider Program to schools and grades kindergarten through 6; impose new requirements on schools participating in the Milwaukee Parental Choice Program; lift the MPCP enrollment cap from 15% to 15.5% of a district's enrollment; and increase Student Achivement Guarantee in Education Program from $2,000 per pupil to $2,500 per pupil. The bill also would allow MPS to receive full state aid if it gets 95% of parents of children bused outside their attendance areas to reduce racial imbalance to sign consent forms. Under current law, MPS will lose state aid beginning in 2004-05. Beginning in the 2004−05 school year, a school district will suffer a loss in such aid if less than 100% of the parents or guardians do not sign consent forms.

    Status: Died at end of legislative session.

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(Item 2) Action on Resolution 0304R-037 by Directors Spence and Dannecker Regarding a Proposed Code of Conduct for the Milwaukee Board of School Directors

Background

At its regular meeting on February 23, 2004, the Board referred the following resolution by Directors Spence and Dannecker to the Committee on Legislation, Rules and Policies:

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 members 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.

2. 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.

3. 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.

4. 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.

5. 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.

Analysis

1. Although the Milwaukee Board of School Directors does not currently have a formal Code of Conduct *per se,* the following Board Rules and Governance Policies do, either directly or indirectly, address some of the issues addressed in the resolution:

a. Board Rule 2.09, Legislative Representation

b. Board Rule 3.01, Code of Ethics — Board of School Directors

c. Board Governance Policy BG 2.02, Governing Style

d. Board Governance Policy BG 2.03, Board Powers and Duties

e. Board Governance Policy BG 2.04, Board Member Authority and Duties.

Copies of these documents are included in the attachments to your Committee's meeting.

2. A survey of the rules and policies published on the websites of the 61 member school districts of the Council of Great City Schools shows that most, if not all, of them have codes of conduct of some sort. Most of the codes of conduct are concerned with board members' relationships with the public, with people or organizations doing business with the district, with others outside the organization, or with the behavior of the public at board meetings. The conduct of board members in their roles as board members is usually embedded in either a board's code of ethics (such as Salt Lake City, see Attachment A to the minutes of your Committee's meeting) or its rules for conducting meetings (such as Tucson, attachment B).

3. Two districts within the Council of Great City Schools — the Austin Independent School District (Attachment C) and the Orange County Public Schools (Attachment D) — do, however, have codes of conduct that directly and specifically address the conduct of board members in their roles as board members. (The proposed Code of Conduct echoes very closely the Orange County Code.)

4. Besides a Board Members' Code of Conduct, the Austin school district also has a rule titled "Board Member Covenants," included in Attachment C, which more specifically addresses some of the issues present in the resolution.

Strategic Plan Compatibility Statement

5. The atmosphere of cooperation and respect which the resolution attempts to promote is an extension of the Board's vision of our schools' being "centers of community activity, safe and inviting places that attract families and staff to live in their neighborhoods" and sets an example for children to "have the opportunity in the school and in the neighborhood to become competent, responsible, and generous, and to belong to a caring community."

Statute, Board Policy or Rule Statement

6. Adoption of this resolution would be in line with existing Board Rules and Governance Policies, specifically Board Rule 2.09, Legislative Representation; Board Rule 3.01, Code of Ethics — Board of School Directors; Board Governance Policy BG 2.02, Governing Style; Board Governance Policy BG 2.03, Board Powers and Duties; and Board Governance Policy BG 2.04, Board Member Authority and Duties.

Implementation and Assessment

7. If the Board chooses to adopt a Code of Conduct, the Office of Board Governance will publish it as Board Rule 3.02, Code of Conduct — Board of School Directors, to follow Board Rule 3.01, Code of Ethics — Board of School Directors, and will distribute copies of the Code of Conduct to current Board members. The Office of Board Governance will also incorporate the Code of Conduct into a form for newly elected members of the Board to sign upon their taking their seats.

8. According to Board Rule 1.11, Amendments to the Rules, "The [Committee on Legislation, Rules and Policies'] report with respect to . . . [an] amendment shall be presented to the Board and then held over until the next meeting, when it shall be considered and acted upon by the Board."

Fiscal Impact Statement

9. This item does not authorize expenditures. The Office of Board Governance sees no significant fiscal impact in implementing this resolution.

Committee Recommendation

A motion to approve having failed on a tie vote, your Committee reports this item to the Board without recommendation.

Director Hardin in the chair.

Director Morales moved that the Board direct the Legislation, Rules and Polices Committee to set a calendar and parameters to develop standards of conduct within four months.

The motion prevailed, the vote being as follows:

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

Noes—Directors Balistreri, Blewett and O'Neil—3.

President Spence resumed the chair.

* * * * *

COMMITTEE ON FINANCE/PERSONNEL

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

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Finance/Personnel presents the following report:

(Item 1) Action on Monthly Finance and Facilities Matters: Award of Contracts; Authorization to Make Purchases; Acceptance of the Report of Revenues and Expenses; Monthly Expenditure Control Report; Report on Administrative and School Fund Transfers; Report of Contracts Awarded Between $25,000 and $50,000; Report of the Independent Monitor on Participation Performance in the Neighborhood Schools Initiative; and Acceptance of Donations

Award of Contracts

BOILER REPLACEMENT

O. W. Holmes School

Prime Contractor
T.M. Braden Mechanical Corporation
W233 N7076 Blacksmith Court
Sussex, WI 53089

Second Low Bidder*: Base Bid of $94,425.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	11% MBE	9	0	2	Corporation	7

*Low Bidder did not meet HUB requirement.

Funds were allocated for this project from FY04 account code FAR-0-0-980-HM-ECNC (W.O. 2-596429). Project is to begin on May 3, 2004, and is scheduled for completion on October 1, 2004.

Special Services Center

Prime Contractor
Grunau Company, Inc.
1100 West Anderson Court
Oak Creek, WI 53154

Low Bidder: Base Bid of.....$232,300.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	12% MBE	400	30	40	Corporation	3

Funds were allocated for this project from FY04 account code FAR-0-0-980-ES-ECNC (W.O. 2-596435). Project is to begin on May 25, 2004, and is scheduled for completion on October 1, 2004.

LAN TECHNOLOGY

Zablocki School

Prime Contractor
WIL-surge Electric, Inc.
13201 West Silver Spring Road
Butler, WI 53007

Low Cumulative Bidder: Mandatory Base Bid #1 (Electrical) of $26,598, plus $5,922 for Mandatory Alternate Bid 1, to provide new electrical feeders, modifications related to the existing conditions for new electrical installation work, and any electrical service revision work; plus $21,294 for Mandatory Alternate Bid 2, to provide all new electrical work in non-instructional areas; plus Mandatory Base Bid #2 (Data) of $24,287, plus $6,008 for Mandatory Alternate Bid 2, to provide new data work in non-instructional areas; plus $32,548 for Mandatory Alternate Bid 3, to provide network switches as specified, for a total contract of.....$116,657.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% MBE	52	0	0	Corporation	1

Funds were allocated for this project from FY04 account codes FAR-0-0-OSM-ZA-ECNC ($70,772) and TCH-0-0-TCD-DW-ECNC ($45,885) (W.O. 2-413128). Project is to begin on May 3, 2004, and is scheduled for completion on September 3, 2004.

COIL & UNIT VENT REPLACEMENT

Keefe School

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

Low Bidder: Base Bid of.....$119,450.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% MBE	150	14	9	Corporation	3

Funds were allocated for this project from FY04 account code FAR-0-0-MM2-KE-ECNC (W.O. 2-596439). Project is to begin on May 3, 2004, and is scheduled for completion on August 27, 2004.

ACCESS CONTROL, AUDIO/VIDEO SURVEILLANCE SYSTEM INSTALLATION

Custer High School

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

Sole Bidder: Base Bid of.....$75,900.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% MBE	17	0	3	Corporation	2

Funds were allocated for this project from FY03 and FY04 account code SCS-0-0-MP3-DW-ECTS (W.O. 2-577548). Project is to begin on May 3, 2004, and is scheduled for completion on July 30, 2004.

Hamilton High School

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

Low Bidder: Base Bid of.....$87,000.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	10% MBE	17	0	3	Corporation	2

Funds were allocated for this project from FY03 account code SCS-0-0-MP3-DW-ECTS (W.O. 2-577550). Project is to begin on May 3, 2004, and is scheduled for completion on July 30, 2004.

CORRIDOR DOOR REPLACEMENT

Bay View School

Prime Contractor
B & D Contractors, Inc.
17020 West Rogers Drive
New Berlin, WI 53151

Low Bidder: Base Bid of.....$173,500.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
Yes	10%	72% MBE	23	4	3	Corporation	3

Funds were allocated for this project from FY03 account code FAR-0-0-OSA-BV-ECNC (W.O. 2-601756). Project is to begin on June 21, 2004, and is scheduled for completion on August 13, 2004.

ASBESTOS ABATEMENT & RELATED WORK

Doerfler School

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

Low Bidder: Base Bid of.....$86,550.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	0%	0%	20	10	4	Corporation	0

Funds were allocated for this project from FY04 account code FAR-0-0-ECC-DF-ECNC (W.O. 2-600645). Project is to begin on June 21, 2004, and is scheduled for completion on August 6, 2004.

ELEVATOR MODIFICATIONS

Grand Avenue Middle School

Prime Contractor
Saeflite Elevator Company Inc.
9450 North 107th Street
Milwaukee, WI 53224

Sole Bidder: Base Bid of.....$57,447.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	0%	8% WBE	4	0	1	Corporation	1

Funds were allocated for this project from FY04 account code FAR-0-0-980-GA-ECNC (W.O. 2-596374). Project is to begin on May 3, 2004, and is scheduled for completion on August 20, 2004.

Muir Middle School

Prime Contractor
Saeflite Elevator Company Inc.
9450 North 107th Street
Milwaukee, WI 53224

Sole Bidder: Base Bid of.....$82,045.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	0%	0%	4	0	1	Corporation	2

Funds were allocated for this project from FY04 account code FAR-0-0-980-MU-ECNC (W.O. 2-596375). Project is to begin on May 3, 2004, and is scheduled for completion on August 20, 2004.

ASBESTOS ABATEMENT — BOILERS

Bid Package #1

Division 1 — Fifty-third Street School
Division 2 — Maple Tree School
Division 3 — McNair Academy
Division 4 — Sixty-fifth Street School

Prime Contractor
Champion Environmental Services, Inc.
38 West End Drive
Gilberts, IL 60136

Low Bidder: Base Bid of.....$120,000.00

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 were allocated for this project from FY04 account codes FAR-0-0-980-53-ECNC (W.O. 2-596427) ($33,340); FAR-0-0-980-MP-ECNC (W.O. 2-596430) ($16,348); FAR-0-0-980-MN-ECNC (W.O. 2-596431) ($33,940) and FAR-0-0-980-053-ECNC (W.O. 2-596433) ($36,372). Project is to begin on June 14, 2004, and is scheduled for completion on July 2, 2004.

GYMNASIUM AIR CONDITIONING

Ninety-fifth Street School

Prime Contractor
T.M. Braden Mechanical Corporation
P.O. Box 802
Menomonee Falls, WI 53051

Low Bidder: Base Bid of.....$95,122.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	10%	13% MBE	9	0	2	Corporation	6

Funds were allocated for this project from FY04 account code 000-0-0-CMP-95-EOTH (W.O. 2-624220). Project is to begin on May 3, 2004, and is scheduled for completion on August 20, 2004.

The following recommendation is made based on proposals received March 17, 2004:

NEW BUILDING ADDITIONS AND RENOVATIONS

Bid Package #1 — Longfellow School

Prime Contractor
Platt LLC
7407 South 27th Street
Franklin, WI 53132

For a total contract of $5,263,853.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
No	30% MBE 5% WBE	30% MBE 11% WBE	5	2	2	Corporation	20

Funds have been committed for the Longfellow project from FY02 account code FAR-0-0-980-LO-ECNC ($140,000); FAR-0-0-MM2-LO-ECNC ($88,500); FY04 account code MBM-0-0-BDE-LO-EMMB ($250,000); FAR-0-0-OSA-LO-ECNC ($680,495) and Neighborhood Schools Initiative account code FAR-0-0-NSI-LO-ECNC ($4,104,858) (W.O. 2-545409). Project is to begin on May 3, 2004, and is scheduled for completion on July 25, 2005.

Bid Package #2, Division 1 — Kluge School

Bid Package #2, Division 2 — Lafollette School

Prime Contractor
Platt Construction, Inc.
7407 South 27th Street
Franklin, WI 53132

For a Combined Bid of.....$2,029,049.00

M/WBE Participation			Employee Info				
Certified	Required	Proposed	Total #	Minority	Women	Type of Business	# of Subcontractors
Yes	30% MBE 5% WBE	30% MBE 5% WBE	113	17	7	Corporation	22

Funds have been committed for the Kluge project from Neighborhood Schools Initiative account code FAR-0-0-NSI-KL-ECNC ($1,064,438) (W.O. 2-545396). Project is to begin on May 3, 2004, and is scheduled for completion on February 5, 2005.

Funds have been committed for the Lafollette project from Neighborhood Schools Initiative account code FAR-0-0-NSI-LF-ECNC ($964,611) (W.O. 2-545407). Project is to begin on May 3, 2004, and is scheduled for completion on November 5, 2004.

CONSTRUCTION CONTRACTS

Total construction contract dollars awarded.....$8,623,298.00
Total dollars HUB participation $2,771,260.77
% of MBE participation.....27.86
% of WBE participation 4.28
% Minority employees within company.....30.09
% Women employees within company 27.99

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

B-5359 Authorization to Award a Bid for the Purchase of a Crane Truck

The Administration recommends the award of a bid to Dueco, Inc., for the purchase of one 23-ton crane truck for use by the Facilities and Maintenance Division. Dueco, Inc,. was the sole bidder and met all specifications.

The total value of the bid is approximately $144,122. The budget code to be charged is: GLMTN00VRPNL-ERVH.

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-5360 Authorization to Award a Bid for the Purchase of an End-Loader Truck

The Administration recommends the award of a bid to Fabco Equipment, Inc., for the purchase of one end-loader truck for use by the Facilities and Maintenance Division. Fabco Equipment, Inc., was the sole bidder and met all specifications.

The total value of the bid is approximately $86,731. The budget code to be charged is: GLMTN00VRPNL-ERVH.

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 Student and Staff Desktop/Laptop Computers (PCs).

Currently MPS uses three vendors to supply PC desktop and laptop computers. The Administration has determined that the District would have greater pricing and service leverage by contracting with a single vendor to supply all PC desktop computers and by contracting with a single vendor to supply all PC laptop computers.

On February 5, 2004, MPS issued RFP-432 for desktop computers and RFP-433 for laptop computers. Six vendors responded to RFP-432, and eight vendors responded to RFP-433. The responding vendors are listed below.

Desktop Computers Vendors	Laptop Computers Vendors
Dell	Dell
IBM	IBM
Gateway	Gateway
MPC	MPC
Vanguard	Vanguard
Premio	Above Media Tech
Custom Fit	
Hewlett Packard	

Each vendor's response was independently evaluated and ranked by four technical evaluators. The three top-ranked vendors were required to provide desktop and/or laptop computers for technical evaluation. The top three vendors for both RFPs were as follows.

Vendor	Aggregate Score	Costs	
		Admin	Student
Dell (Desktop)	390	$825	$650
Dell (Laptop)	397	$1245	$999
IBM (Desktop)	374	$872	$710
IBM (Laptop)	381	$1377	$999
Gateway (Desktop)	358	$869	$682
Gateway (Laptop)	355	$1439	$1024

Upon completion of the technical evaluations, Dell was determined to be the most cost-effective, qualified vendor for both desktops and laptops based on the following RFP criteria.

Criteria	Maximum Points
Experience/Company Capabilities	20
Technical Requirements	35
Price/Fiscal Impact	35
Total Cost of Ownership	10
Total	100

As a result of the evaluations, the Administration recommends that one contract be awarded to Dell for desktops, and a second contract be awarded to Dell for laptops. Each contract will be for one year with the option of two one-year extensions, for a maximum of three years.

This resolution does not authorize expenditures. School and Department budgets will be charged at the time computers are ordered. Approval by the Technology Advisory Committee (TAC) is not required when ordering pre-approved desktop and laptop computers.

HUB-Certified Prime?	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION				
	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
NO	44,300	NA	NA	10%	10% WBE	TBD	Imaging & installation	Imaging & installation

Purchasing Request Summary — April 2004

Total contract dollars to be awarded.....$230,853
Total dollars eligible for HUB participation.....$0
Total HUB dollars.....$0
% of MBE participation.....0
% of WBE participation.....10%
Total HUB Participation.....$0

Acceptance of the Report of Revenues and Expenses

April 22, 2004

TO THE MILWAUKEE BOARD OF SCHOOL DIRECTORS:

Below is a summary of revenues as of February 29, 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	$ 7,412,174	$ 503,201,136	$ 454,396,438	53%
Categorically Aided	151,978,748	34,431,900	186,410,648	22,498,033	89,300,893	97,109,755	48%
School Nutrition	29,360,066	789,428	30,149,494	2,306,933	12,781,046	17,368,448	42%
Construction	35,787,377	32,855,230	68,642,607	2,650,000	14,978,788	53,663,819	22%
Extension	10,179,058	703,927	10,882,985	293,222	9,360,767	1,522,218	86%
Total All Funds	$ 1,135,594,734	$ 118,088,574	$ 1,253,683,308	$ 35,160,362	$ 629,622,630	$ 624,060,678	50%

Below is a summary of expenditures as of February 29, 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	$ 79,930,636	$ 611,790,971	$ 345,806,603	64%
Categorically Aided	151,978,748	34,431,900	186,410,648	17,195,048	120,357,114	66,053,534	65%
School Nutrition	29,360,066	789,428	30,149,494	2,565,775	19,877,696	10,271,798	66%
Construction	35,787,377	32,855,230	68,642,607	1,114,667	55,419,808	13,222,799	81%
Extension	10,179,058	703,927	10,882,985	697,953	6,015,344	4,867,641	55%
Total All Funds	$ 1,135,594,734	$ 118,088,574	$ 1,253,683,308	$ 101,504,079	$ 813,460,933	$ 440,222,375	65%

(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

This report has been attached to the minutes of your Committee's meeting.

Report on Administrative and School Fund Transfers

This report has been attached to the minutes of your Committee's meeting.

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

Third-Quarter Report of Contracts

Month	School	Project	Contractor	HUB Participation	Amount
Jan-04	Grant	Multi-Media Design Services	AV Design Group/Div. Of Presentation Solutions, Inc.	0%	$37,736
	Manitoba	Parking Lot Reconstruction	Payne & Dolan, Inc.	31% MBE	$30,651
	Maryland	New Parking Lot	Poblocki Paving Corporation	3% MBE 7% WBE	$27,500
	Kilbourn	New Parking Lot	Stark Asphalt	10% WBE	$46,780
	Career/Tech. Ed	Autodesk ACES Software	Autodesk	0	$31,972
Feb-04	King High	Parking Lot Reconstruction	Wm. Beaudoin & Sons, Inc.	12% WBE	$32,518
	Recreation	Spring Recreation Guide	Lake Country Printing	0	$31,972
Mar-04	Recreation	Summer Recreation Guide	Action Printing	0	$32,518
Total					$286,784

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

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

Acceptance of Donations

School	Donor	Amount	Gift or Purpose
Alcott	United Technologies	$250	To purchase supplies or offset field-trip costs for K4 and K5
Audubon	Target	$160	Student Incentives
Barton	Harley-Davidson Motor Co.	$482	Bus for field trip
Bradley Tech & Trade	Jan Dunn	$400	Macintosh computer and 2 printers for student use
Congress	Shareen Little	$120	Door prizes incentives
Congress	Girl Scouts — Congress	$50	Christmas gift for needy
Congress	Kenneth Wheeler	$250	40 books (Reading Block and Reading Buddies)
Fernwood	Pick-N-Save and Target	434	Monetary (donation to school)
Fernwood	Rebecca Ozelie	$50	Microwave (staff lounge)
Fernwood	Pick-N-Save	$71	Monetary donation to school
Fratney	Barbara J. Haag-Heitman	$400	4th- and 5th-grade camping trip
Goodrich	Dennis Kehring	$120	DVD Player
Lancaster	Reinhart, Boerner, VanDuron, and Norris	$1,000	5 PC computers for classrooms
Lancaster	Target	$66	"Take Charge of Education"
MacDowell	Anna and Leon Walls	$160	Field Trip
MacDowell	Target	$194	"Take Charge of Education"

School	Donor	Amount	Gift or Purpose
McNair	Immanuel Presbyterian Church	$2,170	Calculators, software, tape recorder, etc.
Meir	Anonymous	$400	Denmark trip
MEC	South Middle School in Eau Claire	$50	Incentive for MEC students in 6th grade who took survey
MPS	H and R Block	$3,445	40th Biennial Music Festival
MPS	Clifford Kingcaid	$100	Donation to Milwaukee Public Schools Radio Station (WYMS)
MPS	Mary K. Hunt	$100	Donation to Milwaukee Public Schools Radio Station (WYMS)
MPS	David Mueller	$50	Donation to Milwaukee Public Schools Radio Station (WYMS)
MPS	Theodore Avitahl	$25	Donation to Milwaukee Public Schools Radio Station (WYMS)

Committee Recommendation

Your Committee recommends that the Board authorize the contracts and purchases as listed in the above and accept the donations as listed above, with appropriate acknowledgment to be made on behalf of the Board.

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

* * * * *

(Item 2) Action on Monthly Personnel Matters: Approval of Classified Personnel Transactions; Approval of Certificated Appointments; Approval of Leaves of Absence; Report on Resignations; and Affirmative Action Reports

Approval of Classified Personnel Transactions

Name and Assignment	Position and Salary	Date
	APPOINTMENTS	
Kathy Zelazny-Rauckman Townsend	School Secretary I $19,442.44/yr.	04-05-04
	PROMOTIONS	
James Anderson Building Operations	School Engineer II $39,413.66/yr.	03-15-04
Diane Dolkiewicz Facilities & Maintenance	School Secretary II $32,703.32/yr.	03-17-04
William Gladney Building Operations	School Engineer I $33,249.06/yr.	03-15-04
Edith Goodman Robinson	School Kitchen Manager I $17,392.25/yr.	04-01-04
Henry Pullom Washington	School Engineer IV $47,329.10/yr.	03-15-04
Ronald Tate Building Operations	Boiler Attendant Trainee $27,387.62/yr.	03-15-04

CHANGES IN STATUS

C.H. Cox Academy of Accelerated Learning	Handicapped Children's Assistant $14,609.70/yr.	04-01-04
Brenda Jones Fairview	Handicapped Children's Assistant $14,609.70/yr.	04-01-04
Lillian Moss Garden Homes	Handicapped Children's Assistant $14,609.70/yr.	03-15-04
Joann Smith Student Services	School Secretary I $ 27,712.44/yr.	03-29-04

Approval of Certificated Appointments

Eth Code	Teachers	Division	Salary	Yrs. Exp. Credit	Start Date
r	Alisha A. Birtha Cross Categorical Special Education	B	$31,674.00	0	3/11/04
a,r	Brooke Boettcher K-Grade 4	B	$29,224.00	0	2/25/04
r	Reina Davila Bilingual Education	B	$29,224.00	0	3/15/04
nr	Anna M. Grice Grade 4	B	$29,224.00	0	3/15/04
nr	Jill Hornik Cross-Categorical Special Education	B	$29,224.00	0	3/15/04
a,r	Sabrina Lynk Cross-Categorical Special Education	B	$29,224.00	0	3/17/04
a,r	Tracy L.Matthews Social Studies	B	$29,224.00	0	2/13/04
a,nr	Caroline E. Schweinert Cross-Categorical Special Education	B	$31,299.00	2	3/8/04
a,r	Donna Smith EC:EEN	B	$29,224.00	0	3/18/04

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, 2004:		
Mark Brock	Day-to-Day	April 7, 2004
Elve Coleman	Congress	February 17, 2004
Maternity Leave, to June 17, 2004:		
Magdalena Danes	Forest Home	March 19, 2004
Talene Schierl	Academy of Accelerated Learning	March 29, 2004

Maternity Leave, to June 23, 2004:

Jean Gatz	Lafollette	May 31, 2004

Maternity Leave, to June 2005:

Kelli Krueger	Longfellow	September 2004

Extension of Personal Leave, to June 2005:

Cristy Jefson	from Leave	September 2004

Report on Resignations

Name	Position	Effective Date
Steven C. Ahl	Teacher	06/02/04
Linda M. Albertson	Teacher	06/17/04
Celin A. Arce	Principal	06/25/04
Rhulene Artis	Coordinator	04/30/04
Kemi F. Atandare	Soc. Wrkr.	06/25/04
Howard C. Austin	Teacher	06/17/04
Karen J. Baker	Teacher	06/17/04
Richard A. Barbuch	Teacher	06/28/04
Nancy A. Beck	Teacher	06/17/04
Anne M. Behrs	Teacher	06/17/04
Timothy S. Beres	Teacher	06/17/04
Marion D. Bernoteit	Teacher	06/17/04
Shirley R. Berry Butler	Teacher	05/04/04
Kathleen M. Bloom	Asst. Prin.	06/22/04
Dennis L. Bodden	Teacher	06/17/04
Penny B. Brill	Teacher	06/17/04
Nancy J. Brown	Teacher	06/17/04
Geralyn B. Bukowski	Teacher	06/17/04
Doris E. Cahn	Teacher	06/17/04
Karen B. Christianson	Teacher	06/17/04
Mary T. Christison	Teacher	06/17/04
Robin Cianciola	Teacher	06/22/04
Shirley A. Cogan	Teacher	06/23/04
Beverly A. Conner	Principal	06/30/04
Suzanne M. Cornell	Teacher	06/17/04
Willa M. Craft	Teacher	06/17/04
James H. Crain	Principal	07/02/04
Jeanne A. Crawford	Teacher	06/17/04
Grace M. Czarnecki	Teacher	06/17/04
Susan L. Daeke	Teacher	12/01/04
Virginia S. Daniel	Teacher	06/17/04
Irma D. Daniels	Teacher	06/17/04
Julia A. Dean	Asst. Prin.	06/22/04
Mary L. Delgado	Teacher	06/17/04
Charlene M. DeWald	Teacher	06/17/04
Esther N. Diamond	Teacher	06/17/04
Angela C. Diedrich	Teacher	08/01/04
Patrick M. Doyle	Coordinator	06/30/04
Dalibor A. Drummer	Teacher	06/17/04
John J. Duchac	Soc. Wrkr.	06/23/04

Charmian F. Easter	Teacher	06/17/04
Joyce J. Eberhardt	Teacher	06/17/04
Katherine M. Emanuele	Teacher	06/17/04
Lucille A. Evans	Teacher	06/17/04
Arrilla R. Eversley	Teacher	06/17/04
Patricia J. Fetherston	Teacher	06/17/04
Gregory K. Filardo	Teacher	06/17/04
Howette M. Flippin	Teacher	06/16/04
Mary A. Fortin	Teacher	06/17/04
Verna D. Frazier	Teacher	06/17/04
Ann C. Gallitz	Psychologist	06/23/04
Sally M. Gentilli	Teacher	06/17/04
John D. Germanotta	Teacher	06/17/04
Arman Ghahremani	Teacher	03/12/04
Mary Giller	Teacher	06/17/04
Nancy E. Gilmore	Teacher	06/17/04
Rolchie Gonzalez	Teacher	04/02/04
Gene S. Graham	Teacher	06/17/04
Anna L. Grosgalvis	Teacher	06/27/04
Myrna Grossman	Teacher	06/17/04
Susan M. Gruender	Teacher	06/17/04
Darlyn K. Grulke	Teacher	04/02/04
Anne L. Guinn	Teacher	06/17/04
Patricia P. Gumz	Teacher	06/17/04
Blanche C. Hall	Teacher	06/17/04
Eileen A. Hamilton	Teacher	06/17/04
Nancy P. Harder	Teacher	06/23/04
Helen J. Harris	Principal	06/30/04
Patricia V. Hart	Teacher	06/17/04
Thomas A. Hauser	Teacher	06/17/04
Nancy L. Heimbold	Teacher	06/17/04
Carol L. Hicks	Teacher	06/17/04
Molly A. Hoholik	Teacher	06/17/04
Yvonne Hopgood	Principal	06/22/04
Susan M. Hosking	Teacher	06/17/04
Gwendolyn R. Jackson	Teacher	06/23/04
Patricia A. Jacobs	Teacher	06/22/04
Michelle R. James	Teacher	03/05/04
Wayne J. Janaszek	Teacher	06/17/04
Frances M. Jastroch	Teacher	06/17/04
Cynthia F. Joerres	Teacher	06/17/04
Elizabeth Johnnie	Teacher	06/25/04
Barbara H. Johnson	Teacher	06/17/04
Evelyn J. Johnson	Teacher	06/17/04
Rita L. Johnson	Teacher	06/22/04
William B. Johnson	Principal	06/30/04
David R. Jones, Sr.	Teacher	06/17/04
Willie M. Jones	Teacher	06/17/04
Kathryn A. Joys	Teacher	03/23/04
Carol L. Kaebisch	Teacher	06/17/04

John L. Kapellusch	Asst. Prin.	06/30/04
George E. Kazel	Principal	06/30/04
Curtis Kendrick	Teacher	06/17/04
Roberta A. Kendricks Smith	Teacher	06/17/04
Patricia A. Kintop	Teacher	06/17/04
Willie C. Kirk	Principal	06/30/04
JoAnn S. Kjorvestad	Teacher	06/17/04
Joseph W. Kmoch	Teacher	06/17/04
Allen R. Kokott	Teacher	06/17/04
Jack E. Kollath	Teacher	06/17/04
Nancy J. Kostecki	Psychologist	06/23/04
Kathleen A. Kozicki	Teacher	06/16/04
Thomas M. Krause	Teacher	06/17/04
Karen L. Kreutz	Teacher	06/17/04
Joseph M. Kruzel	Teacher	06/17/04
Carrie Kulas	Teacher	06/16/04
Jack A. Lake	Teacher	06/17/04
Joseph E. Lucas	Teacher	06/17/04
Minnie B. Lyles	Teacher	06/17/04
Stephen J. Macek	Psychologist	06/23/04
David T. Mackinson	Teacher	06/02/04
Carolyn J. MacLaurin	Teacher	06/17/04
Beverly J. Mantey	Teacher	06/17/04
Juanita M. Martinez	Teacher	06/17/04
James C. May	Teacher	06/02/04
Andrea C. McClinton	Asst. Prin.	06/18/04
Donna L. McIntosh	Teacher	06/17/04
Sharon L. McKinney	Principal	06/30/04
Robert R. Meyer	Principal	06/30/04
Catherine E. Miles	Asst. Prin.	06/18/04
Pamela S. Mishelow	Teacher	06/17/04
Mary K. Miskinis	Teacher	06/17/04
Tabitha C. Mitcham	Teacher	06/17/04
Elsa E. Moclova	Teacher	06/17/04
Gary T. Molenda	Teacher	06/17/04
Patricia A. Monroe	Teacher	06/17/04
Gladys S. Montoya Munoz	Teacher	06/17/04
Clara B. Moore	Principal	04/08/04
Melanie A. Moore Steen	Principal	07/30/04
Floyd H. Mosley Jr.	Supervisor	07/02/04
Cheryl C. Moulds	Teacher	06/17/04
Margaree Moutry	Teacher	06/17/04
Adrienne Nerad	Teacher	06/17/04
Helen R. Mueller	Teacher	06/17/04
Robert M. Nerad	Teacher	06/30/04
Beverly A. O'Hara	Teacher	06/17/04
Sandra A. Olinski	Teacher	06/17/04
Maura K. Olson	Teacher	06/17/04
Darlene B. Oltz	Teacher	06/17/04
Nancy Pagan	Teacher	06/17/04

Rudolph E. Papa	Teacher	06/17/04
Patsy C. Parker Safford	Principal	06/30/04
Adolph Paul	Teacher	06/17/04
Florence A. Pearson	Teacher	06/17/04
Kay M. Pelzek	Teacher	06/17/04
Lawrence P. Pentek	Teacher	06/17/04
Sherrion Perkins	Teacher	06/17/04
Karen L. Petersen	Teacher	06/17/04
Sandra J. Petricek	Teacher	06/17/04
Michael J. Pikuleff	Teacher	06/17/04
Coil B. Pitchford	Teacher	06/16/04
Bonnie V. Pomo	Soc. Wrkr.	06/23/04
Frances A. Popa Breest	Teacher	06/17/04
Pamela R. Prusow	Teacher	06/17/04
Charles L. Randolph	Teacher	06/17/04
Christopher A. Rappel	Teacher	03/17/04
David L. Reber	Teacher	06/17/04
Brenda R. Reed	Teacher	06/17/04
Ron J. Rezash	Teacher	06/17/04
Willie E. Robinson	Teacher	06/17/04
Jose L. Rodriguez	Teacher	06/17/04
Niki M. Rogers	Teacher	06/17/04
Jeffrey S. Rosen	Principal	06/18/04
Linda R. Rosen	Coordinator	06/17/04
Mary M. Rouleau	Teacher	06/17/04
Kevin M. Rozman	Teacher	06/17/04
Dena A. Rude	Teacher	06/17/04
Margaret J. Ruscetta	Teacher	06/17/04
Janet E. Sandretti	Teacher	06/17/04
Karen A. Saurer	Teacher	06/17/04
Ronald E. Schimmelpfennig	Teacher	06/17/04
Jeannine D. Schlegel	Teacher	06/17/04
Harold D. Schmidt	Asst. Prin.	06/18/04
Gayle A. Schneider	Teacher	06/17/04
Kenneth W. Schultz	Teacher	06/17/04
Michael C. Schulz	Teacher	06/17/04
Patricia L. Scott	Teacher	06/17/04
Mary A. Searing	Teacher	06/17/04
Diane L. Seeber	Teacher	06/17/04
Jean A. Sherman	Teacher	06/02/04
Barbara A. Shumake	Teacher	06/17/04
Carol L. Sirko	Teacher	06/17/04
Mary M. Skare	Teacher	06/17/04
James R. Skwarek	Teacher	06/17/04
Joseph V. Smith	Teacher	06/17/04
Daron K. Smith	Teacher	03/12/04
Judith Smith	Teacher	06/17/04
Robert L. Smith	Teacher	06/17/04
Sue E. Sorce	Teacher	06/17/04
Linda J. Spiegel	Teacher	06/17/04

David L. Stacy	Teacher	06/17/04
Jomarie Staley	Teacher	06/17/04
Thomas A. Stang	Teacher	06/17/04
Holly M. Stangel	Teacher	06/17/04
Mary E. Steagall	Teacher	06/17/04
Evans L. Stephens	Teacher	06/17/04
Katharine M. Tanty	Teacher	06/17/04
Marvin E. Thomas	Teacher	06/17/04
Margaret A. Tromp	Teacher	06/17/04
Eliza M. Turner	Teacher	06/28/04
Myra V. Turner	Teacher	06/17/04
Julie A. Vandermause	Teacher	06/17/04
Lynn S. Voigt	Teacher	06/17/04
Jeffrey J. Wagner	Teacher	06/17/04
Silverene Ward	Teacher	06/17/04
Agnes A. Wattecamps	Teacher	06/17/04
Mary C. Weber	Teacher	06/17/04
Jeannine A. Weiss	Teacher	06/17/04
Cynthia L. Wilder	Teacher	03/22/04
Agnes V. Williams	Teacher	06/18/04
Jannie Willingham	Teacher	06/13/04
Barbara J. Wittlieff	Teacher	06/17/04
Karen L. Woodbury	Teacher	06/17/04
Maryann Wulff	Teacher	06/17/04
Judith A. Young	Teacher	06/17/04
Sharon M. Zagorski	Teacher	06/17/04
Donald M. Zimmer	Teacher	06/17/04
Donna L. Zoble	Principal	06/23/04

Affirmative Action Report

The Affirmative Action Report for March 2004 is attached to the minutes of your Committee's meeting. This is an informational report, and no action is required.

Committee Recommendations

Your Committee recommends that the Board approve the classified personnel transactions, certificated appointments, and leaves of absence as listed above.

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

* * * * *

(Item 3) Action on Recommended Administrative Appointments and Promotions

Committee Recommendation

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

5(r)	Shannon Gordon	ESEA Manager	Schedule III, Range 10A
		Ofc of Strategic Planning & Community Outreach	$78,500.00

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

Codes:
5 White
r Resident who must remain resident

Director Balistreri moved that the Board retire to executive session, pursuant to Wisconsin Statutes 19.85(1)(c), to consider employment, promotion, compensation or performance evaluation data of an employee.

The motion prevailed, the vote being as follows:

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

Noes—None.

The Board retired to executive session at 10:30 PM.

Director O'Neil left at 10:34 PM.

The Board reconvened in open session at 10:49 PM.

Director Johnson moved that the Board approve the promotion.

The motion prevailed, the vote being as follows:

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

Noes—None.

Temporarily absent—Director Blewett—1.

Abstaining from voting—Director Hardin—1.

* * * * *

(Item 4) Action on the Accelerated Phase-Out of Steuben Middle School

Administration's Analysis

1. At its meeting on August 28, 2003, the Board approved the Administration's recommendation to close Steuben Middle School on a two-year basis beginning with the 2004-2005 school year. The item indicated that if approved, reassignment of the attendance area for the middle school would be required. At its meeting on December 16, 2003, the Board approved the changes in school attendance areas to reflect the closing of Sholes and Steuben Middle Schools.

2. Through recent meetings between the Administration and the Steuben principal, it has become evident that, when attrition is considered, there will be a significant decline in enrollment at Steuben for the 2004-2005 school year. Based on data compiled as of April 13, 2004, the projected enrollment is 115 students, with 86 of those students having special education needs.

3. Because the quality of teaching and learning could not be maintained under the projected enrollment for 2004-2005, the Administration feels it would be in the best educational interests of the students currently enrolled to close Steuben Middle School for the 2004-2005 school year. Because there are not enough students to program a middle school at Steuben for 2004-2005, the teachers' contracts will not be able to be honored. Bringing this recommendation forward at this time will allow the teachers currently assigned to Steuben to participate in the upcoming interview process.

4. The Steuben principal is in agreement with this recommendation since not taking this action would result in ineffective programming for the remaining students. The principal has discussed this possibility with current Steuben parents and has indicated that they agree with the recommendation to phase out all enrollment at Steuben for the 2004-2005 school year.

5. The Division of Student Services will work with the parents and guardians of those students currently enrolled in Steuben Middle School for the 2004-2005 school year to identify placements that best meet their needs for the 2004-2005 school year.

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, Board Policy or Rules Statement

7. This recommendation is consistent with Administrative Policy 7.02, Instructional Priority Objectives, that supports quality teaching and learning through advancement of the district's academic framework.

Fiscal Impact Statement

8. This item does not authorize expenditures. The fiscal impact of closing the Steuben program at this time is unknown, but is not expected to be significant. Since the building will remain in use, there will not be cost-savings related to the physical plant. Depending on how the remaining students — and the accompanying per-pupil budget allocations — are reassigned, some schools may see slight increases in discretionary spending areas of their budgets. Transportation costs could increase incrementally. Again, this would depend on where Steuben students are reassigned.

Implementation and Assessment Plan

9. Upon approval by the Board, the Administration will take the necessary steps to accelerate the phasing-out of all enrollment at Steuben Middle School for the 2004-2005 school year. If approved, the Division of Student Services will work with the parents and guardians of those students currently enrolled in Steuben Middle School for the 2004-2005 school year to identify placements that best meet their needs for the 2004-2005 school year.

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration to accelerate the phase-out of Steuben Middle School effective with the 2004-2005 school year.

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

* * * * *

(Item 5) Action on Resolution 0304R-031 by Director Balistreri Regarding Alternatives to Bus Passes

Background

At its meeting on January 29, 2004, the Board referred Resolution 0304R-031 by Director Balistreri to the Committee on Finance/Personnel:

WHEREAS, The Milwaukee Public Schools contracts with the Milwaukee County Transit system (MCTS) for transportation services; and

WHEREAS, Middle- and high-school students are issued weekly pre-printed bus passes weekly and pre-printed bus tickets for special circumstances; and

WHEREAS, The cost of purchasing transportation services from MCTS continues to rise each year; and

WHEREAS, A large portion of the cost associated with contracting with MCTS is related to the printing of bus passes and tickets; and

WHEREAS, Eliminating printing costs associated with paper bus passes and tickets and implementing a system such as bar-coded student ID cards could result in a substantial cost savings for the district; and

WHEREAS, Implementing a system using bar-coding technology is usually justified within the first school year by the amount of time saved, an increase in accuracy, and a reduction in the loss of assets such as paper bus passes; and

WHEREAS, The University of Hertfordshire has implemented such technology, using four interfaces to cover all of the functions that used to be contained on 5 separate cards— i.e., ID. card, bus pass, an access card, a library and computer card— and will be replacing cash with bar-coded cards for use in vending machines and at the University's shops in the near future; and

WHEREAS, The bar-coded ID card system is already in place and being used by many MPS students instead of lunch tickets; and

WHEREAS, This has prevented theft and fraudulent activities associated with printed paper lunch tickets; and

WHEREAS, The electronic lunch ticketing process has also allowed the district to realize a more accurate count of the number of students within the district who take advantage of the free and reduced-price lunch program; and

WHEREAS, Tracking the use of bus passes and tickets in the same manner could allow the district to realize a substantial savings on the cost of transportation; now, therefore, be it

RESOLVED, That the Administration work with the MCTS to develop a system for electronic bus passes and tickets for cost-effective transportation cost tracking; and be it

FURTHER RESOLVED, The Administration bring the plan and two fiscally responsible alternatives related to paperless bus passes and tickets back to the Board for consideration by the April Board meeting cycle.

Administration's Analysis

1. This resolution directs the Administration to examine the feasibility of implementing an electronic bus pass and ticket system and to present two alternatives to the current system. To assist in the analysis, the Administration contracted with Mr. David Jasenski to conduct a review of electronic bus pass and ticket systems and to explore alternatives with the Milwaukee County Transit System (MCTS). As a long-time employee of MCTS and as a Milwaukee County Supervisor, Mr. Jasenski possesses unique insights into, and knowledge of, MCTS.

2. The objective of this Board item is to present the results of the review. In summary, while there are advantages in an electronic bus pass system, it is not feasible in the near term. The current system of weekly MCTS bus pass distribution provides the most cost-effective mechanism for transporting high-school students.

3. Milwaukee Public Schools (MPS) purchases bus passes from MCTS for approximately 14,000 students, most of them high-school students. Bus passes, which are distributed weekly, cost $11.00, $11.50, or $13.00, depending on usage. For FY04, MPS projects to spend $4.5 million on MCTS bus passes and tickets. A review of Federal Transit Administration literature and its survey of other school systems indicates that students pay their fares on public transit systems with passes or tickets similar to the current MPS system.

4. Each week, schools determine the number and type of bus passes needed. MCTS bus passes are a "buyback" charge, with schools having the responsibility of managing the distribution process. Bus passes are available on Monday for distribution for the following week. Schools have the distribution process well organized. Schools, as they have both distribution and fiscal responsibility for bus passes, have realized greater accountability and cost savings. Schools are charged only for bus passes used, with any returns credited to their accounts. On average, 10% of the bus passes are returned for a refund.

5. Electronic fare technology, which has been available since the 1970s, is used in over 30 transit systems in the United States. The most prevalent system uses a magnetic strip on an ID card. "Smart cards," such as the one in Hertfordshire that is referenced in the resolution, have embedded computer chips that store more information than can be contained on a magnetic strip. Smart cards are more prevalent in Europe, while only ten transit systems in the U.S. use them.

6. Implementing electronic fare technology on MCTS buses would require MCTS to purchase fare boxes capable of handling electronic fares. MCTS's current fare boxes were installed in 1986 and continue to function satisfactorily. Cost to install electronic fare boxes on all 480 MCTS buses would be $8-10 million. Although the federal government would pay 80% of the cost of capital investments, MCTS's cost would still be $1.6-2 million. MCTS has indicated that its capital funds are directed to replacing buses, installing security cameras on all buses, and replacing the radio/dispatch system, and therefore would not be available for electronic fare boxes. Proposals before Congress to reduce the federal share to 50% would further increase MCTS's funding requirements. Given the large upfront cost for an electronic system and the capital requirements in other areas, MCTS has no plans to upgrade to electronic fare technology in the near term.

7. MCTS spends roughly $5,000 per year on printing passes. Although MCTS might realize some cost-savings by not printing weekly bus passes, such savings in handling, management, and printing would not offset the capital costs associated with electronic fare technology at this time. MCTS has indicated, however, a willingness to continue to review the feasibility of an electronic system with MPS.

8. Pursuant to this resolution, the Administration also examined the feasibility of (1) a monthly bus pass and (2) a UPASS program for high-school students. For monthly bus passes, MCTS estimates that cost-savings would be negligible in printing monthly bus passes. Higher-quality card stock and additional embossing to make the passes less susceptible to counterfeiting would offset reduced printing hours. While there would be less administrative time used with a monthly pass, schools would not be able to obtain refunds for returned passes as readily as they do with the weekly pass.

9. The University of Wisconsin-Milwaukee (UWM) and Marquette University have a longstanding UPASS arrangement with MCTS. The UPASS allows 25,000 UWM and 7,000 Marquette students to pay $35 and $40 per semester to ride any bus operated by MCTS during the semester. The idea behind an HPASS (high-school version of the UPASS) is that, by providing a bus pass to all MPS high-school students, regardless of their distance from school, the per-student cost of the bus pass could be reduced significantly. Furthermore, the HPASS could encourage students to attend their neighborhood high schools, thereby improving attendance and reducing tardiness.

10. If the system were implemented district-wide, an estimated 7,100 additional high-school students would receive an HPASS; however — unlike with the UPASS arrangement, in which students use the MCTS throughout the day — most MPS students would use the service during peak times of 5:30 am-8:00 am and 2:30 pm-5:00 pm. This would require MCTS to add buses during the peak times to accommodate the additional 7,100 students. MCTS estimates that it would cost $2.2 million to implement a district-wide HPASS program. Those costs would be passed to MPS. Therefore, an HPASS program is not a feasible option district-wide.

11. The HPASS is more feasible, however, at certain high schools where additional MCTS buses would not be required. The Administration is continuing discussions with MCTS to pilot an HPASS at Marshall, Custer, and North Multiplex.

Strategic Plan Compatibility Statement

12. The recommendation supports the MPS Strategic Plan, Goal 3, family satisfaction as measured by their choices in the education marketplace. The MCTS provides a safe and responsive bus service for students.

Statute, Board Policy or Rule Statement

13. No Board policy or rule would require modification if the Board accepts the Administration's response.

Fiscal Impact Statement

14. This item does not authorize expenditures.

Committee's Recommendation

Your Committee recommends that the Board accept the Administration's response that, while there are advantages with an electronic bus pass system, it is not feasible in the near term.

Director Hardin moved to send the resolution back to Committee to further investigate and determine the cost and impact to the county and the district.

The motion prevailed, the vote being as follows:

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

Noes—None.

* * * * *

(Item 6) Authorization to Enter into a Lease Agreement with Sprint Spectrum, L.P., to Erect Cellular Transmission Antennas at Juneau High School and Garden Homes Elementary School

Administration's Analysis

1. This Board Item requests authority to enter into lease agreements with Sprint Spectrum, L.P,. to erect wireless communication facilities at Juneau High School and at Garden Homes Elementary School, generating an estimated $18,000 per year for each of the two schools.

2. At its meeting of November 27, 2001, (proc. pp. 427-431) the Board adopted Administrative Policy 5.03, Siting and Installation of Wireless Communication Facilities on District-Owned Land or Building Space. The Board has since approved three leases: with Sprint Spectrum for a tower at Hamilton High School; with U.S. Cellular for a tower at Wick Field; and with ATT for a tower at Riverside High School. (The Wick Field contract was recently canceled due to poor soil conditions that would not permit construction of the tower.)

3. The Administration has received a new request from Sprint Spectrum, L.P., to erect cellular transmission towers/antennas at Juneau High School, 6415 West Mount Vernon Street, and at Garden Homes Elementary School, 4456 North Teutonia Avenue. Sprint Spectrum, L.P., is proposing to install individual mast-type antennas on the parapet and roof at Garden Homes and panel antennas on frames at Juneau. Exterior cabinets will be installed on raised platforms on the roofs to house the electronic equipment.

4. All costs associated with the installation, maintenance, and operation of the towers will be borne by Sprint Spectrum, L.P. In addition to the $1,000.00 nonrefundable application fee for each site proposal, MPS will receive rent of $1,500 per month per site. The initial term of each lease shall be five years, with the option to renew for three (3) additional periods of five (5) years each. Rental rates will be adjusted by 3% after each year of each term.

5. The construction of transmitter towers is regulated by the Milwaukee Zoning Ordinance Section 295-113(4)(b). As such, Sprint Spectrum, L.P., will be required to obtain approval from the City of Milwaukee for the construction of this proposed tower.

6. The Administration projects revenues of $18,000 per year, for a minimum of five years at each school, to be allocated to the schools' respective budgets beginning in FY05. On October 28, 2003, the Board approved changes to Administrative Policy 5.01, Facilities; Administrative Policy 5.03, Siting and Installation of Wireless Communication Facilities on District-Owned Land or Building Space; and Administrative Procedure 5.01(3), Rentals and Services (Leases), to provide clarification of permitted uses of revenue generated by leases and easements. With regard to wireless communication facilities, the changes specifically state, "Any revenue generated by the lease fees at school sites that exceed district expenses shall be placed in the local school budget."

7. It is anticipated that the terms and conditions of the lease with Sprint Spectrum, L.P., will be similar to the leases that the district currently has with other cellular providers.

Strategic Plan Compatibility Statement

8. The recommendation is consistent with the practice of fiscal responsibility to make informed decisions about the allocations of resources for district programs, functions, and operations.

Statute, Board Policy or Rule Statement

9. The final lease document will fully comply with all terms and conditions of Administrative Policy 5.03, Siting and Installation of Wireless Communication Facilities on District-Owned Land or Building Space.

Fiscal Impact Statement

10. This item does not authorize the expenditure of district funds. All costs associated with the installation, maintenance, and operation of the tower will be borne by Sprint Spectrum, L.P. The Administration projects that revenues of $18,000 per year, for a minimum of five years, will be allocated to Juneau High School's budget, and $18,000 per year, for a minimum of five years, will be allocated to Garden Homes Elementary School's budget. The additional funding will begin in FY05.

Implementation and Assessment Plan

11. Upon approval by the Board and receipt of approvals by other appropriate agencies, the Administration will negotiate the lease agreements. Construction will occur upon successful completion of lease negotiations and, if necessary, Board approval of the negotiated leases.

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration to negotiate and enter into lease agreements with Sprint Spectrum, L.P., to erect wireless communication facilities at Juneau High School and at Garden Homes Elementary School, with the terms to include the following:

1. MPS is to receive a $1,000.00 nonrefundable application fee for each site proposal;
2. All costs associated with the installation, maintenance, and operation of the tower shall be borne by Sprint Spectrum, L.P.;
3. MPS shall receive rent of $1,500 per month per site;
4. The initial term of each lease shall be five years, with the option to renew for three (3) additional periods of five (5) years each;

5. Rental rates shall be increased by 3% after each year of each term.

If, in the final negotiated agreements, any of these five terms differs in any way from the above, the Administration will bring the negotiated agreements to the Board for final approval.

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

* * * * *

(Item 7) Action on a Request to Approve Contracts for Title I Services to Non-Public School Students

Background

1. The Elementary and Secondary Education Act (ESEA), as reauthorized by the No Child Left Behind Act of 2001, provides benefits to non-public school students, teachers, and other educational personnel, including those in religiously affiliated schools. These services are considered to be assistance to students and teachers and not to non-public schools. The reauthorized ESEA requires the equitable participation of non-public school students, teachers, and other educational personnel in some of its major programs.

2. Milwaukee Public Schools is required to provide services to eligible non-public school children, teachers, and other personnel consistent with the number of eligible children enrolled in non-public elementary and secondary schools in the City of Milwaukee. These services and other benefits must be comparable to the services and other benefits provided to public school children and teachers participating in the program and must be provided in a timely manner.

3. ESEA contains requirements for timely and meaningful consultation between appropriate public and non-public school officials. The goal of the consultation process is to meet the needs of eligible non-public school students, teachers, and other educational personnel. Consultation between the entity receiving federal financial assistance and non-public school officials must take place before any decision is made that could affect the ability of private school students, teachers, and other educational personnel to receive benefits under ESEA and must continue throughout the implementation and assessment of activities.

4. IMPS has shared information about service-delivery options under ESEA with non-public schools and has solicited their opinions regarding the types and forms of service that would meet the needs of their eligible students. Non-public schools have requested:

a. K-12 programming that is flexible, cost-effective, and comprehensive;

b. delivery of services during the regular school day, before and after school, or on Saturdays;

c. services that would allow them to continue to have access to computer-assisted instruction (CAI) resources when possible; and

d. agreements between MPS and third-party vendors to allow for a full range of tutoring services to be delivered at flexible times, with funds that are available to them under other Title Programs also to be used to engage the services of third-party vendors. (MPS had entered into contracts with three third-party vendors to offer Title I services in the 2003-2004 school year.)

5. In March 2004, the Milwaukee Public Schools posted RFP #439 to solicit vendors that could provide the range of services being requested for the 2004-2005 school year.

Administration's Analysis

6. The Milwaukee non-public schools to be served form a diverse community of students in approximately 100 schools. Equitable participation requirements of ESEA require the district to allocate

16.39% of Title I funds to non-public schools after allowable expenses are deducted. Based upon current-year allocations, this means that $6,917,375 will be earmarked for use in non-public school programs for 2004-2005. Virtually all of this amount will be dedicated to contracts with approved vendors.

7. Contract amounts to be awarded to each agency approved after the RFP selection process will be dependent upon final Title Program allocations, the number of schools selected by or assigned to each agency, and allocations that are available to those non-public schools. Participating non-public schools will receive services up to an allocation amount based upon an approved federal formula.

8. The RFP process led to the recommendation of the following vendors:

- The Learning Exchange, a company based in Brookfield, Wisconsin, that has five years' experience in providing supplemental education services in City of Milwaukee non-public schools;
- Academic Behavioral & Cultural (ABC) Academy, Inc., a Milwaukee concern that will employ teachers experienced in working with students in the Milwaukee community;
- Nonpublic Educational Services, Inc., an educational organization based in Salem, Massachusetts, that has over 25 years' experience in Title I for non-public schools and currently services 72 school districts in two states; and
- Sylvan Education Solutions, a company from Baltimore, Maryland, which has provided educational services to more than 69,000 students in more than 900 public and non-public schools and 150 school districts across the country.

9. The selected vendors will allow service to be provided to eligible students at the approximately 100 participating non-public schools. The recommended RFP respondents offer the range of services envisioned in consultation with Milwaukee non-public school officials.

10. RFP respondents are required to meet all applicable Historically Underutilized Business (HUB) requirements as outlined in the RFP.

11. 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 under Section 9501 of the No Child Left Behind Act.

Strategic Plan Compatibility Statement

12. The recommendation supports the MPS Strategic Plan, Goal 1, Student Achievement, and is consistent with the practice of fiscal responsibility and informed decision making concerning the required allocation of federal resources for services to Milwaukee resident, Title I eligible non-public school students.

Statute, Board Policy, or Rules Statement

13. The recommendation is consistent with Administrative Policy 3.09, Purchasing and Bidding Requirements, and Administrative Policy 3.10, Historically Underutilized Business Program.

14. The Administration's recommendation is consistent with federal and state statutes regarding ESEA.

Fiscal Impact Statement

15. This item authorizes expenditures of up to 16.39% of Title I funds available for 2004-2005 for non-public schools after allowable expenses are deducted, as mandated by ESEA. This would amount to $6,917,375, based upon current-year allocations. Recommended RFP respondents are: Academic Behavioral & Cultural (ABC) Academy, Inc., The Learning Exchange, Nonpublic Educational Services, Inc., and Sylvan Education Solutions. Actual contract amounts will be based upon the actual MPS FY05 Title I allocation provided by the Wisconsin Department of Public Instruction or the U.S. Department of Education, individual non-public school allocations, and non-public schools to be served by each vendor.

Account Title: Title I, Regular, Non-public School

Budget Code: GEN-0-I-1N5-1S-ECTS0000

Implementation and Assessment Plan

16. Contracts will run from July 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.

17. The contracts will be monitored through the Office of Academic Excellence.

Committee's Recommendation

Your Committee recommends that the Milwaukee Board of School Directors authorize one-year contracts with options for up to two additional years to:

- Academic Behavioral & Cultural (ABC) Academy, Inc.;
- The Learning Exchange;
- Nonpublic Educational Services, Inc.; and
- Sylvan Education Solutions.

Funding is not to exceed the 16.39% of Title I funds available for 2004-2005 for non-public schools after allowable expenses are deducted, as mandated by ESEA. (This would amount to $6,917,375 under the current-year allocation.) The designated funds are for the provision of services to City of Milwaukee Title I eligible students enrolled in non-public schools in the 2004-2005 school year. Contract amounts to be awarded to each agency will be dependent upon the level of service accessed by participating non-public schools. Participating non-public schools will receive services up to an allocation amount based upon an approved federal formula. The Administration will report back to the Board of School Directors on final allocations and contract award amounts.

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

* * * * *

(Item 8) Action on a Request for Authorization on the Transfer of Designated Funds for Project Loan Acquisition Network (PLAN)

Administration's Analysis

1. At the April 16, 2002, meeting of the Committee on Finance/Personnel, the Office of Finance and Operations outlined the concept behind a new fiscal management program known as the Project Loan Acquisition Network, or PLAN. When approved, PLAN created a centralized fund into which participating schools voluntarily deposit a portion of their carryover balances for a period of one to three years. Schools have the ability to apply to the PLAN Board of Directors to secure low-interest loans from the centralized fund to complete higher-priced projects such as equipping a science classroom, making a large purchase of computer equipment, or upgrading a security system. Those schools borrowing funds make repayment over the course of one to three years.

2. By using the PLAN management tool, the Office of Finance and Operations and PLAN members hope 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 a low-interest loan for essential school projects, schools are able to make educational opportunities more readily available to students while eliminating the problems associated with year-to-year budgeting when saving for expensive projects. Those schools that find themselves with a surplus due to teacher vacancies or other factors and that 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. With more money invested in school projects, the district will benefit both educationally and financially, as the district's state aid allocation will be positively affected.

3. A number of MPS Schools are currently unable to accumulate the funds necessary for larger educational projects that would enhance the learning environment for their students. Many schools budget carry-over funds from year to year and target those funds for future projects such as science rooms or computer labs. While benefits may eventually be seen for future students, children currently attending those schools miss out on important educational opportunities. Through the use of PLAN, valuable projects will be completed quickly and provide immediate benefit to students while schools pay off low-interest loans.

4. The appointed loan committee determines if loan requests fit predetermined criteria and make recommendations on project requests and assign interest rates. The debt service will be subtracted up front from the annual budget of the school to ensure repayment.

5. PLAN provides an opportunity for schools to assist one another in improving the overall educational environment of the Milwaukee Public School system. PLAN, through its loan committee, also provides a mechanism to help ensure funds provided through state aid are used as effectively and efficiently as possible.

Strategic Plan Compatibility Statement

6. The Project Loan Acquisition Network directly responds to the MPS strategic plan goal to "maintain financial stability while decentralizing decision-making authority" (MPS Strategic Plan, 2000, p. 9).

Statute, Board Policy or Rules Statement

7. 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.

Fiscal Impact Statement

8. This item does not authorize expenditures. A fund transfer will be made to the central PLAN account.

9. Participating schools will have the opportunity to access critical funds to be used to complete essential educational projects in a stable fiscal climate and in a timely manner.

10. Funds for educational projects will be used in a manner that will maximize efficiencies related to the district's share of state aid.

11. Participating schools and principals will become more closely acquainted with the inherent rewards associated with a policy that promotes long-term planning and fiscal responsibility in the interest of MPS students.

12. Upon approval by the Milwaukee Board of School Directors, the committed funds will be transferred to the central PLAN account. The funds will be located under the budget code GEN-0-0-EAS-DW-ECSP0000 (PLAN Budget Account)

13. The deposits to be transferred into the PLAN fund at this time total $390,000.

— Honey Creek: $140,000
Account Numbers: GEN-0-I-BDE-HC-ESUP (Supply Account)
GEN-0-S-BDE-HC-ESUP (Supply Account)
GEN-0-0-BDE-HC-ECSP (Carryover Surplus)

— Hartford: $150,000
Account Number: GEN-0-0-BDK-HF-EBAJ (Budget Adjustment)

— Juneau: $100,000
Account Number: GEN-0-0-BDS-JU-ECSP (Carryover Surplus)

Implementation and Assessment Plan

14. Upon approval by the Milwaukee Board of School Directors, the Division of Finance will transfer the specified funds to the central PLAN account. The Division of Finance will then continue to work with PLAN participants to issue and review applications for funding from the Project Loan Acquisition Network account.

Committee's Recommendation

Your Committee recommends that, in keeping with the mission of Milwaukee Public Schools to ensure that maximum educational opportunities are provided for all students so that they may reach their highest potential, and in keeping with the MPS Strategic Plan's goal of maintaining financial stability while decentralizing decision-making authority, the Board endorse the transfer of designated funds for PLAN, the Project Loan Acquisition Network, to the following schools in the amounts indicated:

— Honey Creek: $140,000
Account Numbers: GEN-0-I-BDE-HC-ESUP (Supply Account)
GEN-0-S-BDE-HC-ESUP (Supply Account)
GEN-0-0-BDE-HC-ECSP (Carryover Surplus)

— Hartford: $150,000
Account Number: GEN-0-0-BDK-HF-EBAJ (Budget Adjustment)

— Juneau: $100,000
Account Number: GEN-0-0-BDS-JU-ECSP (Carryover Surplus)

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

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(Item 9) Action on a Request for Authorization to Enter with the Boys and Girls Clubs of Greater Milwaukee, Inc., into a Commercial Offer to Purchase for Lands Supporting the NSI Partnership Project

Background

1. On August 24, 2000, the Board approved the Neighborhood Schools Plan (NSP) and the proposed partnership between the Milwaukee Public Schools and the Boys and Girls Clubs of Greater Milwaukee, Inc.

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 the Boys and Girls Clubs of Greater Milwaukee (BGC), the aim of which was summarized by NSP as follows: ". . . . working with an identified community-based organization, cooperatively construct a new three-section K-5 elementary school (572 seats), which school should be located in the Mitchell attendance area, principally serving students who reside in the current Mitchell attendance area, but also serving perhaps 150 student residing in the current Grant attendance area."

3. The Plan now calls for a partnership for the development of a new school with a two-section track of grades K-8 (572 seats) adjacent to the Irving Seher Branch of BGC, which is located at 2404 West Rogers Street.

Administration's Analysis

4. The Administration has completed its negotiations with the BGC for the acquisition of property needed to develop the new school and now seeks authorization to enter into a Commercial Offer to Purchase for such property.

5. The key points of the Commercial Offer to Purchase are as follows:

   a. MPS is contracting to purchase all lands lying between the western perimeter wall of the BGC's Irving Seher Branch and 25th Street, as well as four contiguous parcels at the northeast corner of 24th & Rogers (as the latter are acquired by BGC).

   b. MPS will also acquire the sole and exclusive option to purchase the existing Seher building for $1.00. MPS's option may be exercised upon the earlier to occur of (a) BGC's ceasing to occupy and use the Seher Branch in substantially the same manner and extent as now occupied, or (b) the end of the 99th year after MPS's closing under the Commercial Offer to Purchase.

   c. The purchase is in consideration of MPS's agreeing, for the 20-year term of a Use and Maintenance Agreement to be entered into between MPS and BGC, to do capital maintenance on the existing Seher building and to reimburse BGC for its building operating and ordinary maintenance expenses during the same period.

6. The firm of Voss Jorgensen Schueler (VJS) will be the construction manager under the Commercial Offer to Purchase. BGC will assign its construction contract with VJS to MPS as part of the Commercial Offer to Purchase.

7. The Administration is recommending the assignment of the construction contract due to the following:

   a. The construction contract mirrors the standard MPS construction contract.

   b. The NSI participation plan's requirements (COIN, HUB, student participation) are included in the VJS construction contract.

   c. MPS personnel from the Division of Facilities and Maintenance Services consulted with BGC as BGC considered its preference for construction mode, and BGC ultimately solicited responses from three construction companies.

   d. VJS has successfully completed three NSI projects, is currently constructing three additional NSI projects, and is aware of MPS and NSI construction and reporting requirements.

   e. April 2004 Board approval of the Commercial Offer to Purchase will permit VJS to complete the project by August 2005, thus guaranteeing student occupancy for the 2005-2006 school year.

   f. VJS has been involved in developing the architectural specifications with the project's architectural firm of BMR Design Group and thus has considerable knowledge of the project.

8. The Commercial Offer to Purchase, drafted by counsel at Gonzalez, Saggio & Harlan, L.L.P., with guidance from counsel at Quarles and Brady, is currently being reviewed by the Office of Neighborhood Schools, the Division of Facilities and Maintenance Services, the Division of Insurance and Risk Management, and the City Attorney's Office.

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.

10. The proposed facility partnerships support the MPS Strategic Plan, Goal 1, Student Achievement, and Goal 3, family satisfaction as measured by their choices in the education marketplace. This project will expand neighborhood educational options for the community.

Statute, Board Policy, or Rules Statement

11. Wisconsin Statutes 119.16(3)(b) requires the Board's approval to purchase property. The Board may wish to retire to executive session, as permitted under Wisconsin Statutes, Section 19.85(1)(e), to discuss matters related to the acquisition of these properties.

Fiscal Impact Statement

12. Funding for the Milwaukee Public Schools' portion of this project is estimated at $10.2 million. The original estimated cost for the project was $4.2 million. In September 2003, the Office of Neighborhood Schools reported a $7.9 million cost of the project to the Board of School Directors. The difference in costs can be met by using unallocated funds from other Neighborhood Schools projects. The budget code is FAR-0-0-NSI-SX-ECNC, and the account title is NSI Construction Contracts.

13. The difference between the original project cost and the current estimated costs results from the following factors:

a. The new addition is approximately 8,600 sq. ft. larger than the size of the addition estimated in September 2000, and the current building design has additional components that may not have been accounted for in the original plan. The new building design was changed for the following reasons:

(1) Space available for the kitchen and cafeteria was too small, and a corridor separated the kitchen from the cafeteria. A new kitchen and cafeteria have thus been added. The costs of remodeling for the new kitchen were significant. (Some of the cost for the new kitchen will be offset by lower construction costs.)

(2) A wall had to be built to allow daytime use of the existing wood shop and art room by the community.

(3) A mechanical room on the third floor was needed to house the air-handling and air-conditioning equipment.

(4) Maintaining a multipurpose room in the Seher Club basement will provide additional play space for the school and program space for the Boys and Girls Club.

b. The above modifications in the plan require an additional 8,600 sq. ft.

c. The current estimate was based on budget data that have since been revised or increased twice. The $10.2 million estimate accurately reflects the cost of construction for this project at this time.

14. BGC will, as part of the use and maintenance agreement to be entered into with MPS, provide scheduled use of its facility at the Seher Branch. Estimated value of this use over the 20-year term of the use-and-maintenance agreement is $2.0 million.

Implementation and Assessment Plan

15. Upon approval by the Board, the appropriate Commercial Offer to Purchase document will be executed, along with related documents required for closing on the Commercial Offer to Purchase (including the use-and-maintenance agreement and a disbursement agreement for the payment of funds). The project is expected to begin construction immediately, with occupancy scheduled for September 2005.

16. Upon the completion of the construction of the new school building, school-age children residing in the new attendance area will have priority in enrollment.

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration to enter into a Commercial Offer to Purchase with the Boys and Girls Clubs of Greater Milwaukee, which Commercial Offer to Purchase shall provide for the following:

1. that the District shall purchase from BGC all lands lying between the western perimeter wall of the BGC's Irving Seher Branch and South 25th Street, as well as four contiguous parcels at the northeast corner of South 24th and West Rogers Streets;

2. that the District shall acquire from BGC the sole and exclusive option to purchase for $1.00 the existing Seher building, such option to be exercisable upon the earlier to occur of:

a. BGC's ceasing to occupy and use the Seher Branch in substantially the same manner and extent as now occupied; or

b. the end of the 99th year after MPS's closing under the Commercial Offer to Purchase;

3. that the District shall further enter into a Use and Maintenance Agreement with BGC under which, during the 20-year term of such Use and Maintenance Agreement, MPS shall

a. do capital maintenance on the existing Seher building; and

b. reimburse BGC for building operating and ordinary maintenance expenses on the existing Seher building; and

4. that the District shall assume the construction contract between Voss Jorgenson Schueler and BGC, and shall disburse funds up to $10.2 million for the performance of such construction contract.

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

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REPORTS OF SPECIAL COMMITTEES

The Director, Office of Board Governance/Board Clerk, presented 33 expulsion orders from the Independent Hearing Panel of the Milwaukee Board of School Directors.

Director Johnson moved to accept the reports of the Independent Hearing Panel of March 23, 24, 25, 26, 29, 30, 31, 2004, and April 2, 5, 6, 7, 8, 11, 19, 20, 21, 2004, with "Chief of Pupil Services" substituted for "Deputy Superintendent" wherever it occurs in the reports and with the boxes checked wherever "hours of community service" occurs.

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

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

Noes—None.

* * * * *

The Board recessed from 8:55 to 9:13 PM.

The Board adjourned at 11:29 PM.

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